

RUBRIC/FEEDBACK SHEET
EDST5106 ADVANCED BEHAVIOUR SUPPORT STRATEGIES
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Exploration/Design of a Tier 3 Behavioural Intervention

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 Tier 3 intervention principles 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key Tier 3 intervention principles, concepts and issues explicitly raised during the course and in your follow up readings • Depth of analysis of target audience and their strengths and weaknesses • Clarity of objectives and rationale 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Range of research and professional literature on Tier 3 practices 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>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Consistent use of APA 7th ed. for formatting, headings, citations, references • Clarity, consistency and appropriateness of the response • 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: Behaviour change project

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 ABA 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key ABA concepts and issues explicitly raised during the course and in follow up readings • Depth of analysis of target population and their strengths and weaknesses • Depth of behaviour change project (are all components included/addressed?) 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Range of research and professional literature on ABA theory to support response 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of data collection and intervention • 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>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Consistent use of APA 7th ed. for formatting, headings, citations, references • Clarity, consistency and appropriateness of writing conventions • Clarity and consistency in the format of the plan • 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.