

RUBRIC/FEEDBACK SHEET
 EDST5451 EDUCATIONAL POLICY: THEORY AND PR
 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Policy Analysis

Specific Criteria	(-)			>(+)	
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Appropriateness of policy document selected for analysis • Explicit engagement with Bacchi's (2009) approach to policy analysis • Clear understanding of the concept of policy problems 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Clear and reasoned identification of the problem represented within the selected policy document • Clear and reasoned identification of assumptions within the selected policy document • Detailed analysis of relevant historical context/s • Clear and reasoned identification of silences within the selected <p>Thoughtful suggestions for how the problem could be questioned, disrupted, or replaced</p>					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Uses policy documents and related sources effectively to support response 					

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Assessment Task 2: Policy Briefing

Specific Criteria	(-)			>(+)	
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • A relevant issue in education policy at state or federal level is clearly identified and explained, and a position relevant to the issue is taken • Clear understanding of the relationship between policy problems and solutions 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Issue is explored in depth, demonstrating a thorough grasp of the content • Considered, reflexive analysis of position is articulated • Overall evaluation of position is thoughtful and well-reasoned 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Uses a wide range of academic literature to effectively support response • Uses unit readings as relevant to effectively support response • Uses policy documents and/or related sources as relevant to effectively support response 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Logical sequencing of ideas in response to task requirements • Effective use of paragraphing • Clarity and coherence of organisation, including use of sub- 					

