

RUBRIC/FEEDBACK SHEET
EDST6780 MATHEMATICS 2 (3-6)
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Annotation and analysis of student work samples

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Clearly and appropriately annotated work samples 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Clear evidence of student thinking and ongoing learning needs demonstrated in teacher analysis of work samples • Consideration given to different aspects of student’s response including language, symbols, strategies used and solution • Feedback is clear and appropriate to student’s needs 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas 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 quoting, paraphrasing, attributing sources and information and 					

Specific Criteria	(-)—————>(+)				
listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length (3000 words equivalent)					
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: Assessing students proportional understanding in decimals, fractions and percentages

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Student’s understanding of an aspect of the chosen concept has been assessed • Appropriate hands-on activities selected that allow students to demonstrate ability to work mathematically 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Report discusses student’s strengths and understanding demonstrated in assessed area • Lesson plan addresses where to next for the student • Indication of what a follow up lesson could cover 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability • Use of lesson plan template 					

Specific Criteria	(-)—————>(+)				
<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 and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length (e.g., includes lesson plan) 					
<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.