

EDUC4143: Specialist Studies in Languages 2

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This course deepens student understanding of the principles and practices of teaching and learning Languages and English as a Additional Language/Dialect (EAL/D) in secondary schools. Students will explore lesson planning and programming for Stage 6 Languages and EAL/D English curricula; course and assessment requirements of the NSW Higher School Certificate for Languages and EAL/D English; and issues and trends in teaching Languages in schools. Specific attention will be given to the importance of cultural awareness in language teaching, and current developments and research into the teaching and learning of first and additional Languages.
Requisites	Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of <ul style="list-style-type: none">- Three HSC band 5s (including one in English) or- 80 units of UoN courses or- Regulatory authority approved comparable pathways or- Commencement in the program pre 2016
Contact Hours	Callaghan Integrated Learning Session Face to Face On Campus 6 hour(s) per Term Full Term Lecture Face to Face On Campus 8 hour(s) per Term Full Term Tutorial Face to Face On Campus 16 hour(s) per Term Full Term
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.

COURSE OUTLINE

CONTACTS

Course Coordinator **Callaghan**
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Consultation: Please email for an appointment.

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SYLLABUS

- Course Content**
- Principles and practices of teaching and learning Stage 6 Languages and ESL English in New South Wales schools.
 - Lesson planning and programming for Stage 6 Languages and ESL English curricula.
 - Course and assessment requirements of the NSW Higher School Certificate for Stage 6 Languages and ESL English curricula.
 - Strategies, technologies and resources for teaching and assessing Stage 6 Languages and ESL English curricula.
 - Current issues and trends related to the teaching of Languages in schools including the need to address multiliterate, numerate, and multimodal practices.
 - Current developments and research into the teaching and learning of first, second and subsequent Languages.
 - The importance of cultural awareness in language teaching

Course Learning Outcomes

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

1. Develop lesson plans, programs and assessment tasks for Stage 6 Languages and ESL English curricula.
2. Use a range of strategies, technologies and resources for teaching and assessing Stage 6 Languages and ESL English curricula.
3. Interpret the course and assessment requirements of the NSW Higher School Certificate for Stage 6 Languages and ESL English curricula
4. Discuss current issues and trends related to the teaching of Stage 6 Languages in schools including the need to address multiliterate, numerate, and multimodal practices.
5. Discuss the importance of assessment moderation and its application for teaching Languages/EAL/D, using subject specific work samples to develop understanding and skills in using assessment moderation for supporting consistent and comparable judgements of student learning.
6. Discuss current developments and research into the teaching and learning of first, second and subsequent Languages
7. Appreciate the importance of cultural awareness in language teaching.

Course Materials

Lecture Materials: weekly lecture materials will be provided via canvas each week prior to class

Required Reading: weekly readings and associated activities are to be completed prior to class, and will be uploaded to canvas.

Recommended Reading: a recommended reading list will be provided on canvas site

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Exploring the Purposes and Principles of Quality Language Assessment	How is assessment used? What is the relationship between teaching and assessment? What is pre-assessment, formative, summative assessment?	
2	4 Mar	Exploring Stage 6 Language Assessment and Productive Feedback	How can we critique language assessment instruments? What are Stage 6 requirements for Languages and EAL/D assessment? How can we prepare students for the HSC?	
3	11 Mar	Designing Quality Language Assessment	How do we apply the principles of language assessment to task design? How can teachers design holistic and analytical rubrics?	AT1.1 Due 11.59pm Friday Week 3
4	18 Mar	Planning Language Rich Teaching/Learning Assessment	Approaches to systematic and cyclical planning for language assessment. How can teachers trial a range of assessment instruments and approaches to differentiate language instruction?	
5	25 Mar	Language, Cultures, & Identities	How can we explore the cultural embeddedness of language? Which culture(s) do we teach? And why? What is intercultural competence?	
6	1 Apr	Critical Engagement with Language: Print, Visual, and Numerical Literacies	Engaging critically with visual, print, and numerical text in the language classroom. What do learners need to know about texts and contexts?	AT1.2 Due 11.59pm Friday Week 6
7	8 Apr	Digital and Media Literacies in the Languages Classroom	What is digital, information, and media literacy in the Languages classroom? How can we assist language learners to navigate media and digital texts?	
Mid Term Break				
Mid Term Break				
8	29 Apr	Resource Design from Differentiated Teaching and Quality Assessment	How can teachers design accessible materials for the Languages classroom? How can we teach language through pop culture and media artefacts? How can teachers incorporate scaffolds to assist with equitable participation in the Languages classroom?	
9	1 May			AT2.1 Due 11.59pm Friday Week 9
10	8 May			
11	15 May			AT2.2 Due 11.59pm Friday Week 11
12	22 May			AT2.3 Due 11.59pm Friday Week 12
13	29 May			AT1.3 Due 11.59pm Friday Week 13
Examination Period				
Examination Period				

ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Unit plan	Part 1 due Week 3 15 th March Part 2 due Week 6 5 th April Part 3 due Week 13 7 th June	Individual	50%	1, 2, 6, 7
2	Projects	Part 1 due Week 9 10 th May Part 2 due Week 11 24 th May Part 3 due Week 12 31 st May	Individual	50%	1, 2, 3, 4, 5

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 - Unit plan

Assessment Type Proposal / Plan

Purpose Assignment one is divided into three parts. This assignment involves assessing, moderating and providing feedback on student work, critiquing assessment instruments and rubrics according to the principles of quality language assessment, and designing a unit of work to assist learners to improve their language proficiency by addressing their particular language needs as evident in the work samples.

Description This detailed unit of work (approximately 6 weeks) for Stage 6 HSC Languages/ EALD English should include:

- An overview that includes a detailed rationale for the unit, an indication of the outcomes that will be met upon completion of the unit, and a brief synopsis of each lesson in the sequence.
- Sections that address the literacy and numeracy demands of Languages/EALD.
- An assessment schedule, that documents assessment tasks (formal and informal, diagnostic, formative and summative), that will occur throughout the unit. This includes, where relevant, assessment strategies in reading, writing, speaking, listening and mathematics.
- A rationale for the type of feedback provided to students with regard to assessment task performance and a description of how the feedback is delivered.
- A range of suitable teaching strategies, technologies for enhancing student learning, and quality resources to evaluate student learning and plan to modify teaching in response to student performance on assessment.
- An outline of how the unit will be assessed to improve student language learning, including discussion of how the assessment tasks in this unit will be moderated to support consistent and comparable judgements of student learning

Weighting 50%

Length 3,000 words

Due Date Part 1 due Week 3
Part 2 due Week 6
Part 3 due Week 13

Submission Method Online. Students are not required to print a hard copy of their assignments. Please simply upload the final version to turnitin by the due date and time.

Assessment Criteria	Student work will be graded according to: Demonstrated understanding of the uses of assessment in the language classroom <ul style="list-style-type: none">- Depth of research- Level of written fluency and clarity including accuracy of referencing- Accuracy of analysis of data- Depth of understanding regarding the design of testing instruments- Appropriateness of recommendations for lessons- Demonstrated understanding of the principles and practices of language acquisition and- Quality Teaching- Demonstrated understanding of Stage 6 Languages curriculum.
Return Method	In Class
Feedback Provided	In Person - Two weeks after due dates. Each student will be given the opportunity to discuss their assignment results with the lecturer during class time.

Assessment 2 - Projects

Assessment Type	Project
Purpose	This assignment involves designing a teaching resource to maximise the exploration of multiliteracies through Languages education. This resource will be designed in response to student assessment data.
Description	You will be required to: (a) Interpret student assessment data to evaluate learning and plan for responsive teaching (b) design an engaging and linguistically rich teaching resource in response to student assessment performance. (c) explain how the resource may be used to maximise the exploration of a range of literacies as tools for engaging with the world
Weighting	50%
Length	2,000 words
Due Date	Part 1 due Week 9 Part 2 due Week 11 Part 3 due Week 12
Submission Method	Online. Students are not required to print a hard copy of their assignments. Please simply upload the final version to turnitin by the due date and time.
Assessment Criteria	Student work will be graded according to: <ul style="list-style-type: none">- Demonstrated understanding of Stage 6 Languages curriculum.- Demonstrated understanding of the principles of language teaching including instruction, assessment, and materials development.- Understanding of multiliteracies in the language classroom- Level of written fluency and clarity including accuracy of referencing.
Return Method	Online
Feedback Provided	Online - Two weeks after due date. Detailed comments and the completed rubric will be emailed to students.

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.

Attendance

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

Attendance/participation will be recorded in the following components:

- Integrated Learning Session (Method of recording: Blackboard statistics)
- Lecture (Method of recording: Roll)
- Tutorial (Method of recording: Roll)

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

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.

