

## Assessment and Feedback Details

### Assessment Task 2

| Assessment Task 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Due Date                | %   | SILOs Assessed |
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| Critique of resources<br><b>CRITICAL TASKS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Monday, April 15</b> | 30% | 01,04          |
| <b>Submission Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                         |     |                |
| <b>Turnitin</b><br><i>This task is a <b>Critical Task</b> and evidence of completing this task must be uploaded to a PebblePad Resource and to be collected in your Digital Evidentiary Portfolio. A link is provided in LMS to the PebblePad Resource.</i>                                                                                                                                                                                                                                                         |                         |     |                |
| <b>Grading Criteria and Feedback</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         |     |                |
| Written feedback using rubrics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                         |     |                |
| <b>Description of Task</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                         |     |                |
| For your second assessment, you will conduct a critique of classroom learning resources. You will select a set of 10 resources that are examples of how 'Embedding Indigenous Perspectives' is or is not being achieved in school contexts. The purpose of this task is to develop critical awareness and critical literacy of published resources. Your critiques should be supported by research, and this includes utilising the required and weekly readings. Approximately 150 words each (~1500 words total). |                         |     |                |

## Assessment Task 2: Critique of resources – 1500 words (30%)

This task is a critique of classroom learning resources. You will select 10 resources relevant to your teaching context that are examples of how to 'embed Indigenous perspectives'. Your critiques should be supported by research, and this includes utilising the required and weekly readings.

| Criteria                                                                 | Strongly meets or exceeds requirements<br>80-100%                                                                                                                                                                                                                                                                                                                                                                                                                                       | Soundly meets requirements<br>70-79%                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meets requirements<br>60-69%                                                                                                                                                                                                                                                                                                                                                                          | Meets limited requirements<br>50-59%                                                                                                                                                                                                                                                                                                                                                                                             | Does not meet requirements<br>0-49%                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purposeful selection of resources, and informed critique</b>          | My collection of resources is well-evidenced, clearly and creatively links to Indigenous teaching and learning practices. Selection illustrates the value of Indigenous Education in our classrooms with links to the curriculum and reinforces how to differentiate, measure and improve student learning.<br><br>Toolkit includes highly relevant pedagogy, resources and teaching tools to support Indigenous Learning.                                                              | My collection of resources is evidenced and creatively links to Indigenous teaching and learning practices. It explains the value of Indigenous Education in our classrooms with links to the the curriculum and reinforces how to differentiate, measure and improve student learning .<br><br>Toolkit includes relevant pedagogy, resources and teaching tools to support Indigenous Learning.                                                                                           | My collection of resources somewhat links to Indigenous teaching and learning practices. It explains the value of Indigenous Education in our classrooms with links to the the curriculum and reinforces how to differentiate, measure and improve student learning<br><br>Toolkit includes somewhat relevant pedagogy, resources and teaching tools to support Indigenous Learning.                  | My collection of resources links to Indigenous teaching and learning practices. It makes a vague connection to the value of Indigenous Education in our classrooms with some links to the curriculum<br><br>Toolkit includes limited pedagogy, resources and teaching tools to support Indigenous Learning.                                                                                                                      | My toolbox makes a vague connection to the value of Indigenous Education in our classrooms with some links to the curriculum.<br><br>Toolkit does not include relevant pedagogy, resources and teaching tools to support Indigenous Learning.                                                                                                                                                                                             |
| 10 marks                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Quality critiques of resources, supported by scholarly references</b> | A concise critique that creatively expands on the tools and instructions. The critique is expertly justified, illustrating the role of inquiry with an informed link to theory, allowing for innovative use of the Indigenous Education resources.<br><br>Your summary is well justified and / or argued with 5 relevant and applicable references and resource links.<br>All sources of information are referenced with accuracy and communicated to a high standard according to APA6 | A sound critique of the tools and instructions, Critique is justified, soundly illustrating the role of inquiry with an informed link to theoretical understanding for supporting Indigenous learning. Critique allows for innovative use of the Indigenous Education resources.<br><br>Your summary is well justified and / or argued with 4 relevant and applicable references and resource links.<br>Information is referenced and communicated with overall accuracy according to APA6 | An acceptable critique, representing clear understandings of theoretical understanding to support Indigenous Learning. Critique allows for adequate use of the Indigenous Education resources.<br><br>Your summary is well justified and / or argued with 3 relevant and applicable references and resource links.<br>Information is referenced and communicated with some accuracy according to APA6 | A basic explanation of a useful tool, allowing for limited use of the Indigenous Education resources. The critique minimally reflects an informed understanding, minimal theoretical understanding to support Indigenous learning.<br><br>Your summary is justified and / or argued with 2 relevant and applicable references and resource links.<br>Information is not accurately referenced and communicated according to APA6 | You have not provided an acceptable critique, summary or explanation of the chosen resources. The critique does not reflect an informed understanding, there is very limited or no theoretical understanding to support Indigenous learning.<br><br>Your summary is not sufficiently justified, and it has 1 or no evidence of research or resource links.<br>Information is not accurately referenced and communicated according to APA6 |
| 10 marks                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Quality of formatting, organisation</b>                               | Your assessment is exceptionally well presented with extensive reference to the resources and techniques covered through your research process.<br>Supporting information such as resources, images and curriculum connections efficiently enhance the submission                                                                                                                                                                                                                       | Your assessment is well presented with relevant reference to the topics, skills and techniques covered through the inquiry/web quest process.<br>Resources, images and curriculum connections support the submission well                                                                                                                                                                                                                                                                  | Your assessment is presented with some relevant reference to the topics, skills and techniques covered through the inquiry/web quest process.<br>Resources, images and curriculum connections are relevant to the submission                                                                                                                                                                          | Your assessment is presented with limited reference to the topics, skills and techniques covered through the inquiry/web quest process<br>Resources, images and curriculum connections are not supportive of the submission                                                                                                                                                                                                      | Your assessment is not reflective of the topics, skills and techniques covered through the inquiry/web quest process<br>Resources, images and curriculum connections are not included                                                                                                                                                                                                                                                     |
| 10 marks                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Total marks /30</b>                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Comments:</b>                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                           |