

EDUC4748: Advanced Literacy Studies

Callaghan and Ourimbah
Semester 1 - 2024



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 Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of

- 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

Students must also be active in one of the programs:
Bachelor of Teaching (Primary) (Honours) [12367]
Bachelor of Education (Primary) [40106]
Bachelor of Education (Primary) (Hons) [40110]

Assumed Knowledge LING1110, EDUC2748, EDUC3186

Contact Hours

Lecture
Online
1 hour(s) per Week for 12 Weeks

Tutorial
Face to Face On Campus
2 hour(s) per Week for 12 Weeks

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 and Ourimbah**
Dr Leanne Fray
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(02) 4913 8715
Consultation: arrange by email

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

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SYLLABUS

Course Content

- 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.
- Methodologies for interpreting school based and system-wide literacy data
- Analysing and using data to inform instructional decision-making
- Strategies for using assessment data to identify and plan future learning directions for students
- Programming strategies for sequencing and structuring literacy units
- Using evidence-based practice to identify and implement effective literacy interventions in the primary classroom
- Techniques and approaches for supporting EAL/D students in literacy
- Addressing the needs of students with special requirements in the literacy classroom
- Home and community literacy practices

Course Learning Outcomes

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

1. Apply a range of models of pedagogy for teaching and assessing the components of reading (including strategies for teaching and assessing phonemic awareness, phonics, fluency, vocabulary, and text comprehension).
2. Apply instructional approaches for developing children's concepts of print, grammar, punctuation, spelling and handwriting.
3. Analyse evidence-based research and apply findings to support the interpretation of school-based and system-wide literacy data.
4. Apply the principles and practices of teaching English as an Additional Language or Dialect (EAL/D) and supporting students with learning difficulties to design and implement units of work for diverse K-6 contexts
5. Explain the purpose of providing timely and appropriate feedback to students about their learning.
6. Describe the importance of home and community literacy and practices.

Course Materials

Required reading:

ACARA, (2023) National Literacy Learning Progression.

<https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/>

NESA. (2022). English K-10 Syllabus. <https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview>

NESA. (2022). A-E Common Grade Scale.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale>

Recommended reading:

Carter, D., & Buchanan, J. (2022). Implementing the general capabilities in New South Wales government primary schools. *Curriculum Perspectives*, 42(2), 145-156.

Cairney, T.H. (2008). Community Literacy Practices and Education: Australia. In: Hornberger, N.H. (eds) *Encyclopedia of Language and Education*. Springer, Boston, MA.
https://doi.org/10.1007/978-0-387-30424-3_46

Drewry, R., Cumming-Potvin, W., & Maor, D. (2019). New Approaches to Literacy Problems: Multiliteracies and Inclusive Pedagogies. *Australian Journal of Teacher Education*, 44(11), 61-78.

Eriksson, E., Björklund Boistrup, L., & Thornberg, R. (2017) A categorisation of teacher feedback in the classroom: a field study on feedback based on routine classroom assessment in primary school, *Research Papers in Education*, 32:3, 316-332,
doi: [10.1080/02671522.2016.1225787](https://doi.org/10.1080/02671522.2016.1225787)

Eriksson, E., Björklund Boistrup, L., & Thornberg, R. (2022) "You must learn something during a lesson": how primary students construct meaning from teacher feedback, *Educational Studies*, 48:3, 323-340, doi: [10.1080/03055698.2020.1753177](https://doi.org/10.1080/03055698.2020.1753177)

Malpique, A.A., Pino-Pasternak, D. & Roberto, M.S. (2020). Writing and reading performance in Year 1 Australian classrooms: associations with handwriting automaticity and writing instruction. *Reading and Writing*. 33, 783–805. [https://link.springer-com.ezproxy.newcastle.edu.au/article/10.1007/s11145-019-09994-z](https://link.springer.com/ezproxy.newcastle.edu.au/article/10.1007/s11145-019-09994-z)