Participants are invited to reflect on their learning experiences and outcomes throughout the semester.

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. Please see the [Student Academic Integrity Policy](#) for more information.

**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](#)

**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](#) 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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EDUC4143 Assignment 1/1: 2024

	0	1	2	3
Have I presented a detailed view* regarding the relationship between language teaching and assessment ? <i>*a detailed view will elaborate on key statements with an example or further details to illustrate the point</i>	Absent OR the discussion contains general statements regarding the relationship between assessment and learning with no elaboration of key statements	The discussion shows evidence of elaboration regarding the relationship between assessment and learning but this is insufficient to explain the author's point	The discussion regarding the relationship between assessment and learning is generally elaborated with examples and/or explanations	
Have I shown a deep understanding* of the importance of pre-assessment, formative, and summative assessment ? <i>*This means that the teacher not only defines or mentions the concepts but provides a detailed and specific discussion of their relevance and application</i>	No or limited discussion of one or more of these elements	Detailed discussion of one element	Detailed discussion of two elements	Detailed discussion of three elements
Have I shown an understanding* of the importance of washback, validity, feasibility, and reliability ? <i>*This means that the teacher not only defines or mentions the concepts but provides a detailed and specific discussion of their relevance and application</i>	No or limited discussion of one or more of these elements	Generally detailed discussion of each element	Detailed discussion of each element	
Is my language appropriate* for the required text type ? <i>*This means accuracy of spelling, grammar, and features of the genre</i>	Absent OR the discussion contains general statements regarding the relationship between assessment and learning with no elaboration of key statements	The discussion shows evidence of elaboration regarding the relationship between assessment and learning but this is insufficient to explain the author's point	The discussion regarding the relationship between assessment and learning is generally elaborated with examples and/or explanations	
Have I used at least three appropriate sources to support my discussion AND referenced consistently? <i>*Appropriate sources include academic texts, journal articles, and course readings</i>	No or less than 3 appropriate sources used OR 2 or more referencing inconsistencies	At least 3 appropriate sources used to support the discussion with fewer than 2 referencing inconsistencies		

Part Three: Planning for Assessment and Critical Reflection

<p>Have I included a half page description of the summative task (the task format, macro/micro-skills, and outcomes from stage 6?)</p>	<p>0) Information about the summative assessment is missing</p>	<p>1) Information about the summative assessment is incomplete, with only one or two components addressed.</p>	<p>2) Some information regarding the summative task is included, although not all components (the task format, macro/microskills, and outcomes from stage 6 are discussed</p>	<p>3) Most information regarding the summative task is included (the task format, macro/microskills, and outcomes from stage 6</p>	<p>4) All information regarding the summative task is included (the task format, macro/microskills, and outcomes from stage 6</p>
<p>Have I provided a tabular overview of the 6-week unit of work preparing learners to successfully undertake the summative task including pre, formative, summative assessment tasks? <i>This means that the unit of work will be a good example of backwards planning to the nominated summative assessment. Therefore, this criterion is linked to the criterion above.</i></p>	<p>0) The tabular unit overview is missing or does not backwards plan from the nominated summative assessment</p>	<p>1) The tabular unit overview is included and indicates some attempt to backwards plan from the nominated summative assessment however no explicit pre, formative, and summative assessment is included</p>	<p>2) The tabular unit overview is included and indicates some attempt to backwards plan from the nominated summative assessment with an example of one type of assessment (pre, formative, and summative) included</p>	<p>3) The tabular unit overview is included and indicates some attempt to backwards plan from the nominated summative assessment with an example of two types of assessment (pre, formative, and summative) included</p>	<p>4) The tabular unit overview is included and indicates some attempt to backwards plan from the nominated summative assessment with an example of all types of assessment (pre, formative, and summative) included</p>
<p><i>Lesson Plan 1</i> Have I included a complete* lesson plan from the 6-week unit, in which I undertake some kind of formal or informal assessment? <i>*This means that all information required (please see the template for the lesson plan) is included</i></p>	<p>0) Lesson plan is missing or does not contain any reference to assessment</p>	<p>1) Lesson plan is included and makes reference to assessment, however this is insufficiently detailed</p>	<p>2) Lesson plan is included and makes reference to assessment, with most information provided</p>	<p>3) Lesson plan is included and makes reference to assessment, with all information provided</p>	
<p><i>Lesson Plan 2</i> Have I included a complete* lesson plan from the 6-week unit, in which I undertake some kind of formal or informal assessment? <i>*This means that all information required (please see the template for the lesson plan) is included</i></p>	<p>0) Lesson plan is missing or does not contain any reference to assessment</p>	<p>1) Lesson plan is included and makes reference to assessment, however this is insufficiently detailed</p>	<p>2) Lesson plan is included and makes reference to assessment, with most information provided</p>	<p>3) Lesson plan is included and makes reference to assessment, with all information provided</p>	

