

RUBRIC/FEEDBACK SHEET
EDST2070 CULTURE, IDENTITY AND EDUCATION
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Research vignette

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory and education • Clarity and accuracy in use of key theoretical terms and concepts in relation to ‘youth’ discourses and identity-work 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of relevant key concepts, social practices and concerns linked with ‘youth’ and identity-work • Depth of analysis regarding socio-historical concerns linked with ‘youth’ discourses • Clarity and depth of argument in relation to effects of identity-work on educational engagement • Clarity and depth of explanation regarding the theoretical approach chosen • Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course) • Ability to locate and effectively use suitable literature that in support of the analysis • Ability to synthesise and present research findings that supports your response 					

Specific Criteria	(-)—————>(+)				
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Clarity and coherence of organisation of ideas within paragraphs and across the response • A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide) 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar • Clarity, appropriateness, and effectiveness in terms of persuasive/analytical/reflective writing • Clarity, consistency, and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list • Adheres to word length: inclusive of reference list; within 10% over/under • Correct and thorough referencing according to APA 6th edition style guide 					
<p>General comments/recommendations for next time:</p>					

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: Education commentary/think piece

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, politics, policy, and education • Clarity and accuracy in use of key theoretical terms and concepts in relation to culture, identity, politics, policy, and schooling practices 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of relevant key concepts, politics, and educational concerns • Depth of analysis regarding socio-historical and interconnected basis of educational concerns • Clarity and depth of argument in relation to effects of culture, identity, politics and policy on schooling practices • Clarity and depth of explanation regarding the theoretical approaches chosen • Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course) • Ability to locate and effectively use literature that demonstrates an understanding of the relevance and sensitivity to including different researcher perspectives (i.e. drawing on contributions from varied cultural/racialised perspectives) 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> Ability to synthesise and present research findings that supports your response 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide) Clarity and coherence of organisation of ideas within paragraphs and across the response 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list Adheres to word length: inclusive of reference list; within 10% over/under Correct and thorough referencing according to APA 6th edition style guide 					
<p>General comments/recommendations for next time:</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.