Munro, J (2023). Learning grammar is just as important as it always was, but the way we teach it has changed. *The Conversation*. https://theconversation.com/learning-grammar-is-just-as-important-as-it-always-was-but-the-way-we-teach-it-has-changed-196285?utm_medium=%E2%80%A6

Seely-Flint, A (2019). *Literacy in Australia: Pedagogies for Engagement, 3rd Edition*, Wiley, 2019. *ProQuest Ebook Central*, <https://ebookcentral.proquest.com/lib/newcastle/detail.action?> Chapter 5. Literacy programs and approaches

Seely-Flint, A (2019). *Literacy in Australia: Pedagogies for Engagement, 3rd Edition*, Wiley, *ProQuest Ebook Central*, <https://ebookcentral.proquest.com/lib/newcastle/detail.action?> Chapter 9. Effective assessment practices for reading and writing.

Weldon, P. R. (2019). Changing priorities? The role of general capabilities in the curriculum. Camberwell, Australia: Australian Council for Educational Research.
<https://research.acer.edu.au/nswcurriculumreview/3>

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Literacy in Australia	Reading and writing, review	
2	04 Mar	Providing feedback, using rubrics	Creating rubrics	
3	11 Mar	Assessment and reporting	Assessing work samples, creating 100-word grade summaries	Compulsory Attendance Assessment Task 1A. Group work completed in tutorials. Submit via Canvas: 11.59pm, evening of your week 3 tutorial
4	18 Mar	Spelling, punctuation, handwriting and digital transcription	Using assessment data to identify future learning directions	
5	25 Mar	Grammar and concepts of print	Strategies for teaching grammar	
6	1 Apr	Capabilities and priorities	Cross curricular priorities	Assessment Task 1B, 11.59pm Friday, week 6
7	8 Apr	Planning for literacy learning	Two-hour literacy block, Components A & B	Assessment Task 1C. Oral presentations. 11.59pm, Friday, week 7
8	29 Apr	Programming for literacy	Creating small groups for reading/writing instruction	
9	6 May	Supporting EAL/D students in the classroom	Strategies for supporting EAL/D students in the literacy classroom	
10	13 May	Reading interventions	Coding with the QT model Guest Tutor: Quality Teaching Rounds Advisors, Quality Teaching Academy	Assessment Task 3A, 3B. 11.59pm, Friday, week 10.
11	20 May	Home and community literacy practices	Student presentations. Compulsory attendance.	Compulsory Attendance Assessment Task 3C, in tutorial presentations
12	27 May	What to expect your first week of teaching literacy	Student presentations. Compulsory attendance.	Compulsory Attendance Assessment Task 3C, in tutorial presentations
13	3 Jun	No tutorials or lectures		

*****Critical reflections for Assessment Task 2 are due Friday, 11.59pm in weeks 3, 5, 7, 9 and 11.**

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 Study scenario – Oral presentation	Part A (Rubric) submitted to Turnitin 11:59pm the evening of your tutorial, during week 3 (10%) Part B (Work sample analysis, grade commentary, feedback to parents) submitted to Turnitin, 11.59pm Friday, week 6. (10%) Part C presented in oral responses during week 7 (10%)	Combination	30%	1, 2, 3, 5
2	Critical reflections	Reflection 1: Submitted to Turnitin 11:59pm, Friday, Week 3. Reflection 2: Submitted to Turnitin 11:59pm, Friday, Week 5. Reflection 3: Submitted to Turnitin 11:59pm, Friday, Week 7. Reflection 4: Submitted to Turnitin 11:59pm, Friday, Week 9. Reflection 5: Submitted to Turnitin 11:59pm, Friday, Week 11	Individual	30%	1, 2, 4, 5, 6
3	Integrated Program	Part A submitted to Turnitin Sunday 11:59 pm beginning of Week 10 by <i>at least ONE</i> group member. (15%) Parts B submitted to Turnitin Sunday 11:59pm beginning of Week 10. (10%) Part C presented in tutorial in Weeks 11 and 12 (15%)	Combination	40%	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 Study Scenario – Oral presentation

Assessment Type

Case Study / Problem Based Learning

Purpose

On completion of this assessment task students will demonstrate

Rubric design and use; Work sample analysis interpreting system wide data to identify student writing outcomes; apply models of pedagogy and instructional approaches for teaching and assessing; Validate planning decisions; Engage in professional conversations about student learning.

