

EDUC4064: Assessing and Addressing Learning Difficulties

Callaghan and Ourimbah

Winter - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

COURSE OUTLINE

OVERVIEW

Course Description	This course aims to develop an understanding of the literacy and numeracy needs of students in both primary and secondary settings, as well as specific assessment and intervention approaches that can be implemented to meet those needs. Key components of literacy and numeracy competence as well as typical delays and difficulties in these components will be addressed.
Academic Progress Requirements	Nil
Requisites	Students must have successfully completed or be concurrently enrolled in EDUC4063 to enrol in this course.
Assumed Knowledge	Knowledge associated with the successful completion of 270 units of study in the undergraduate teacher education program.
Contact Hours	Callaghan Lecture Face to Face on Campus / Online 16 hour(s) per term starting Week 1 Tutorial Face to Face on Campus 16 hour(s) per term starting Week 1 Ourimbah Lecture Face to Face on Campus / Online 16 hour(s) per term starting Week 1 Tutorial Face to Face on Campus 16 hour(s) per term starting Week 1
Unit Weighting Workload	10 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 and Ourimbah Mr Nate Rutherford Nate.Rutherford@newcastle.edu.au
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Consultation: In person, email

Teaching Staff

Other teaching staff will be advised on the course Canvas site.

School Office

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SYLLABUS

Course Content

Literacy skills

1. Assessment, planning and intervention approaches.
2. Phonological processes.
3. Word identification, fluency and reading comprehension strategies.
4. Difficulties in spelling and writing.

Numeracy skills

1. Assessment, planning and intervention approaches.
2. Basic number skills.
3. Problem solving skills.
4. Functional numeracy.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Demonstrate knowledge of the essential skills underlying literacy and numeracy competency
2. Demonstrate the capacity to conduct a range of assessments to identify problems in literacy and numeracy
3. Draw upon a range of resources to develop instructional approaches to meet those specific learning needs
4. Attain knowledge of strategies, resources and services to support students with learning difficulties

Course Materials

Required Reading:

Literacy:

- Learning Point Associates (2004). A closer look at the five essential components of effective reading instruction: A review of scientifically based reading research for teachers. Retrieved from: <https://files.eric.ed.gov/fulltext/ED512569.pdf>
- Konza, D. (2011). 1.0: Research into practice – Understanding the reading process. South Australian Department of Education and Children’s Services.
- Konza, D. (2011). 1.1: Research into practice – Oral language. South Australian Department of Education and Children’s Services.
- Konza, D. (2011). 1.2: Research into practice – Phonological Awareness. South Australian Department of Education and Children’s Services.
- Konza, D. (2011). 1.3: Research into practice – Phonics. South Australian Department of Education Children’s Services.
- Konza, D. (2011). 1.4: Research into practice – Vocabulary. South Australian Department of Education and Children’s Services.
- Konza, D. (2011). 1.5: Research into practice – Fluency. South Australian Department of Education and Children’s Services.
- Konza, D. (2011). 1.6: Research into practice – Comprehension. South Australian Department of Education and Children’s Services.
- Hogen, M. (2014). Evidence-based reading instruction for adolescents, grades 6-12 (Document No. IC-13). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform. Centre website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>
- Spear-Swerling, L. (2015). Common types of reading problems and how to help children

who have them. *The Reading Teacher*, 69,5, 513-522.

- Westwood, P. (2013). Learning to spell: An update. *Special Education Perspectives*, 22, 1, 15-28.

Numeracy:

- Agrawal, J., & Morin, L. L. (2016). Evidence-Based Practices: Applications of Concrete Representational Abstract Framework across Math Concepts for Students with Mathematics Disabilities. *Learning Disabilities Research & Practice*, 31(1), 34-44.
- Gifford, S., & Rockliffe, F. (2012). Mathematics difficulties: Does one approach fit all? *Research in Mathematics Education*, 14(1), 1-15.
- Booker, G. (2004). Difficulties in mathematics: Errors, origins and implications. In B. Knight & W. Scott (Eds.). *Learning difficulties: Multiple perspectives* (pp. 129-140). Sydney: Pearson.
- Doabler, C.T. & Fien, H. (2013). Explicit mathematics instruction: What teachers can do for teaching students with mathematics difficulties. *Intervention in School and Clinic*, 48.5, 276-285.
- Ellemor-Collins, D., & Wright, R. (2011). Developing conceptual place value: Instructional design for intensive intervention. *Australian Journal of Learning Difficulties*, 16(1), 41-63.
- Mabbott, D.J., & Bisanz, J. (2008). Computational skills, working memory, and conceptual knowledge in older children with mathematics learning disabilities. *Journal of Learning Disabilities*, 41(1), 15-28.

