

RUBRIC/FEEDBACK SHEET
EDST5442 ADVANCED PROFESSIONAL PRACTICE
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Audit of teaching practice

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Ability to reflect on one’s lessons using the proficient teacher standards • Use of reflections to identify areas of self-improvement in own teaching 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstrated ability to think critically using analytical skills 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Understanding of prescribed readings and related theory and research 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • A well-planned, concise and cohesive response 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clear, fluent written expression • Appropriate use of APA referencing style 					
<p>General comments/recommendations for next time:</p>					

Specific Criteria	(-)—————>(+)

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 Evidence

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Uses NESAs accreditation guide to construct response 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstrates reflexivity and reflectivity / analytical and evaluative thinking / complexity of ideas 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Makes links with recommended and other appropriate readings 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Provides a well-planned and structured text 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity and fluency of written expression • Use of APA referencing style for in-text referencing and reference list 					
<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.