Description

Assignment 1 – Analysis and assessment of student work samples aligned to system-wide data (Case Study / Problem Based Learning)

Description

Part A: Group Work Conducted in Tutorial Week 3 groups of 4 or 5.
(1 page in table format)

Rubric Design

Full attendance is required. This is to be submitted to Turnitin individually by 11:59pm of the day of your tutorial otherwise late penalties will apply. 5% per day deduction for late submission.

During the allocated tutorial complete a collaboratively designed rubric with the criteria based on system wide data (English K-10 Syllabus Outcomes, A-E Common Grade Scale and Literacy Progression) to assess a student's levels of achievement in a particular text type in the area of: Creating Texts: a) crafting ideas, b) text forms and features including grammar, punctuation and spelling and c) vocabulary.

During the allocated tutorial complete a collaboratively designed rubric with the criteria based on system wide data (English K-6 Syllabus Outcomes, A-E Common Grade Scale and Literacy Progression) to assess a student's levels of achievement in a particular text type in the area of: Creating Texts: a) crafting ideas, b) text forms and features including grammar, punctuation and spelling and c) vocabulary.

Part B: Individual work.

Work sample Analysis

- Your tutor will allocate you a work sample. This will be located on Canvas.
- Critically analyse the work sample against the criteria in your rubric and plot where the levels of achievement best fit. Include anecdotal comments/notes on the work sample as you proceed through the analysis process as this is common practice in schools and these comments will help you to write the 100 words of grade commentary noted later.
- Make an overall judgement of the student's achievement on the A-E Common Grade Scale. Use the following web link to guide this judgement.
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/resources/sample-work>
- Write grade commentary on the child's work sample (up to 100 words) as per the samples provided on the web link above.
- Individually write stage and age-appropriate feedback to the student (max. ½ page- 150 words)
- Individually write a feedback email for the student's parent/caregiver focused on the student's current achievements, future learning direction and strategies you plan to use to achieve these (max. ½ page- 150 words).

Part C: Individual work

Future Learning Directions - Oral response, during week 6 and week 7.

Future Directions

- Individually, using the system-wide data (English K-6 Syllabus Outcomes, A-E Common Grade Scale and Literacy Progression) as a reference point, identify the student's current and future directions for learning and strategies to support these directions.
- Critical analyse your planning decisions to justify the future learning directions you have chosen for student. This explanation must be supported by current relevant literature.
- You will discuss the future learning directions of your student with your tutor in during a one-on-one conversation (oral response) about the students work. This activity is design to emulate conversations you might have with a school APC&I or school principal.

Weighting

30%

Length

+/- 1500 words

Due Date

Part A submitted to Turnitin 11:59pm the evening of your tutorial, during week 3

Part B, C and D are to be submitted to Turnitin by 11:59 pm Friday Week 6

Submission Method

Online

Assessment Criteria	<ul style="list-style-type: none">• Analysis of a student work sample against clearly identified, appropriate, explicit, criteria.• Written grade commentary.• Understanding of future directions in Creating Texts• Understanding through writing appropriate & explicit feedback to student and parent/carer.
Return Method	Online
Feedback Provided	Online. Notification will be made via Canvas. Feedback for Individual component will be provided through Turnitin.

