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| Description: universityofsaR-blacksm **Student name:** | | | | | | |
| **EDUC 5143 Foundations for Specialist Arts Educators Assessment 1: Critical Reflection: Foundations for Specialist Arts Educators. (50% of the total assessment) Word limit: 2250 words equivalent** | | | | | | |
| **Assessment Criteria**  (each section weighted 20%) | **High Distinction** | **Distinction** | **Credit** | **Pass Level 1** | **Pass Level 2** | **Fail** |
| Articulation of your area of specialisation and a critical insight into your skills and knowledge as outlined in your personal statement, teacher profile and vision of an authentic arts experience. | Demonstrates sophisticated scholarly engagement, synthesizing knowledge and understanding from the course, to present a finely-balanced, richly nuanced reflection of your role as a future educator. | Demonstrates nascent scholarly engagement, applying knowledge and insight into your area of specialisation. | Demonstrates high level of engagement and applies salient knowledge and understanding of your area of specialisation. | Demonstrates ample engagement and applies sufficient knowledge and understanding of your area of specialisation. | Demonstrates some engagement with application of some basic knowledge and understanding of the core elements and practices of your area of specialisation. | Demonstrates weak engagement and limited knowledge and understanding of your area of specialisation. |
| Critically reflects on personal ‘funds of knowledge’ in relation to the role of specialist arts educators with consideration of the application of the theory in school settings for both students and teachers. | Critical reflection on ‘funds of knowledge’, demonstrates outstanding insight into the connections between past experiences, current knowledge and future role as an arts educator. | Through reflection on ‘funds of knowledge’ draws insightful connections to future roles of arts educators with strong elements of criticality throughout. | Reflection on ‘funds of knowledge’ shows some elements of criticality and draws some explicit connections with the role of arts educators. | Reflection on ‘funds of knowledge’ is largely descriptive and makes strong explicitly connections of the role of arts educators. | Reflection on ‘funds of knowledge’ is largely descriptive and makes weak connections to the role of specialist arts educators. | Prior knowledge and experience in the arts are dismissed as insignificant or are not referenced al all. |
| Identification of a range of resources that reflects insight into learning in the arts and the impact of policy on arts education | Makes use of well-researched and rich arts resources and includes reference to course readings, wider literature and relevant curriculum documents. | Makes use of arts resources where appropriate and includes reference to course readings, wider literature and relevant curriculum documents. | Makes use of some appropriate arts resources with consideration of course readings, wider literature and relevant curriculum documents. | Makes use of arts resources with consideration of course readings, wider literature and relevant curriculum documents. | Makes limited use of arts resources with some consideration of wider literature and relevant curriculum documents. | Makes no reference to the wider literature and relevant curriculum documents. |
| Critically reflects on pedagogy, including distinctive arts pedagogy, in relation to your area specialisation. | Demonstrates sophisticated scholarly examination of pedagogies that includes an understanding of your area of specialisation. All referencing in Harvard style is meticulously implemented. | Demonstrates a developed scholarly examination of pedagogy that incorporates an understanding of your area of specialisation. All referencing in Harvard style is accurately implemented. | Demonstrates a nascent examination of pedagogy that incorporates an understanding of your area of specialisation. Most referencing in Harvard style is accurately represented. | Demonstrates a level of examination of pedagogy that incorporates an understanding of your area of specialisation. References usually conform to Harvard style conventions | Demonstrates some scholarly examination of pedagogy that incorporates an understanding of your area of specialisation. Limited and inconsistent use of Harvard referencing conventions. | Demonstrates weak scholarly examination of pedagogy that incorporates an understanding of your area of specialisation. References fail to conform to Harvard style. |

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| **Summary comment:** |
| **Assignment grade Marker:** |

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| **Grade** | **Notation** | **Notational%** | **Grade Description** | **The Graduate qualities being assessed by this assignment are indicated below:**   * GQ1: operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice * GQ2: is prepared for lifelong learning in pursuit of personal development and excellence in professional practice * GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems * GQ4. can work both autonomously and collaboratively as a professional * GQ6. communicates effectively in professional practice and as a member of the community * GQ7. demonstrates international perspectives as a professional and as a citizen |
| High distinction | HD | 85-100 | Outstanding performance on all learning outcomes |
| Distinction | D | 75–84 | Excellent performance on all learning outcomes |
| Credit | C | 65–74 | High performance on all learning outcomes, OR excellent performance on the majority of learning outcomes |
| Pass level 1 | P1 | 55–64 | Satisfactory performance on all learning outcomes, OR high performance on some learning outcomes which compensates for unsatisfactory performance on other, resulting in an overall satisfactory performance |
| Pass level 2 | P2 | 50–54 | Satisfactory performance on the majority of learning outcomes |
| Fail level 1 | F1 | 40-49 | Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements |
| Fail level 2 | F2 | Below 40 | Unsatisfactory performance on the majority of learning outcomes |