

RUBRIC/FEEDBACK SHEET

EDST5141 CRITICALLY ENGAGING WITH INDIGENOUS EDUCATION

UNSW SCHOOL OF EDUCATION

Assessment Task 1: Theoretical framework

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, policy and Indigenous education • Clarity and accuracy in use of key theoretical terms and concepts in relation to 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 concerns linked with Indigenous education policy • Clarity and depth of explanation regarding the theoretical approach chosen • Effectiveness of synthesis in connection with communicating with and across the different theoretical frameworks 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Ability to effectively use literature that demonstrates an understanding of the relevance, suitability and sensitivity when evaluating academic literature • 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 • Clarity and coherence of organisation of ideas 					

Specific Criteria	(-)—————>(+)				
<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, and 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: Research 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 curricular and pedagogic practices linked with Indigenous education • Clarity and accuracy in use of key curriculum and pedagogic terms and concepts in relation to 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 concerns linked with schooling practices and Indigenous education • Depth of analysis regarding socio-historical concerns linked with Indigenous education, your teaching discipline, and your schooling context • Clarity and depth of argument in support of ‘good practice’ schooling • 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 literature that demonstrates an understanding of the relevance and sensitivity to including different researcher perspectives (i.e. drawing on contributions 					

Specific Criteria	(-)—————>(+)				
<p>from Indigenous knowledges/scholars)</p> <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, and 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.