Assessment 2 – Critical reflections

Assessment Type	Written Assignment
Purpose	Design a range of models of pedagogy and appropriate learning frameworks for teaching and assessing
Description	To demonstrate regular engagement with concepts, theory, research, and pedagogy explored within the course, students will complete five critical reflections throughout the semester, each related to module and/or tutorial content. Reflection topics are available on Canvas (250 words per response. Word count does not include reference list.
Weighting	30%
Length	+/- 1250 words (+/- 250 words per reflection)
Due Date	Reflection 1: Submitted to Turnitin 11:59pm, Friday, Week 3. Reflection 2: Submitted to Turnitin 11:59pm, Friday, Week 5. Reflection 3: Submitted to Turnitin 11:59pm, Friday, Week 7. Reflection 4: Submitted to Turnitin 11:59pm, Friday, Week 9. Reflection 5: Submitted to Turnitin 11:59pm, Friday, Week 11
Submission Method	Online
Assessment Criteria	See assessment rubrics and task outline available on Canvas.
Return Method	Online
Feedback Provided	Online. Notification will be made via Canvas. Feedback for Individual component will be provided through Turnitin.

Assessment 3 - Integrated Program

Assessment Type	Project
Purpose	Design a range of models of pedagogy and appropriate learning frameworks for teaching and assessing
Description	Integrated program Part A Group work (groups of 5) Literacy Program Overview <ul style="list-style-type: none">- Design and fully resource a one-week (5 day) whole class literacy program based on a cross curricular priority (2 hours each day).- Include a differentiation for EAL/D students and students with diverse learning needs.- Clearly show the explicit teaching of Component A and Component B tasks. Use the proforma example provided OR alternatively use a design of your own. Part A submitted to Turnitin Sunday 11:59pm beginning of Week 10 by at least ONE group member. Ensure that all group members names are included on the cover sheet. Part B Individual work Validation Write a 500-word validation that includes a critical analysis for the planning decisions in relation to existing research and knowledge of practice pedagogies for literacy in primary schools.

Parts B submitted to Turnitin Sunday 11:59pm beginning of Week 11

Part C Group work (presented in-tutorials Weeks 11 and 12)

In Tutorial Multi-modal Presentation

- Collaboratively design, and engagingly present (speak, don't read), a multi-modal resource including all 5 semiotic systems to a hypothetical parent/carer information evening aimed at explaining your weekly literacy program overview for the students you would be teaching.
- Attend to intercultural awareness and inclusiveness of your students and parents/carers during the presentation and in the multi-modal text.
- Presentations, and assessment, will be in weeks 11 and 12 tutorials.
- **All students** must be present at their normal tutorial both weeks.
- You will have 20 minutes to present your 1-week literacy plan in an engaging and appropriate manner based on your group's literacy planning overview and a description of the activities occurring on that week.
- You will be graded on the sequential nature and integration of all phases of the Literacy sessions for the week and your ability to explain your planning decisions.
- Prior to commencing your allocated presentation in weeks 11 or 12 provide your tutor with a printed copy of the presentation.
- Include any resources required to explain the literacy planning overview during the presentation.

Weighting
Length
Due Date

40%

+/- 1500 words

Part A submitted to Turnitin Sunday 11:59pm beginning of Week 11 by at least ONE group member.

Part B submitted to Turnitin Sunday 11:59pm beginning of Week 11.

Part C presented in tutorial in Weeks 11 and 12

Submission Method
Assessment Criteria

Online

See attached assessment rubrics

Return Method
Feedback Provided

Online

Online. Notification will be made via Canvas. Feedback for Individual component will be provided through Turnitin.

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

Attendance

Attendance/participation will be recorded in the following components:

- Lecture (Method of recording: Panopto)
- Tutorial (Method of recording: Class Rolls will be taken for each Tutorial)
- Failure to attend a minimum of 80% of tutorials will require an additional assessment task to be completed so that core learning outcomes can be demonstrated.

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.

