**School of Education**

## EDUC6748: Advanced Literacy Studies
Callaghan
Trimester 3 - 2023

**THE UNIVERSITY OF NEWCASTLE AUSTRALIA**

# OVERVIEW

| | |
|---|---|
| **Course Description** | This course will explore current research on children's language acquisition, and the teaching, learning and assessment of reading (including phonemic awareness, phonics, fluency, vocabulary, and text comprehension); instructional approaches for developing children's concepts of print, grammar, punctuation, spelling and handwriting; and strategies for teaching and assessing the composition of digital and multi-modal texts. Students will learn how to interpret school-based and system-wide literacy data and to consider related issues of literacy practices in the home, child language development, the diverse language backgrounds of students, intercultural awareness and inclusiveness, in order to make informed decisions about student literacy needs. |
| **Requisites** | This course is only available to students enrolled in the Master of Teaching (Primary) [11714] or the Master of Teaching (Primary) [40205] programs. |
| **Assumed Knowledge** | Students must complete EDUC6785 and EDUC6738 prior to enrolling |
| **Contact Hours** | **Callaghan**<br>**Lecture**<br>Online<br>12 hour(s) per Term Full Term<br><br>**Tutorial**<br>Face to Face On Campus<br>24 hour(s) per Term Full Term<br>A minimum of 80% attendance is required to pass the course |
| **Unit Weighting** | 10 |
| **Workload** | Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course. |

# CONTACTS

**Course Coordinator** | **Callaghan**
Ms Treesa Heath
Treesa.Heath@newcastle.edu.au
Consultation: Please email for an appointment face to face or on Zoom, Wednesday or Thursday during trimester.

**Teaching Staff** | Ms Treesa Heath – lecturer, tutor
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# SYLLABUS

**Course Content**

Stages in children's early language acquisition.
Models of pedagogy for teaching and assessing the components of reading (phonemic awareness, phonics, fluency, vocabulary, and text comprehension).
Instructional approaches for developing children's concepts of print, grammar, punctuation, spelling and handwriting.
Interpreting school-based and system-wide literacy data.
The impact of literacy practices in the home, child language development, and the diverse language backgrounds of students on children's language and literacy development.
Intercultural awareness and inclusive practices.
Multiliteracies and strategies for teaching and assessing the composition of digital and multi-modal texts.

**Course Learning Outcomes**

**On successful completion of this course, students will be able to:**
1. Identify the key stages in children's early language acquisition;

2. Apply a range of models of pedagogy for teaching, assessing and reporting the components of reading (including strategies for teaching and assessing phonemic awareness, phonics, fluency, vocabulary, and text comprehension);

3. Apply instructional approaches for developing children's concepts of print, grammar, punctuation, spelling and handwriting;

4. Interpret school-based and system-wide literacy data;

5. Consider the relative impact of literacy practices in the home, child language development, the diverse language backgrounds of students in order to make informed decisions about student literacy needs;

6. Demonstrate intercultural awareness and inclusiveness;

7. Discuss the concept of multiliteracies; and

8. Apply strategies for teaching and assessing the composition of digital and multi-modal texts

**Course Materials**

**Recommended Reading:**
Winch, G., Johnson, R., March, P., Ljungdahl, L. and Holliday, M. (2006). Literacy: Reading, Writing and Children's Literature 3rd Edition. Oxford University Press.

**Required Text:**
NSW Education Standards Authority (2012, rev. Dec 2019). English K-10 Syllabus.
https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10

NSW Education Standards Authority (2022). English K-2 Syllabus. Sydney.
https://curriculum.nsw.edu.au/learning-areas/english/english-k-10

Tompkins, G.E., Campbell, R., & Green, D. (2019). Literacy for the 21st century: A balanced approach (3rd Ed.). Pearson.