SCHEDULE

Date	Day	Topic	Learning Activity	Assessment Due
17 th June	1	Introduction to Learning Difficulties in Literacy	The Science of Reading Evidence-based teaching strategies, Phonemic Awareness, Assessment and Intervention Planning	
18 th June	2	The Simple View of Reading	Reading words, Phonics, Oral language, Vocabulary, Assessment and intervention planning	
19 th June	3	Further Components of Reading	Reading connected text, Fluency and Accuracy: Assessment and intervention planning	
20 th June	4	Further Components of Reading	Comprehension: Assessment and intervention planning	Assessment Task 1A in tutorial
24 th June	5	Spelling	Spelling, Assessment and intervention planning;	Assessment Task 1B in tutorial
25 th June	6	;Introduction to Learning Difficulties in Numeracy	Number sense, Conceptual understanding of key ideas, Procedural fluency, Evidence-based strategies	
26 th June	7	Further Learning Difficulties in Numeracy	Problem solving, strategies for problem solving, Assessment and intervention Planning	
27 th June	8	Explicit Teaching in Numeracy	Place Value: development and intervention planning	Introduction to Assessment Task 3 in tutorial + 7 th July.
Exams				Assessment Task 2 Due 11 th July.

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Case Studies	Task 1A: In tutorial- 20th June Task 1B: In tutorial- 24th June	Individual	30%	1, 2, 4
2	Essays/Written Assignments	11 th of July	Individual	40%	1, 3, 4
3	Case Scenario/PBL Exercises	27 th June in tutorial + 7 th July.	Individual	30%	1, 2, 3, 4

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 - Case Studies

Assessment Type Purpose

Case Study / Problem Based Learning

This assessment consists of two Problem Based Learning Activities designed to give students the opportunity to demonstrate the capacity to conduct a range of assessments to identify problems in literacy and to draw upon a range of resources to develop instructional approaches to meet those identified specific learning needs.

Description

This task is in two parts and involves the identification of reading and spelling problems using a range of assessment strategies and two case studies of students with learning difficulties. You will be required to answer questions related to the assessment strategies used, interpret the results of the assessments and prioritise the indicated areas of need. You will also develop appropriate individual interventions to support the identified learning needs.

Weighting

30%

Length

2 x 500 words

Due Date

Task 1A: In tutorial- **20th June**

Task 1B: In tutorial- **24th June**

Submission Method

Online

Assessment Criteria

- Understanding of the characteristics and purpose of assessment strategies used in the Focused Individual Assessment (FIA) (2x4 marks)
- Identification of underlying causes of the identified learning difficulty and the priority for instruction (2x3 marks)
- Theory to practice when selecting teaching strategies to support the identified area of learning difficulty (2x8 marks)
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Return Method

Online

Feedback Provided

Online - Feedback will be provided within three weeks, according to the task criteria. According to task rubric.

Opportunity to Reattempt

Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 2 - Essays/Written Assignments