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 for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

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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EDUC4748 Assessment Task 1 Marking Criteria
Case study scenario, oral presentation. 30%



Notes:

Part A. Group work conducted in tutorials. **Compulsory attendance** – Week 3

Part B. Work sample analysis. Individual task – 11.59pm, Friday, Week 6

Part C. Oral presentation. Individual task – 11.59pm, Friday, Week 7. Book a time for Individual presentations with your tutor (link on Canvas). Maximum 10 minutes.

Part A GROUP TASK COMPLETED IN TUTORIALS - Collaboratively design a rubric to be used individually in Part B. COMPULSORY ATTENDANCE				
Your group has completed this requirement in your allocated tutorial time in-class. Complete the rubric design including all required outcomes & content descriptors specific to the text type. Creating Texts: a) crafting ideas b) text forms and features including grammar, punctuation, and spelling c) vocabulary				/10
Part B INDIVIDUAL TASK - Work sample analysis recorded on the group designed rubric				
<p>You have demonstrated no or little understanding of</p> <p><input type="checkbox"/> (0.5) the use of a rubric to analyse a work sample</p> <p><input type="checkbox"/> (0.5) aligning student's work to system wide data - LP & Syllabus</p> <p><input type="checkbox"/> (0.5) overall judgement of the student's achievement according to A-E Common Grade Scale.</p> <p><input type="checkbox"/> (0.5) 100 words of grade commentary on the child's work sample</p> <p><input type="checkbox"/> (0.5) written feedback to student/parent</p>	<p>You have demonstrated some understanding of</p> <p><input type="checkbox"/> (1) the use of a rubric to analyse a work sample</p> <p><input type="checkbox"/> (1) aligning student's work to system wide data - LP & Syllabus</p> <p><input type="checkbox"/> (1) overall judgement of the student's achievement according to A-E Common Grade Scale.</p> <p><input type="checkbox"/> (1) 100 words of grade commentary on the child's work sample</p> <p><input type="checkbox"/> (1) written feedback to student/parent</p>	<p>You have demonstrated moderate understanding of</p> <p><input type="checkbox"/> (1.5) the use of a rubric to analyse a work sample</p> <p><input type="checkbox"/> (1.5) aligning student's work to system wide data - LP & Syllabus</p> <p><input type="checkbox"/> (1.5) overall judgement of the student's achievement according to A-E Common Grade Scale.</p> <p><input type="checkbox"/> (1.5) 100 words of grade commentary on the child's work sample</p> <p><input type="checkbox"/> (1.5) written feedback to student/parent</p>	<p>You have demonstrated deep understanding of</p> <p><input type="checkbox"/> (2) the use of a rubric to analyse a work sample</p> <p><input type="checkbox"/> (2) aligning student's work to system wide data - LP & Syllabus</p> <p><input type="checkbox"/> (2) overall judgement of the student's achievement according to A-E Common Grade Scale.</p> <p><input type="checkbox"/> (2) 100 words of grade commentary on the child's work sample</p> <p><input type="checkbox"/> (2) written feedback to student/parent</p>	<p><i>How thoroughly have you analysed a student work sample against clearly identified, appropriate, explicit, criteria? How well have you written grade commentary? How well have you provided explicit and appropriate feedback to the student and to parents/carers?</i></p>
0 – 4	4 – 6	6 – 8	8 – 10	/10
Part C INDIVIDUAL TASK - Future directions (oral presentation)				
<p>You have demonstrated no or little understanding of future directions in Creating Texts in the following areas and validated/supported these decisions</p> <p><input type="checkbox"/> (1) crafting ideas,</p> <p><input type="checkbox"/> (1) text forms and features including grammar, punctuation & spelling</p> <p><input type="checkbox"/> (1) vocabulary</p> <p><input type="checkbox"/> (1) concise & succinct validation/support of all decisions</p>	<p>You have demonstrated some understanding of future directions in Creating Texts in the following areas and validated/supported these decisions</p> <p><input type="checkbox"/> (1.5) crafting ideas,</p> <p><input type="checkbox"/> (1.5) text forms and features including grammar, punctuation & spelling</p> <p><input type="checkbox"/> (1.5) vocabulary</p> <p><input type="checkbox"/> (1.5) concise & succinct validation/support of all decisions</p>	<p>You have demonstrated moderate understanding of future directions in Creating Texts in the following areas and validated/supported these decisions</p> <p><input type="checkbox"/> (2) crafting ideas,</p> <p><input type="checkbox"/> (2) text forms and features including grammar, punctuation & spelling</p> <p><input type="checkbox"/> (2) vocabulary</p> <p><input type="checkbox"/> (2) concise & succinct validation/support of all decisions</p>	<p>You have demonstrated deep understanding of future directions in Creating Texts in the following areas and validated/supported these decisions</p> <p><input type="checkbox"/> (2.5) crafting ideas,</p> <p><input type="checkbox"/> (2.5) text forms and features including grammar, punctuation & spelling</p> <p><input type="checkbox"/> (2.5) vocabulary</p> <p><input type="checkbox"/> (2.5) concise & succinct validation/support of all decisions</p>	<p><i>You have identified directions for future learning in reference to the syllabus and system wide data in Creating Texts in the nominated text type and validated/supported these decisions. You have used correct APA7th referencing with no errors in literacy.</i></p>
0 – 4	4 – 6	6 – 8	8 – 10	/10
				Total /30