<p><i>Lesson Plan 3</i></p> <p>Have I included a complete* lesson plan from the 6-week unit, in which I undertake some kind of formal or informal assessment?</p> <p><i>*This means that all information required (please see the template for the lesson plan) is included</i></p>	<p>0) Lesson plan is missing or does not contain any reference to assessment</p>	<p>1) Lesson plan is included and makes reference to assessment; however, this is insufficiently detailed</p>	<p>2) Lesson plan is included and makes reference to assessment, with most information provided</p>	<p>3) Lesson plan is included and makes reference to assessment, with all information provided</p>	
<p>Have I reflected critically on the assignment experience, (e.g. my experience in providing feedback to students, my understanding of the strengths and weaknesses in my planning (self-assessment) etc.?</p>	<p>0) Fails to include a teacher reflection.</p>	<p>1) The 'reflection' is more a factual re-telling instead of a critique regarding weaknesses, and/or opportunities for learning encountered</p>	<p>2) A good beginning reflection with mostly strengths and weaknesses, and/or opportunities for learning</p>	<p>3) A good, generally critical reflection regarding strengths and weaknesses, and/or opportunities for learning encountered.</p>	<p>4) Excellent, highly critical reflection with detailed attention to strengths and weaknesses, and/or opportunities for learning encountered.</p>
<p>Have I produced a fluent and accurate assignment?</p> <p><i>*This means the paper is free of spelling errors, punctuation mistakes, and paragraphing issues</i></p>	<p>0) Major grammatical errors impede the communication of the author's point</p>	<p>1) Grammatical errors (five or more)</p>	<p>2) A generally well-written paper with some grammatical errors (e.g. three to four)</p>	<p>3) Well-written with minimal grammatical (one to three)</p>	<p>4) Well-written with no grammatical errors.</p>

/25

Comments:

Assignment 2: Part 1

Component	0	1	2	3	4
Resource design for literacies instruction/assessment: Is intercultural literacy required for engaging with this resource? 1 mark	Resource does not provide opportunities for instruction and assessment of intercultural literacy	Resource provides opportunities for instruction and assessment of intercultural literacy			
Resource design for literacies instruction/assessment: Are there 3 forms of literacy* required for engaging with this resource? 2 marks *In addition to intercultural literacy	Resource does not provide opportunities for exploration of more than one literacy	Resource provides opportunities for exploring 2 types of literacy	Resource provides opportunities for exploring 3 types of literacy		
Does your resource align with principles of quality design* 2 marks *This means your resource design will be assessed	The resource fails to meet any principle of quality design	The resource meets some principles of quality design but there are some weaknesses (3 or more)	The resource meets most principles of quality design but there are some weaknesses (2 or fewer)		
Teacher rationale for resource design for literacies instruction/assessment: intercultural literacy* 1 mark *each teacher is invited to discuss how this resource provides valid opportunities to instruct and assess this form of literacy, engaging with the complexities of defining and quantifying it	Teacher does not engage with complexities of defining, teaching, and assessing this literacy	Teacher engages critically with complexities of defining, teaching, and assessing this literacy			
Teacher justification* for the literacies embedded within the resource: 3 forms of literacy (in addition to intercultural literacy) 3 marks *This means the literacies are not just described but elaboration is given as to how they are embedded in the resource	Teacher does not provide a rationale for literacies embedded within this resource	Teacher provides justification for 1 literacy embedded within this resource (aside from intercultural literacy)	Teacher provides justification for 2 literacies embedded within this resource (aside from intercultural literacy)	Teacher provides justification for 3 literacies embedded within this resource (aside from intercultural literacy)	
Resource design for literacies instruction/assessment: teacher description of process 1 mark	Teacher does not discuss how this resource was designed	Teacher describes how this resource was designed			
Academic literacy and grammatical accuracy 3 marks	Major grammatical and or stylistic issues seriously impede communication (5 or more)	Some grammatical and or stylistic issues present (4-3)	Minor grammatical and/or stylistic issues present (1-2)	The writing is free of grammatical, stylistic errors	