Assessment Type

Written Assignment

Purpose	Learning difficulties can occur in broad areas of literacy or numeracy but can also be very specific in nature. Consequently, assessments and interventions often need to be focused on these specific areas. The purpose of this assignment is to increase students' depth of understanding in relation to a specific area of literacy difficulty.
Description	<p>Select one component of reading to research in more depth. Choose from: oral language proficiency, phonological/ phonemic awareness, phonics, vocabulary, fluency or reading comprehension.</p> <ol style="list-style-type: none"> 1. With support from the research literature discuss the nature of this component of reading and its relationship to the other five components of reading and to the development of good literacy skills. (300 words, 9 marks) 2. Research and outline a diagnostic assessment/checklist which could help identify a learning difficulty in relation to your chosen component of reading. Describe how this assessment tool is implemented and explain how information obtained from using this diagnostic tool can be used to inform planning for a student who has a learning difficult in this aspect of literacy. (300 words, 8 marks) 3. Research, describe and outline the implementation details for two teaching strategies to support the area of learning difficulty. Provide an explanation of how each strategy will be useful in addressing this type of learning difficulty. (2 x 180 words, 2 x 6 marks) 4. Research, describe and discuss two resources to scaffold student learning in the area of learning difficulty. Where possible, include the cost of these resources and where they can be accessed by classroom teachers. Outline why each resource will be useful in addressing this type of learning difficulty. (2 x 120 words, 2 x 4 marks) 5. Note: Please present your response in Calibri size 12 font with 1.5 spacing. Marks are allocated for correct referencing, use of terminology, grammar, spelling and formatting
Weighting	40%
Length	1200 words
Due Date	11 th July
Submission Method	Online
Assessment Criteria	<ul style="list-style-type: none"> - Depth of knowledge of the nature of the chosen area of difficulty, and its importance in relation to the development of good readers (9 marks) - Depth of understanding of the nature, purpose, implementation and usefulness of a specific diagnostic tool/checklist related to the area of difficulty (8 marks) - Depth of discussion in relation to the two teaching/learning strategies to support the chosen area of difficulty (12 marks) - Depth of discussion in relation to the two chosen resources to support the chosen area of difficulty (8 marks) - Referencing, use of terminology, grammar, spelling and formatting (3 marks) -
Return Method	Online
Feedback Provided	Online - Within three weeks after the due date. According to the task rubric.
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 3 - Case Scenario/PBL Exercises

Assessment Type	Case Study / Problem Based Learning
Purpose	This assessment uses the Assess, Plan, Implement (APIE) approach to programming to address the learning needs of a student with a learning difficulty in numeracy. The task is designed to give students the opportunity to demonstrate the capacity to analyse a case study of a student with learning difficulties in numeracy and to draw upon evidence-based teaching strategies to develop instructional approaches to meet identified specific learning needs.
Description	<p>Using the APIE model you are required to develop an intervention for an individual student (from the case-study profile provided) who has a learning difficulty in numeracy (place value).</p> <p>The program must consist of three (3) small group sessions.</p> <ul style="list-style-type: none"> - Assessment: Develop a summary profile of the student's strengths and difficulties in

numeracy in relation to Place Value based on provided baseline data relating to the student's current performance in numeracy. (70 words, 4 marks)

- Planning: Develop one long-term goal for the student expressed in SMART format and provide a link to the Australian Curriculum outcomes. Provide a rationale for why this goal was chosen based on the assessment data for the student and the nature and importance of place value understanding in the development of numeracy skills and knowledge. Your discussion should be supported by references to the relevant course readings. (300 words, 10 marks)
- Implementation: Provide details of your three planned instructional sequences, procedures and stimulus materials. Ensure that your planning reflects the principles of explicit teaching and include intended progress monitoring strategies for each session (3 x 120 words, 12 marks)
- Evaluation: The three-session support plan will not be implemented. However provide brief plans for maintenance and generalisation of the targeted goals. (70 words, 4 marks)

Weighting	30%
Length	800 words
Due Date	27 th June (in-tutorial) + 7 th July.
Submission Method	Online
Assessment Criteria	<ul style="list-style-type: none"> - Assessment: Quality of the summary profile of the student's numeracy strengths and difficulties (4 marks) - Planning: Appropriateness and rationale for chosen long-term goal; use of course readings (10marks) - Implementation: Depth of understanding and reflection of course content and literature in developed program of intervention (12 marks) - Evaluation: Depth of understanding and reflection of course content and literature in progress monitoring strategies and strategies for maintenance and generalisation of the targeted goals (4 marks)
Return Method	Online
Feedback Provided	Online - Returned Work - within three weeks after due date. According to the task rubric.
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment.

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).