EDUC4748 Assignment 3 Marking Criteria

Reading reflections. 30%



Notes:

Each reflection is worth a maximum of 6 marks.

Five reflections are to be completed throughout the trimester.

	Developing	Acceptable	Good	Excellent
Depth of reflection and critical thinking <i>/2</i>	Superficial reflection lacking critical thinking (0)	Reflection demonstrates some understanding of critical thinking (½)	Reflection demonstrates a substantial degree of critical thinking (1)	Reflection demonstrates a sophisticated degree of critical thinking (2)
Application of key concepts <i>/2</i>	Superficial connections are made with key concepts and theories (0)	Reflection demonstrates some understanding of applying and analysing key concepts (½)	Reflection demonstrates substantial understanding of applying and analysing key concepts (1)	Reflection demonstrates a sophisticated understanding of applying and analysing key concepts (2)
Academic standards of writing and referencing <i>/2</i>	The wrong citation style has been followed, or one or more citations are missing significant elements. See the library's APA 7 referencing guide . (0)	Citations mostly adhere to the referencing style, although a number of errors are evident (½)	Citations mostly adhere to the referencing style, with some errors evident (1)	Perfect or near perfect use of referencing styles across all citations (2)

EDUC4748 Assessment Task 3 Marking Criteria
Literacy plan, multi-modal presentation. 40%



Notes:

Part A. One week literacy program overview (group work) – 11.59pm, Friday, Week 10.

Part B. Validation. Individual task – 11.59pm, Friday, Week 10.

Part C. Multi-modal presentation. Group work – in tutorial presentations during Weeks 11 and 12. **Compulsory tutorial attendance (Week 11 and Week 12)**

