

**RUBRIC/FEEDBACK SHEET**  
**EDST6782 ENGLISH 2 (YEARS 3-6)**  
**UNSW SCHOOL OF EDUCATION**

**Assessment Task 1: Implementing a phonics program**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Phonics scope and sequence suitable for a certain reading development level</li> <li>• The GRR model in developing a lesson plan for teaching Phonics</li> <li>• Differentiation strategies for Phonics instructions</li> <li>• Suitability of teaching resources</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Appropriate Phonics approach for certain reading instructions</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Understanding of different issues and debates relating to the role of Phonics in early reading instructions</li> <li>• Understanding of different debates relating to different Phonics approaches</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>					
<p><b>Presentation of response according to appropriate academic and</b></p>					

Specific Criteria	(-)—————>(+)				
<b>linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length (2000 words)</li> </ul>					
<b>General comments/recommendations for next time:</b>					

**Recommended: /20 (FL PS CR DN HD)**

**Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

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**Assessment Task 2: Assessing early reading instruction**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Knowledge and skills relating to decoding and comprehension</li> <li>• Readers' reading behaviour</li> <li>• Readers' reading fluency and comprehension levels</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Annotation of student's reading performance in terms of their reading behaviour, fluency, and comprehension</li> <li>• Detailed explanation of how your suggested strategies, teaching content, and teaching activities will enhance the student's reading performance</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Accurate understanding of NESA syllabus learning outcomes and the National Literacy Progression relating to reading/viewing</li> <li>• Sound range of professional and research references to support the teaching of reading</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>					

Specific Criteria	(-)—————>(+)				
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length (3000 words)</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

**Recommended:**

**/20 (FL PS CR DN HD)**

**Weighting:**

**60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.