

**RUBRIC/FEEDBACK SHEET**  
**EDST5034 CURRENT ISSUES IN EDUCATION 2**  
**UNSW SCHOOL OF EDUCATION**

**Assessment Task 1: Positionality statement**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Understanding of the task and its relationship to relevant areas of theory, research, and practice</li> <li>• Linking the task to own professional learning</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Ability to identify 'current issues' and their significance to researcher positionality</li> <li>• Evaluate the significance of ethical, cultural, and personal issues related to positionality</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>• Justification of claims made about positionality using appropriate academic literature</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Clarity and style of writing</li> </ul>					
<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 presenting own ideas and reflect on these ideas</li> <li>• Depth of insight and reflecity of overall response</li> </ul>					

<b>Specific Criteria</b>	(-)—————>(+)
<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: Annotated bibliography**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Appropriateness of the literature to describe study context</li> <li>• Selection of academic, policy and professional literature that informs the key issues arising in the research context</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Justification of claims made about the background to the study using appropriate academic literature</li> <li>• Evaluative critique of literature that contributes to the context</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>• Ideas &amp; evaluative commentary are clearly &amp; logically articulated</li> <li>• Clarity of evidence or reasoning provided in writing</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Annotations describe and evaluate key issues shaping the focus of the study</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Clarity, consistency &amp; appropriateness of academic writing style</li> <li>• Appropriate use of APA conventions</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

<b>Specific Criteria</b>	(-)—————>(+)

**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.