Communication Methods

Communication methods used in this course include:

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:

1. the assessment item is a major assessment item; or
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;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<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/respect-at-uni/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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EDUC 4064 Assessment Task 1 Rubric

CRITERIA	LEVELS OF ACHIEVEMENT			
	Unsatisfactory	Satisfactory	Competent	Proficient
For each Workshop:1A Reading 1B Spelling	1	2	3	4
Understanding of the characteristics and purpose of assessment strategies used in the Focused Individual Assessment (FIA)	Little or no demonstrated understanding of the characteristics and purpose of assessment strategies used in the FIA	Some demonstrated understanding of the characteristics and purpose of assessment strategies used in the FIA	Good understanding of the characteristics and purpose of assessment strategies used in the FIA	Excellent understanding of the characteristics and purpose of assessment strategies used in the FIA
	1	1.5-2	3	
Identification of underlying causes of the identified learning difficulty and the priority for instruction	Identification of the student's specific reading/spelling needs and the priority for instruction is not informed by results of the FIA	Identification of the student's specific reading/spelling needs and the priority for Instruction demonstrates a basic understanding of the results of the FIA	Identification of the student's specific reading/spelling needs and the priority for instruction demonstrates a good understanding of the results of the FIA	
	0-4	4-5	6-7	8
Theory to practice when selecting teaching strategies to support the identified area of learning difficulty	Intervention strategies are not appropriate to support the learning difficulty in literacy identified in the FIA; details for the intervention strategies not outlined or do not provide sufficient information concerning implementation details or how the strategies will support the identified learning needs	Intervention strategies are appropriate to support the learning difficulty in literacy identified in the FIA; basic details for the implementation of intervention strategies are outlined and provide some information concerning how the strategies will support the identified learning needs	Intervention strategies are appropriate to support the learning difficulty in literacy identified in the FIA; details for the implementation of intervention strategies are very clearly outlined and provide comprehensive information concerning how the strategies will support the identified learning needs	Intervention strategies are very appropriate to support the learning difficulty in literacy identified in the FIA; details for the implementation of intervention strategies are comprehensively outlined and provide insightful information concerning how the strategies will support the identified learning needs

EDUC 4064 Assessment Task 2 Rubric

CRITERIA	LEVELS OF ACHIEVEMENT			
	Unsatisfactory	Satisfactory	Competent	Proficient
	0-3	4-5	6-7	8-9
Depth of knowledge of the nature of the chosen area of difficulty, its relationship to the other components of reading and its importance in relation to the development of good readers	Inadequate explanation of the nature & importance of the area of difficulty to the development of literacy skills or explanation not supported with research; no, or poor link to other components of reading	Basic explanation of the nature & importance of the area of difficulty to the development of literacy skills; explanation has some broad research support; link to other components of reading discussed	Good explanation of the nature & importance of the area of difficulty to the development of literacy skills; explanation has some specific research support; link to other components of reading discussed	Excellent and insightful explanation of the nature & importance of the area of difficulty to the development of literacy skills; explanation has extensive research support; link to other components of reading discussed
	0-3	4	5-6	7-8
Depth of understanding of the nature, purpose, implementation and usefulness of a specific diagnostic tool/checklist related to the area of difficulty	Description of the nature and implementation of the diagnostic tool/checklist is poor or inaccurate; how information from the diagnostic tool can be used to inform planning is not provided or demonstrates little or no understanding	Description of the nature and implementation of a specific diagnostic tool/checklist is accurate; how information from the diagnostic tool can be used to inform planning is provided and demonstrates some understanding of the purpose of the diagnostic tool	Description of the nature and implementation of a specific diagnostic tool/checklist is accurate; how information from the diagnostic tool can be used to inform planning is provided and demonstrates good understanding of the purpose of the diagnostic tool	Description of the nature, purpose and usefulness of a specific diagnostic tool/checklist is accurate; how information from the diagnostic tool can be used to inform planning is provided and demonstrates excellent understanding of the purpose of the diagnostic tool
For each strategy:	0-2	3	4	5-6
Appropriateness of teaching/learning strategies to support the chosen area of difficulty; implementation details and explanation of how the strategy supports the specific area of need	Intervention strategy is not appropriate; implementation details are not outlined or explanation of how the strategy supports the specific area of need is inadequate or missing	Intervention strategy is appropriate and some implementation details are outlined; explanation of how the strategy supports the specific area of need is adequate and mostly reflects sound understanding of course content	Intervention strategy is appropriate and implementation details are clearly outlined; explanation of how the strategy supports the specific area of need reflects good understanding of course content	Intervention strategy is very appropriate and implementation details are explicitly outlined; explanation of how the strategy supports the specific area of need is insightful and reflects course content
For each resource:	1	2	3	4
Appropriateness of resources to support the specific area of difficulty; explanation of how they support the learning difficulty	Resource is not appropriate; how the resource supports the specific area of difficulty is not discussed or shows little or no understanding of the	Resource is appropriate; how the resource supports the specific area of difficulty is discussed and shows some understanding	Resource is very appropriate; how the resource supports the specific area of difficulty is discussed and shows good understanding of the	Resource is very appropriate; how the resource supports the specific area of difficulty is discussed and shows excellent understanding of