**Required Readings:**
ACARA. (2020). National Literacy Learning Progression. Version 3.
https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/
PDF version:
https://www.ofai.edu.au/media/01nixkio/national-literacy-progressions-v3-for-publication.pdf

Anstey, M., & Bull, G. (2010) Helping teachers to explore multimodal texts. Curriculum & Leadership Journal. 8 (16).

http://www.curriculum.edu.au/leader/helping_teachers_to_explore_multimodal_texts,31522.html?issueID=12141

Edney PS (2015) Literacy Plan. https://www.edneyps.wa.edu.au/wp-content/uploads/2018/03/Edney-PS-Literacy-Plan.pdf

Education Services Australia [ESA]. (2011) Global Perspectives: A framework for global education in Australian Schools.
https://globaleducation.edu.au/verve/_resources/GPS_web.pdf

# SCHEDULE

| Week | Condensed Lecture/ Tutorial | Week Begins | Topic | Learning Activity | Assessment Due |
|---|---|---|---|---|---|
| **1** | 1 | 21 Aug | Reading and writing roles | Tompkins et al., (2019) Chapter 2 | |
| | 2 | | Grammar | Tompkins et al., (2019) Chapter 5 & 6 | |
| **2** | 3 | 28 Aug | Designing rubrics | ACARA (2020) Literacy Progression | |
| | 4 | | Effective feedback | | |
| **3** | 5 | 4 Sep | Assessing writing and spelling | Tompkins et al., (2019) Chapter 3 | |
| | 6 | | The two-hour literacy block | Edney PS (2015) Literacy Plan | |
| | | | | | |
| **4** | 7 | 11 Sep | Global perspectives/ guided reading | ESA (2011) Global Perspectives | |
| | 8 | | Teaching special needs students | Tompkins et al., (2019) Chapter 11 | |
| | | | Assessment Task 1A 35% | Analysis of student work sample | 11:59pm Friday, 15 Sep |
| **5** | 9 | 18 Sep | Reading intervention programs | | |
| | 10 | | Multiliteracies | Anstey and Bull (2010) | |
| **6** | 11 | 25 Sep | Learning frameworks | | |
| | 12 | | Programming for learning | | |
| **7** | | 2 Oct | Assessment Task 1B 30% | Lesson Plan Design | 11:59pm Sunday, 8 Oct |
| **10** | | 23 Oct | Assessment Task 2 35% | Research Report | 11:59pm Sunday, 29 Oct |
| **11** | Out on EDUC6762 placement 30/10 – 24/11 | | | | |

# ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

| | Assessment Name | Due Date | Involvement | Weighting | Learning Outcomes |
|---|---|---|---|---|---|
| **1** | Data Analysis and lesson plan design | Part A through Turnitin by 11.59pm Friday 15 Sep (End of week 4). Part B through Turnitin by 11.59pm Sunday 8th October | Combination | 65% | 1, 2, 3, 4, 5, 6, 7, 8 |
| **2** | Research Report - Capstone Task 2 - consisting of a research report. | Submit through Turnitin by 11.59pm Sunday 29th October | Individual | 35% | 1, 2, 3, 4, 5, 6, 7, 8 |

**Late Submissions**    The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Data Analysis and lesson plan design

| | |
|---|---|
| **Assessment Type** | Case Study / Problem Based Learning |
| **Purpose** | To demonstrate a capacity to analyse student work samples against criteria of concepts including print, grammar, punctuation, writing devices, spelling and handwriting. To demonstrate an ability to identify the influence of the home, school and community contexts on a student's literacy development and a capacity to provide focussed, timely, appropriate and explicit feedback. To demonstrate an ability to discuss student work and teaching practice in relation to system-wide literacy data and academic rigour in the application of citation and bibliographic referencing procedures to validate design of an ILP and intended use decisions. |
| **Description** | Part A: (35%) - Students demonstrate their capacity to collectively analyse student work samples against criteria of concepts of print, grammar, punctuation, writing devices, spelling and handwriting. Individually, they will use a moderation process to support consistent and comparable judgements of student learning. They will demonstrate an ability to identify the influence of the home, school and community contexts on a student's literacy development and a capacity to provide focused, timely, appropriate and explicit feedback. They will demonstrate an ability to discuss student work and teaching practice in relation to system-wide literacy data and academic rigour in the application of citation and bibliographic referencing procedures to validate an ILP design and intended use decisions. |
| | 1500 words +/- 10% |
| | Part B Individual: (30%) - A graded pass will be recommended when the student: 1. Designs and 'presents' a fully resourced guided reading session as part of the 2 hour literacy session, demonstrating the explicit teaching of at least 4 different levelled guided reading groups and incorporates the needs of an identified ILP student. 2. Clearly addresses all roles of the reader/writer 3. Provides appropriate examples of children's literature and all necessary resources to implement the guided reading lesson. 4. Validates all planning decisions made in the design of the Literacy session based on NSW curriculum documents and other research literature. 5. Demonstrates an understanding of planning, designing and presenting an appropriate and engaging multi-modal resource for a specified target audience. |
| | 1000 words +/- 10% |
| **Weighting** | 65% |
| **Length** | Total for Part A and B 2500 words +/- 10% |
| **Due Date** | Part A through Turnitin by 11.59pm Friday 15 Sep (End of week 4) |
| | Part B through Turnitin by 11.59pm Sunday 8 Oct (End of week 7) |
| **Submission Method** | Online |
| **Assessment Criteria** | A graded pass will be recommended when the student demonstrates: Part A (35%) 1. A capacity to analyse student work samples against criteria of concepts of print, grammar, punctuation, writing devices, spelling and handwriting. 2. An ability to identify the influence of the home, school and community contexts on a student's literacy development. 3. A capacity to provide focused, appropriate and explicit feedback 4. An ability to discuss student work and teaching practice in relation to system-wide literacy data 5. Design an appropriate ILP for an identified student. Validate decisions that have been made with references to support. Part B (30%)- A graded pass will be recommended when the student: 1.Designs and 'presents' a fully resourced guided reading session as part of the 2 hour literacy session, demonstrating the explicit teaching of at least 4 different levelled guided reading groups and incorporates the needs of an identified ILP student. 2. Clearly addresses all roles of the reader/writer 3. Provides appropriate examples of children's literature and all necessary resources to implement the guided reading lesson. 4. Validates all planning decisions made in the design of the Literacy session based on NSW curriculum documents and other research literature. 5. Demonstrates an understanding of planning, designing and presenting an appropriate and engaging multi-modal resource for a specified target audience. |
| **Return Method** | Online |
| **Feedback Provided** | Online |

