

**RUBRIC/FEEDBACK SHEET**  
**EDST5808 KEY CONCEPTS AND ISSUES IN GIFTED EDUCATION**  
**UNSW SCHOOL OF EDUCATION**

**Assessment Task 1: Reflection**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Appropriateness of the reflection</li> <li>• Adequacy of the reflection (i.e., consideration of all necessary elements)</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Demonstration of deep and critical thinking about the selected issues</li> <li>• Presentation of insightful and accurate interpretations of the research evidence</li> <li>• Appropriateness of the application of the research to the task</li> <li>• Demonstration of original and independent thought</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Appropriateness of the reading of the literature</li> <li>• Breadth of the reading of the literature</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Appropriateness of structure/organisation</li> <li>• Logical sequencing</li> <li>• Flow of ideas</li> <li>• Overall cohesiveness</li> </ul>					

Specific Criteria	(-)—————>(+)				
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation)</li> <li>• Use of an appropriate academic style of writing</li> <li>• Use of appropriate conventions in academic writing (e.g., citations, paraphrasing, reference list)</li> <li>• Clarity of tables/figures (as applicable)</li> <li>• Readability</li> <li>• Respect for word limits</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

**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: Advocacy article**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Appropriateness of the advocacy article</li> <li>• Adequacy of the advocacy article (i.e., consideration of all necessary elements)</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Demonstration of deep and critical thinking about the issues associated with the myth or misconception</li> <li>• Presentation of insightful and accurate interpretations of the research evidence</li> <li>• Appropriateness of the application of the research to the task</li> <li>• Demonstration of original and independent thought</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Appropriateness of the reading of the literature</li> <li>• Breadth of the reading of the literature</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Appropriateness of structure/organisation</li> <li>• Logical sequencing</li> <li>• Flow of ideas</li> <li>• Overall cohesiveness</li> </ul>					

Specific Criteria	(-)—————>(+)				
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation)</li> <li>• Use of an appropriate academic style of writing</li> <li>• Use of appropriate conventions in academic writing (e.g., citations, paraphrasing, reference list)</li> <li>• Clarity of tables/figures (as applicable)</li> <li>• Readability</li> <li>• Respect for word limits</li> </ul>					
<p><b>General comments/recommendations for next time:</b></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.