	nature of the learning difficulty	of the nature of the learning difficulty	nature of the learning difficulty	the nature of the learning difficulty
Referencing, use of terminology, grammar, spelling and formatting	<p style="text-align: center;">1</p> <p>The text has many errors in grammar capitalisation, punctuation, and/or spelling; Correct APA referencing style is not used consistently.</p>	<p>1.5-2</p> <p>The text has a few errors in grammar, capitalisation, punctuation and/or spelling; Correct APA referencing style mostly used</p>		<p style="text-align: center;">3</p> <p>The text has no errors in grammar, capitalisation, punctuation or spelling; Correct APA referencing style consistently used</p>

EDUC 4064 Assessment Task 3 Rubric

CRITERIA	LEVELS OF ACHIEVEMENT			
	Unsatisfactory	Satisfactory	Competent	Proficient
	0-1.5	2	3	4
ASSESS: Summary profile of the student's numeracy strengths and difficulties	Summary profile of the student's present level of performance is not consistent with information provided in the base-line data	Summary profile of the student's present level of performance is consistent with information provided in the base-line data but needs more detail	Summary profile of the student's present level of performance clearly outlines the student's strengths and difficulties as provided in the base-line data	Summary profile of the student's present level of performance comprehensively reflects information provided in the base-line data
	0-4	5-6	7-8	9-10
PLAN: Appropriateness and rationale for chosen long-term goal; use of course readings	The goal is not in SMART format or linked to the Australian Curriculum; little or no understanding of the importance of place-value in numeracy development is demonstrated in the rationale for choice of long-term goal; discussion has very little or no support from the research literature on place-value	The goal is in SMART format and is linked to the Australian Curriculum; some understanding of the importance of place-value in numeracy development is demonstrated in the rationale for choice of long-term goal; discussion includes some support from the research literature on place-value	The goal is in SMART format and is linked to the Australian Curriculum; a well-developed understanding of the importance of place-value in numeracy development is demonstrated in the rationale for choice of long-term goal; discussion is well-supported with the research literature on place-value	The goal is in SMART format and is linked to the Australian Curriculum; an excellent understanding of the importance of place-value in numeracy development is demonstrated in the rationale for choice of long-term goal; discussion is very well-supported with the research literature on place-value
For each intervention session:	0-1.5	2	3	4
IMPLEMENT: Outline of planned instructional sessions (sequences, procedures and stimulus materials/resources). Planning reflects the principles of explicit teaching.	Implementation details for each intervention session (1-3) do not provide sufficient details of strategies used or necessary resources and the teaching context; planning does not reflect the principles of explicit teaching.	Implementation details for each intervention session (1-3) are outlined with mention of necessary resources and the teaching context provided; planning reflects the principles of explicit teaching.	Implementation details for each intervention session (1-3) are clearly outlined and provide most details of necessary resources and the teaching context; planning reflects the principles of explicit teaching.	Implementation details for each intervention session (1-3) are explicitly outlined and provide very specific details of necessary resources and the teaching context; planning reflects the principles of explicit teaching.
EVALUATE: Depth of understanding and reflection of course content in progress monitoring strategies and strategies for maintenance and generalisation of the targeted goals	0-1	2	3	4
	Strategies for progress monitoring and/or for maintenance and generalisation of the targeted goals are not provided or are not appropriate	Some strategies for progress monitoring and for maintenance and generalisation of the targeted goals are provided and are appropriate	Strategies for progress monitoring and for maintenance and generalisation of the targeted goals are provided; most of the strategies are appropriate & reflect course content	Excellent Strategies for progress monitoring and for maintenance and generalisation of the targeted goals are provided and reflect course content