## Assessment 2 - Research Report - Capstone Task 2 - consisting of a research report.

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| **Assessment Type** | Report |
| **Purpose** | The purpose is to synthesise the research literature on the concepts and problems related to pedagogies for literacy in primary schools. |
| **Description** | Describe and analyse a range of models of pedagogy for teaching and assessing the components of reading. Analyse research into the effects of the home environment and cultural background on the acquisition of English literacy skills. |
| **Weighting** | 35% |
| **Length** | 1500 words +/- 10% |
| **Due Date** | Submit through Turnitin by 11.59pm Sunday 29 October (End of Week 10) |
| **Submission Method** | Online |
| **Assessment Criteria** | A graded pass will be recommended when the student demonstrates: 1. Examine the research evidence in pedagogies of practice for literacy in Primary schools. 2. Analyses a range of models of pedagogy for teaching and assessing the components of reading and research into the effects of the home environment and cultural background on the acquisition of English literacy skills. 3. Demonstrates academic rigour in the application of citation and bibliographic referencing procedures to validate arguments |
| **Return Method** | Online |
| **Feedback Provided** | Online |

# ADDITIONAL INFORMATION

**Grading Scheme**

This course is graded as follows:

| Range of Marks | Grade | Description |
|---|---|---|
| 85-100 | High Distinction (HD) | Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives. |
| 75-84 | Distinction (D) | Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives. |
| 65-74 | Credit (C) | Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes. |
| 50-64 | Pass (P) | Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes. |
| 0-49 | Fail (FF) | Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action. |

*Skills are those identified for the purposes of assessment task(s).

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|---|---|
| **Communication Methods** | Communication methods used in this course include: Email, Discussion Board and Zoom by appointment. |

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| **Course Evaluation** | Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement. |
| **Oral Interviews (Vivas)** | As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule. |
| **Academic Misconduct** | All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35. |
| **Adverse Circumstances** | The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:<br>1.      the assessment item is a major assessment item; or<br>2.      the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;<br>3.      you are requesting a change of placement; or<br>4.      the course has a compulsory attendance requirement.<br>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:<br>https://policies.newcastle.edu.au/document/view-current.php?id=236 |
| **Important Policy Information** | The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University. |

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified, and an amended course outline will be provided in the same manner as the original.*

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## EDUC6748. 2023. T3. Assignment 1, Part A. Analysis of Work Samples & ILP (35 marks)
## Marking Criteria

