

RUBRIC/FEEDBACK SHEET
EDST5139 LANGUAGE, LITERACY AND NUMERACY
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Analytical Report

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Identifies and describes key language, literacy, and numeracy concepts 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Addresses the syllabus/curriculum requirements accurately in relation to literacy and numeracy • Relates literature to practice, drawing on theories from subject readings 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • A range of relevant professional/research literature is drawn on to support the arguments • Professional/research sources are current and trusted 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • The response is well-structured and organised to show application as well as description of the strategies • Response to the task is clear and coherent 					
<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 					
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: Text Analysis & Lesson Plan

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Solid rationale given for choice of text/choice of lesson plan • Personal teaching context is clearly articulated • Understanding of literacy, language and numeracy demands of non- and EAL students is clearly outlined 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Selected text is contemporary and well-described OR selected lesson plan is sufficiently detailed • Relevant language, literacy and numeracy challenges are identified, with a rationale given as to why they pose challenges • Justification is given, with reference to key literature and course/ curriculum materials, as to how the proposed lesson plan and teaching strategies within meet the needs of EAL/D students • Clear connections are made between proposed practice (lesson plan) and course content 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • A range of relevant professional/research literature is drawn on to support the arguments • Professional/research sources are current and trusted 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • The response is well-structured and organised to show 					

Specific Criteria	(-)—————>(+)				
application as well as description of the strategies <ul style="list-style-type: none"> • Response to the task is clear and coherent 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information and listing references • Clarity and consistency in presenting tables and diagrams • 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:

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.