

# RUBRIC/FEEDBACK SHEET

## EDST5134 ADDRESSING SPECIAL NEEDS

### UNSW SCHOOL OF EDUCATION

#### Assessment Task 1: 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 response</li> <li>• Provided an introductory paragraph to the bibliography</li> <li>• Created an Annotated Bibliography of sources to use in own teaching and to support professional learning for self and other teachers</li> <li>• Summarised sources, briefly describing the content, issues or key concepts in a few sentences</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising)</li> <li>• Analysed, evaluated and synthesised the source's value and/or relevance for the topic and student population</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>• Detailed and appropriate references used.</li> <li>• Used research-based sources that are the most relevant.</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Level of structure and organisation of response</li> <li>• Appropriateness of overall structure of response</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>• Readability with logical sequencing/flow of ideas</li> <li>• Appropriate academic and linguistic conventions</li> <li>• Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length)</li> <li>• Used APA (7th ed.) referencing conventions and formatting</li> </ul>					
<p><b>General comments/recommendations for next time:</b></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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### UNSW SCHOOL OF EDUCATION

#### Assessment Task 2: Differentiated Lesson Plan

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>• Clarity and accuracy in use of key terms and concepts in disability studies clear connection between learning outcomes and lesson activity(ies)</li> <li>• Identified a grade/year level, subject and topic</li> <li>• Teaching strategies were appropriate for year/grade/subject area</li> <li>• Appropriateness of strategies for differentiating teaching &amp; learning</li> <li>• Included an Appendix of sample worksheets, contracts, assessment criteria or other supporting materials</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Depth of understanding of key differentiated instruction principles, concepts and issues explicitly raised during the course and in your follow up readings</li> <li>• Appropriate use of differentiation so the full range of student abilities and needs are taken into account</li> <li>• Effective use of pre and post assessment to test student knowledge of objectives</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>• Range of research and professional literature on behaviour/classroom management</li> </ul>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> <li>• Resources are current and relevant</li> <li>• Detailed and appropriate references used</li> <li>• Used research-based sources that are the most relevant</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Level of structure and organisation of response</li> <li>• Appropriateness of overall structure of response</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 conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• Appropriateness of overall structure and coherence of response</li> <li>• Clarity and consistency in presenting tables and diagrams</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> <li>• Used APA (7th ed.) referencing conventions and formatting</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

**Recommended:**

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

**Weighting:**

**60%**

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