**STUDENT NAME:** | **STUDENT NUMBER:**

### Criterion A: Analysis of student work samples (10 marks)

| You have demonstrated **no or little** understanding of identifying a set of criteria and analysing a student work sample against these with | You have demonstrated **some** understanding of identifying a set of criteria and analysing a student work sample against these with | You have demonstrated a **moderate** understanding of identifying a set of criteria and analysing a student work sample against these with | You have demonstrated a **deep** understanding of identifying a set of criteria and analysing a student work sample against these with | **How thoroughly have you analysed a student's work samples against a clearly identified set of explicit quality criteria?** |
|---|---|---|---|---|
| ☐ specific outcomes & content descriptors showing explicit levels of criteria<br><br>☐ regard to concepts of print and structure of the particular text type<br><br>☐ regard to specific grammatical features of the text type<br><br>☐ regard to punctuation and correct spelling<br><br>☐ regard to correct letter formation and handwriting skills | ☐ specific outcomes & content descriptors showing explicit levels of criteria<br><br>☐ regard to concepts of print and structure of the particular text type<br><br>☐ regard to specific grammatical features of the text type<br><br>☐ regard to punctuation and correct spelling<br><br>☐ regard to correct letter formation and handwriting skills | ☐ specific outcomes & content descriptors showing explicit levels of criteria<br><br>☐ regard to concepts of print and structure of the particular text type<br><br>☐ regard to specific grammatical features of the text type<br><br>☐ regard to punctuation and correct spelling<br><br>☐ regard to correct letter formation and handwriting skills | ☐ specific outcomes & content descriptors showing explicit levels of criteria<br><br>☐ regard to concepts of print and structure of the particular text type<br><br>☐ regard to specific grammatical features of the text type<br><br>☐ regard to punctuation and correct spelling<br><br>☐ regard to correct letter formation and handwriting skills | |
| _____ x 0 = _____ | _____ x 1 = _____ | _____ x 1.5 = _____ | _____ x 2 = _____ | **/ 10** |

### Criterion B: Feedback (10 marks)

| You have demonstrated **no or little** understanding of providing specific focussed feedback. | You have demonstrated **some** understanding of providing specific focussed feedback. | You have demonstrated **moderate** understanding of providing specific focussed feedback. | You have demonstrated **deep** understanding of providing specific focussed feedback. | **How well have you provided focussed, appropriate and explicit feedback to students, and parents?** |
|---|---|---|---|---|
| ☐ a variety of explicit , audience appropriate feedback provided to the student<br><br>☐ a variety of explicit, audience appropriate feedback provided to the Parent<br><br>☐ appropriate data utilised in feedback<br><br>☐ >3 literacy errors | ☐ a variety of explicit, audience appropriate feedback provided to the student<br><br>☐ a variety of explicit, audience appropriate feedback provided to the Parent<br><br>☐ appropriate data utilised in feedback<br><br>☐ 3 or < literacy errors | ☐ a variety of explicit , audience appropriate feedback provided to the student<br><br>☐ a variety of explicit, audience appropriate feedback provided to the Parent<br><br>☐ appropriate data utilised in feedback<br><br>☐ 2 or < literacy errors | ☐ a variety of explicit , audience appropriate feedback provided to the student<br><br>☐ a variety of explicit, audience appropriate feedback provided to the Parent<br><br>☐ appropriate data utilised in feedback<br><br>☐ no literacy errors | |
| _____ x 0.5  = _____, OR<br><br>_____ x 0 = _____ | _____ x 1 = _____ | _____ x 1.5 = _____ | _____ x 2.5 = _____ | **/10** |

