

RUBRIC/FEEDBACK SHEET
EDST5131 ORAL COMMUNICATION ACROSS THE CURRICULUM
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Critical reflection

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 practice • Clarity in the coverage of each issue 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of context, key issues and student needs/ strengths • Depth of analysis of specific strengths and challenges of student group in relation to needs for speaking development 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Reference to appropriate research and professional literature relevant 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 organization 					
<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 of information, and listing references 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection 					
General comments/recommendations for next time: 					

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: Plan for oracy across the curriculum

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Full completion of the task • Clear explanation of the selected oral text, including its relationship to relevant areas of theory, research and practice, and outlining any implications or recommendations if relevant • Clarity and accuracy in use of key terms and concepts in oral communication 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key issues in the context of the investigation • Depth of analysis of specific strengths and weaknesses of student group in relation to needs for speaking development • Clarity and depth of discussion, evaluation and reflection 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Coverage of reference to any appropriate research and professional literature relevant 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 clear linkers and signposting for oral text; use of section headings and summaries to enhance readability for written text/s 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity of purpose and audience of the oral text (if oral mode chosen) or clarity of intention for oral text (if notes and/or script chosen) • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references in writing • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
<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.