

Marking Rubric for EDST8301 A2 | Report of research-informed strategies for inclusion | 2500 words | 40%

Compile a report presenting research-informed strategies that can enhance inclusion in education settings.

In this assessment you are building on the work you began in Assessment 1.

Draw on 8 - 10 sources such as recent book chapters, journal articles, grey literature and appropriate websites.

Write up your strategies as a report (with appropriate headings) of 2500 words that addresses the following criteria:

Marking criteria	Fail / Not evident	Pass / Developing	Credit / Competent	Distinction / Highly competent	High Distinction / Outstanding
CRITERION 1 Introduction and conclusion	Either an introduction or a conclusion are not provided, and/or they do not link to the topic and/or the conclusion does not accurately summarise the strategies.	The report introduces the chosen topic and concludes with an accurate summing up of the strategies presented.	Both the introduction and conclusion are clear, relevant and logical.	The introduction and conclusion are clear, relevant and logical and demonstrate insight.	The introduction and conclusion are clear, relevant and logical and demonstrate substantial insight.
CRITERION 2 Evidence of review and reflection on the empirical research evidence relevant to the chosen topic area	The report is inadequately supported with academic sources (limited in number or false citations), and/or inappropriate sources have been used, and/or there is insufficient evidence of review and reflection.	Appropriate academic sources have been cited (a minimum of 8) and review and reflection skills are developing.	Competent review and reflection on the empirical research with more than 8 sources cited.	Highly competent review and reflection on the empirical research with more than 10 sources cited.	Outstanding review and reflection on the empirical research. Sustained evidence of a deep understanding.
CRITERION 3 Description of recommended research-based strategies and evidence of how they can enhance inclusion in education settings	Inadequate description of research-based strategies and/or strategies are not research-based and/or limited or no evidence of how the strategies can enhance inclusion in education settings.	Appropriate research-based strategies are described and evidence of how they can enhance inclusion in education settings is developing.	Appropriate research-based strategies are described and evidence of how they enhance inclusion in education settings is competently presented.	Highly competent presentation of research-based strategies with clear and thoughtful evidence of how they can enhance inclusion in education settings.	Outstanding presentation of research-based strategies <i>and</i> clear and thoughtful evidence of how they can enhance inclusion in education settings.

Critical Evaluation: Marking criteria	Fail / Not evident	Pass / Developing	Credit / Competent	Distinction / Highly competent	High Distinction / Outstanding
CRITERION 4 Report demonstrates an understanding of inclusive practices	Minimal or no evidence of understanding inclusive practices.	Understanding of inclusive practices is developing.	Competent understanding of inclusive practices.	Clear and highly competent understanding of inclusive practices.	Outstanding understanding of inclusive practices is evident throughout the report.
CRITERION 5 Writing style and referencing	Spelling, grammar, punctuation and syntax are of a poor standard. Referencing is inconsistent with APA 7 th Ed.	Clarity of expression in choice of words, sentence and paragraph structure, spelling and grammar. Referencing is mostly consistent with APA Style (7th edition).	Spelling, grammar, punctuation, syntax <i>and</i> referencing are of a good standard.	Spelling, grammar, punctuation, syntax <i>and</i> referencing are of a high standard.	Spelling, grammar, punctuation, syntax <i>and</i> referencing are of a very high standard.
CRITERION 6 Use of 'person-first', respectful language and terminology throughout the report	Minimal or no use of respectful person-first language and/or terminology and/or inconsistent use of person-first language or terminology within the report	Respectful person-first language <i>and</i> terminology used consistently throughout the report			