| Criterion C: Discussion of Work Samples in relation to system-wide data  (15 marks) | | | | |
|---|---|---|---|---|
| The quality of the discussion & ILP is **poor** with little focus on:<br>☐ System-wide data<br>☐ Future learning directions<br>☐ The ILP is practical, appropriate and engaging<br>☐ The ILP utilises engaging resources<br><br>The quality of the discussion & ILP is **poor** with **most** significant aspects of the task:<br>☐ merely descriptive and/or unsubstantiated/incorrect referencing and poorly researched | The quality of the discussion & ILP is in part **satisfactory** with some focus on:<br>☐ System-wide data<br>☐ Future learning directions<br>☐ The ILP is practical, appropriate and engaging<br>☐ The ILP utilises engaging resources<br><br>The quality of the discussion & ILP is not consistent with **some** significant aspects:<br>☐ merely descriptive and/or unsubstantiated/some incorrect referencing and satisfactorily researched | The quality of the discussion & ILP is **moderate** with a focus usually maintained on:<br>☐ System-wide data<br>☐ Future learning directions<br>☐ The ILP is practical, appropriate and engaging<br>☐ The ILP utilises engaging resources<br><br>The quality of the discussion & ILP is **largely:**<br>☐ substantiated using appropriate & mostly correct referencing and well researched | The quality of the discussion & ILP is **comprehensive** with a clear, maintained focus on:<br>☐ System-wide data<br>☐ Future learning directions<br>☐ The ILP is practical, appropriate and engaging<br>☐ The ILP utilises engaging resources<br><br>The quality of the discussion & ILP is **thoroughly:**<br>☐ well substantiated using appropriate & correct referencing and thoroughly researched | **How well have you discussed a student's work samples in relation to system-wide data using a variety of appropriate correctly recorded references & designed a practical, appropriate & engaging ILP?** |
| _____ x 0.5  = _____, OR<br>_____ x 0 = _____ | _____ x 1.5 = _____ | _____ x 2 = _____ | _____ x 3 = _____ | / 15 |
| **PENALTY FOR LATE SUBMISSION** | _____ days at 2 marks per day = _____ | | **MARKER:** | **TOTAL**<br>**/ 35** |

# EDUC6748. 2023. T3. Assignment 1. Part B. (30 marks)
## Marking Criteria

**STUDENT NAME:**      **STUDENT NUMBER:**

### Criterion 1:  One week class guided reading presentation (12 marks)

| The presentation demonstrates an **unsatisfactory** understanding of: | The presentation demonstrates a **satisfactory** level of understanding of: | The presentation demonstrates a **moderate** level of understanding of: | The presentation demonstrates a **comprehensive** understanding of: | **How well have you planned a Guided Reading presentation with respect to the whole class as well as students with individual needs?** |
|---|---|---|---|---|
| ☐ Planning 1 week of guided reading with specific links to the English syllabus and incorporating appropriate outcomes & content <br> ☐ Explicit teaching including activities linked to improving reading <br> ☐ Strategies to cater for diverse needs <br> ☐ a variety of assessment approaches <br> ☐ engaging variety of graphics/fonts/transitions appropriate to focus audience <br> ☐ Contains > 3 literacy errors | ☐ Planning 1 week of guided reading with specific links to the English syllabus and incorporating appropriate outcomes & content <br> ☐ Explicit teaching including activities linked to improving reading <br> ☐ Strategies to cater for diverse needs <br> ☐ a variety of assessment approaches <br> ☐ engaging variety of graphics/fonts/transitions appropriate to focus audience <br> ☐ Contains < 3 literacy errors | ☐ Planning 1 week of guided reading with specific links to the English syllabus and incorporating appropriate outcomes & content <br> ☐ Explicit teaching including activities linked to improving reading <br> ☐ Strategies to cater for diverse needs <br> ☐ a variety of assessment approaches <br> ☐ engaging variety of graphics/fonts/transitions appropriate to focus audience <br> ☐ Contains < 2 Literacy errors | ☐ Planning 1 week of guided reading with specific links to the English syllabus and incorporating appropriate outcomes & content <br> ☐ Explicit teaching including activities linked to improving reading <br> ☐ Strategies to cater for diverse needs <br> ☐ a variety of assessment approaches <br> ☐ an engaging variety of graphics/fonts/transitions appropriate to focus audience <br> ☐ Contains no literacy errors | **You are to plan a 10-minute presentation of your 1 week guided reading plan and specific 1 day lesson plan in an engaging and appropriate manner.** <br><br> **You will be graded on your ability to plan and the sequential nature and integration of the guided reading activities for the day and your ability to justify your planning decisions through wide and varied reading.** |
| _____ x 0.5 = _____, OR <br> _____ x 0 = _____ | _____ x 1 = _____ | _____ x 1.5 = _____ | _____ x 2 = _____ | **/ 12** |