Assignment 2: Part 2

Component	0	1	2	3	4
Student handout* *Your handout will be assessed in terms of structure, prompts, clarity of instructions and requirements for assessment etc. 3 marks	No handout included.	A very basic handout with little attention to structure, prompts, clarity of instructions and requirements for assessment etc.	Teacher provides a sound handout with generally valid structure, activities. Instructions, and prompts	Teacher provides a good handout with valid structure, activities. Instructions, and prompts	
Teacher summary of the opportunities for literacies teaching/assessment in the activities, Instructions, and prompts on the student handout 3 marks	Teacher fails to provide details regarding the opportunities for literacies teaching/assessment in the activities, instructions, and prompts	Teacher provides a summary of 1 to 2 opportunities for literacies teaching/assessment in the activities, instructions, and prompts	Teacher provides a good range of opportunities for literacies teaching/assessment in the activities. Instructions, and prompts	Teacher provides a good range of opportunities for literacies teaching/assessment in the activities. Instructions, and prompts	
Student handout* design for literacies instruction/assessment: teacher description of process 1 mark	Teacher does not discuss how this student handout was designed	Teacher describes how this student handout was designed			
Teacher rationale for design of student handout* 3 marks *Your justification for the choices made in terms of prompts, instructions, and structure of the handout will be assessed	Teacher does not justify choices made in the design of the student handout	Teacher provides minimal justification for choices made in the design of the student handout (1-2 points)	Teacher provides some justification for most choices made in the design of the student handout (3 points)	Teacher provides some justification for almost all choices made in the design of the student handout (4 points)	
Connection of resource to Stage 6 syllabus outcomes and justification of relevance 4 marks	Teacher fails to provide any logical connection to syllabus outcomes	Teacher provides clear connections to 1-3 syllabus outcomes but without justification	Teacher provides clear connections to 1 syllabus outcome with justification	Teacher provides clear connections to 2 syllabus outcomes with justification	Teacher provides clear connections to 3 syllabus outcomes with justification
Discussion of literacies to be explored in each activity, question, or task 4 marks	No evidence of consideration for utilizing the resource to explore literacies	Evidence of consideration for utilizing the resource to explore one type of literacy	Evidence of consideration for utilizing the resource to explore two types of literacies	Evidence of consideration for utilizing the resource to explore three types of literacies	Evidence of consideration for utilizing the resource to explore four types of literacies
Academic literacy and grammatical accuracy 3 marks	Major grammatical and or stylistic issues seriously impede communication (5 or more)	Some grammatical and or stylistic issues present (4-3)	Minor grammatical and/or stylistic issues present (1-2)	The writing is free of grammatical, stylistic errors	

Assignment 2: Part 3

Component	0	1	2	3	4
Discussion of rubric composition 3 marks	No discussion of the rubric provided	Minimal information provided as to how teacher composed this rubric (1 or 2 points)	Sound information provided as to how teacher composed this rubric (3 -4 points)	Good information provided as to how teacher composed this rubric (5 or more points)	
Discussion of rubric strengths 2 marks	No discussion of strengths of rubric	Minimal information provided as to opinion of the strengths of rubric (1-2)	Sound information provided for the strengths of the rubric (3 or more points)		
Discussion of rubric limitations 2 marks	No discussion of limitations of rubric	Minimal information provided as to opinion of the limitations of rubric (1- 2)	Sound information provided for the limitations of the rubric (3 or more points)		
Assessment of rubric according to principles of quality design* 3 marks	The rubric fails to meet any principle of quality design	The rubric meets some principles of quality design but there are some weaknesses (3 or more)	The rubric meets most principles of quality design but there are some weaknesses (2)	The rubric is strong and meets almost all principles of quality design	
Overall reflection on assignment 2 3 marks	Teacher fails to include an overall reflection on assignment 2	Teacher provides a description of assignment 2 but limited reflection.	Teacher provides a sound beginning reflection on assignment 2 but could expand their reflection to be more critical.	Teacher provides an excellent, critical reflection on assignment 2.	
Academic literacy and grammatical accuracy 3 marks	Major grammatical and or stylistic issues seriously impede communication (5 or more)	Some grammatical and or stylistic issues present (4-3)	Minor grammatical and/or stylistic issues present (1-2)	The writing is free of grammatical, stylistic errors	

/16

TOTAL: /50