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| Description: universityofsaR-blacksm **Student name:** | | | | | | | |
| **EDUC 5145 Professional learning in Arts Education Assessment 1: Research Essay Plan (40% of the total assessment) Word limit: 2000 words** | | | | | | | |
| **Assessment Criteria** | **High Distinction+** | **High Distinction** | **Distinction** | **Credit** | **Pass Level 1** | **Pass Level 2** | **Fail 1** |
| ***Criteria 1 Case Study***  Connect research with practice by critically discussing a relevant Case Study including reference to how the study may impact on arts teaching and/or learning  15% | An exemplary well-informed critical analysis that articulates outstandingly perceptive insight into all features of the Case Study. | Comprehensive and robust critical analysis that demonstrates insight into all features of the Case Study. | Very thorough critical analysis that demonstrates excellent understanding of the almost all features of the Case Study | Effective and mostly critical analysis clearly demonstrating a very good understanding of most features of the Case Study | Accurate discussion of the Case Study with some elements of criticality demonstrating understanding of the main features of the study. | Some accurate discussion of the Case Study, demonstrating foundational understanding of some features of the study, | Features of the Case Study are identified with limited accuracy. |
| ***Criteria 1 Case Study***  Connect research with practice by critically discussing a relevant Case Study including reference to how the study may impact on arts teaching and/or learning  15% | Outstanding discussion succinctly articulates a rigorously argued and extensive range of impacts to teaching and learning, | Sophisticated discussion outlines highly scholarly perspectives about a comprehensive range of impacts to teaching and learning. | Very well-crafted discussion presents well-supported perspectives about a broad range of impacts to teaching and learning. | Considered discussion very effectively outlines, with some support, a good range of impacts to teaching and learning. | Effective discussion presents perspectives about a suitable range of impacts to teaching and learning. | A small number of impacts to teaching and learning are briefly outlined in an unsupported discussion. | Impacts on teaching are partially identified but not suitably discussed. |
| ***Criteria 2 Research Problem***  Articulate a research problem pertinent to current and future practice as an arts educator, including connection to the Australian Professional Standards for Teachers  20% | Conceptually sophisticated and astute articulation of a research problem which succinctly frames a rigorous and valuable study | Comprehensively constructed and very compelling articulation of a research problem which thoroughly frames a scholarly and highly relevant study | Very well constructed and informed articulation of a research problem which very clearly frames a considered and very relevant study. | Well constructed and effective articulation of a research problem which competently frames a relevant and useful study. | Coherent and mostly effective articulation of a research problem, which broadly frames study of a pertinent aspect of practice | Articulation of the research is somewhat coherent, and loosely provides framing for study of an aspect of practice. | The research problem is insufficiently outlined to satisfactorily frame ensuing study. |
| ***Criteria 2 Research Problem***  Articulate a research problem pertinent to current and future practice as an arts educator, including connection to the Australian Professional Standards for Teachers 10% | Outstanding insightful synthesis is seen in connecting the research problem with aspects of the Standards. | Excellent synthesis is seen in connecting the research problem with aspects of the Standards. | Meaningful connection showing some depth of insight is made between the research problem and aspects of the Standards. | Valid connection is clearly made between the research problem and aspects of the Standards. | Suitable connection is made with adequate explanation of the connection between the research problem and of the Standards. | Some connection is made between the research problem and the Standards. Brief explanation is given. | Connection between the research problem and the standards is attempted with very limited success. |
| ***Criteria 3 References list***  Demonstrate knowledge and understanding of relevant literature by identifying, discussing  and evaluating  resources which relate to the research problem  30% | An advanced and extensive selection of highly relevant scholarly arts resources is identified. Evaluation of listed references is very sophisticated, articulating excellent connection with the research problem. | An excellent comprehensive selection of relevant scholarly arts resources is identified. Evaluation of listed references is succinct, articulating a very strong relationship to the research problem. | A well-researched and wide-ranging selection of scholarly arts resources is identified. Evaluation of listed resources is thorough and accurate, articulating a strong relationship to the research problem. | A mostly thorough and considered selection of relevant, appropriate arts resources is identified. Discussion of listed resources shows very good evaluation, articulating clear links to the research problem. | A suitable selection of arts resources which are mostly relevant is identified. A nascent sense of evaluation is shown in satisfactory discussion of the resources in relation to the research problem. | A selection of resources with some relevance is identified. Discussion makes links to the research problem without evaluation. | Resources show little or no relevance. Inadequate discussion of links to the research problem is seen. |
| ***Criteria 4 Overall***  Write with an appropriately authoritative scholarly voice by presenting clear arguments through use of accessible and coherent structure to enable communication of ideas and demonstration of accurate Harvard referencing  5% | Extensive arguments are presented, through astute communication of ideas and outstanding academic writing skills. | Sophisticated arguments are presented, through scholarly communication of ideas and highly academic writing skills. | Excellent arguments are presented, through highly effective communication of ideas showing a thorough approach to writing skills. | Clear arguments are presented, through effective communication of ideas showing mostly accurate writing skills. | Arguments are presented, through mostly coherent communication of ideas, showing some accuracy of writing skills. | Ideas are presented rather than argued, with some coherence, showing basic understanding of some writing skills. | A very limited number of viewpoints are presented, showing little understanding of writing skills. |
| ***Criteria 4 Overall***  Write with an appropriately authoritative scholarly voice by presenting clear arguments through use of accessible and coherent structure to enable communication of ideas and demonstration of accurate Harvard referencing  5% | All referencing in Harvard style is meticulously implemented. | All referencing in Harvard style is very thoroughly implemented. | All referencing in Harvard style is accurately implemented. | Most referencing in Harvard style is accurately represented. | References usually conform to Harvard style conventions | Limited and inconsistent use of Harvard referencing conventions. | 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 |