### Criterion 2: Validation of planning decisions (4 marks)
(in order to have shown at least a **moderate** level of understanding, you needed to have validated all decisions necessary)

| You have demonstrated a **satisfactory** validation of: | You have demonstrated a **satisfactory** validation of: | You have demonstrated a **moderate** validation of: | You have presented a **comprehensive** validation of: | **How well have you demonstrated a deep understanding of planning decisions based on research literature?** |
|---|---|---|---|---|
| ☐ very few planning decisions <br><br> The quality of the validation is **poor** with **most** significant aspects of the task: <br> ☐ merely descriptive, and/or unsubstantiated | ☐ some planning decisions <br><br> The quality of the validation is not consistent with **some** significant aspects of the task: <br> ☐ merely descriptive, and/or unsubstantiated | ☐ most planning decisions <br><br> The quality of the validation is **largely**, though not consistently: <br> ☐ substantiated using appropriate literature | ☐ all planning decisions <br><br> The quality of the validation **is thoroughly:** <br> ☐ substantiated using appropriate literature. | |
| _____ x 0.5 = _____, OR <br> _____ x 0 = _____ | _____ x 1 = _____ | _____ x 1.5 = _____ | _____ x 2 = _____ | **/ 4** |

| Criterion 3:  Four group Guided Reading Lesson Plan (14 marks) | | | | |
|---|---|---|---|---|
| You have demonstrated an **unsatisfactory** understanding of: | You have demonstrated **satisfactory** understanding of: | You have demonstrated a **moderate** understanding of: | You have demonstrated an **exemplary** understanding of: | **How well have you demonstrated a deep understanding of planning for and teaching at least 4 different reading groups while clearly addressing the specific needs of one learner?** |
| ☐ planning for at least 4 groups at different levels<br>☐ explicit teaching<br>☐ selecting appropriate learning activities and resources<br>☐ assessment | ☐ planning for at least 4 groups at different levels<br>☐ explicit teaching<br>☐ selecting appropriate learning activities and resources<br>☐ assessment | ☐ planning for at least 4 groups at different levels<br>☐ explicit teaching<br>☐ selecting appropriate learning activities and resources<br>☐ assessment | ☐ planning for at least 4 groups at different levels<br>☐ explicit teaching<br>☐ selecting appropriate learning activities and resources<br>☐ assessment |  |
| _____ x 0.5  = _____, OR<br>_____ x 0 = _____ | _____ x 2 = _____ | _____ x 2.5 = _____ | _____ x 3.5 = _____ | **/ 14** |
|  |  |  | **Marker** | **FINAL MARK**<br>**/ 30** |

**\*You will provide your Tutor with an online copy of the Presentation (with notes pages included detailing your validation) and the Guided Reading lesson plan with ALL necessary resources included.**

| EDUC6748. 2023. T3. Assignment 2. Research Report (35 marks) |
|---|
| **Marking Criteria** |

| STUDENT NAME: | | | STUDENT NUMBER: |
|---|---|---|---|

**Criterion 1:  Research Report**

| The report demonstrates an **unsatisfactory** understanding of: | The report demonstrates a **satisfactory** level of understanding of: | The report demonstrates a **moderate** level of understanding of: | The report demonstrates a **comprehensive** understanding of: | **How well have you researched your chosen reading intervention program and described its design, implementation and reviewed and analysed the literature surrounding its effectiveness** |
|---|---|---|---|---|
| ☐ The program's design | ☐ The program's design | ☐ The program's design | ☐ The program's design | |
| ☐ The research behind the program | ☐ The research behind the program | ☐ The research behind the program | ☐ The research behind the program | |
| ☐ The way in which the program is intended to be implemented | ☐ The way in which the program is intended to be implemented | ☐ The way in which the program is intended to be implemented | ☐ The way in which the program is intended to be implemented | |
| ☐ The research indicating the effectiveness of the program | ☐ The research indicating the effectiveness of the program | ☐ The research indicating the effectiveness of the program | ☐ The research indicating the effectiveness of the program | |
| ☐ The importance of academic abilities with the coherent use of scholarly references | ☐ The importance of academic abilities with the coherent use of scholarly references | ☐ The importance of academic abilities with the coherent use of scholarly references | ☐ The importance of academic abilities with the coherent use of scholarly references | |
| ☐ Appendices demonstrating examples from the program | ☐ Appendices demonstrating examples from the program | ☐ Appendices demonstrating examples from the program | ☐ Appendices demonstrating examples from the program | |
| ☐ Contains > 3 literacy errors | ☐ Contains < 3 literacy errors | ☐ Contains < 2 Literacy errors | ☐ Contains no literacy errors | |
| _____ x 0.5  = _____, OR <br> _____ x 0 = _____ | _____ x 2.5  = _____ | _____ x 3.5 = _____ | _____ x 5 = _____ | |

| | Marker: | FINAL MARK |
|---|---|---|
| | | / 35 |