

RUBRIC/FEEDBACK SHEET

EDST5111 INTELLECTUAL DISABILITIES

UNSW SCHOOL OF EDUCATION

Assessment Task 1: Essay

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, research, and practice • Clarity and accuracy in use of key terms and concepts in the area of intellectual disabilities 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings • Demonstration of knowledge of, and respect for, the diverse social, ethnic, cultural, and religious backgrounds of people and the effects of these factors on learning 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Range of current research literature to support response 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for 					

Specific Criteria	(-)—————>(+)				
quoting, paraphrasing, attributing sources of information, and listing references • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length					
General comments/recommendations for next time: 					

Recommended: /20 (FL PS CR DN HD) Weighting: 50%

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: Information booklet

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, research, and practice • Clarity and accuracy in use of key terms and concepts in special education/ disability studies • Clear connection between booklet's topic and provided advice and examples 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings • Depth of analysis of information provided to parents, introduction on the topic of a booklet provided advice to parents based on evidence-based practice • Useful examples and tips for parents 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Familiarity with the booklet's topic • List of related and appropriate resources recommended to parents for further reading • List of references that you used in order to create the booklet (use citations and reference pages) 					
<p>Structure and organisation of response</p>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organization 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • Clarity and consistency in presenting the booklet • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word limit 					
<p>General comments/recommendations for next time:</p>					

Recommended:

/20 (FL PS CR DN HD)

Weighting:

50%

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.