Part A: One week Literacy Program Overview (group work)				
<p>Demonstrates an unsatisfactory understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (0.5) a one week cross-curricular integrated literacy program <input type="checkbox"/> (0.5) all components of a reading program including the planning for a minimum of 5 differentiated guided reading groups <input type="checkbox"/> (0.5) differentiation for EAL/D students and students with diverse learning needs <input type="checkbox"/> (0.5) explicit teaching of component A and component B tasks <input type="checkbox"/> (0.5) contains a number (>3) literacy errors <input type="checkbox"/> (0.5) Group participation (individual mark) 	<p>Demonstrates a satisfactory level of understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (1) a one week cross-curricular integrated literacy program <input type="checkbox"/> (1) all components of a reading program including the planning for a minimum of 5 differentiated guided reading groups <input type="checkbox"/> (1) differentiation for EAL/D students and students with diverse learning needs <input type="checkbox"/> (1) explicit teaching of component A and component B tasks <input type="checkbox"/> (1) contains some (< or =3) literacy errors <input type="checkbox"/> (2) Group participation (individual mark) 	<p>Demonstrates a moderate level of understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (1.5) a one week cross-curricular integrated literacy program <input type="checkbox"/> (1.5) all components of a reading program including the planning for a minimum of 5 differentiated guided reading groups <input type="checkbox"/> (1.5) differentiation for EAL/D students and students with diverse learning needs <input type="checkbox"/> (1.5) explicit teaching of component A and component B tasks <input type="checkbox"/> (1.5) contains few (< or =2) literacy errors <input type="checkbox"/> (3) Group participation (individual mark) 	<p>Demonstrates a comprehensive understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (2) a one week cross-curricular integrated literacy program <input type="checkbox"/> (2) all components of a reading program including the planning for a minimum of 5 differentiated guided reading groups <input type="checkbox"/> (2) differentiation for EAL/D students and students with diverse learning needs <input type="checkbox"/> (2) explicit teaching of component A and component B tasks <input type="checkbox"/> (2) contains no literacy errors <input type="checkbox"/> (5) Group participation (individual mark) 	<p>How well have you planned an integrated program overview with respect to the whole class as well as students with individual needs?</p>
				/15
Part B: Individual work				
<p>Demonstrated an unsatisfactory understanding of validating your:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (0.5) using critical analysis of planning decisions <input type="checkbox"/> (0.5) ILP/PLP integration decisions <input type="checkbox"/> (0.5) assessment decisions <input type="checkbox"/> (0.5) selection of appropriate learning activities and resources and literacy practice pedagogies <input type="checkbox"/> (0.5) choice of well researched substantiating literature 	<p>Demonstrated a satisfactory understanding of validating your:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (1) using critical analysis of planning decisions <input type="checkbox"/> (1) ILP/PLP integration decisions <input type="checkbox"/> (1) assessment decisions <input type="checkbox"/> (1) selection of appropriate learning activities and resources and literacy practice pedagogies <input type="checkbox"/> (1) choice of well researched substantiating literature 	<p>Demonstrated a moderate understanding of validating your:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (1.5) using critical analysis of planning decisions <input type="checkbox"/> (1.5) ILP/PLP integration decisions <input type="checkbox"/> (1.5) assessment decisions <input type="checkbox"/> (1.5) selection of appropriate learning activities and resources and literacy practice pedagogies <input type="checkbox"/> (1.5) choice of well researched substantiating literature 	<p>Demonstrated an exemplary understanding of validating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (2) using critical analysis of planning decisions <input type="checkbox"/> (2) ILP/PLP integration decisions <input type="checkbox"/> (2) assessment decisions <input type="checkbox"/> (2) selection of appropriate learning activities, resources and literacy practice pedagogies <input type="checkbox"/> (2) choice of well researched substantiating literature 	<p>How well have you demonstrated a deep understanding of justifying all planning decisions based on research literature?</p>
				/10

EDUC4748 Assessment Task 3 Marking Criteria
Literacy plan, multi-modal presentation. 40%

Notes:

Part A. One week literacy program overview (group work) – 11.59pm, Friday, Week 10.

Part B. Validation. Individual task – 11.59pm, Friday, Week 10.

Part C. Multi-modal presentation. Group work – in tutorial presentations during Weeks 11 and 12. **Compulsory tutorial attendance (Week 11 and Week 12)**

Part C: Group work - Multi-Modal Resource Presentation (Compulsory attendance – weeks 11 and 12)

<p>You have presented an unsatisfactory understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (0.5) appropriate use of 5 semiotic systems and transitions to engage your audience <input type="checkbox"/> (0.5) appropriate delivery and interaction with your audience <input type="checkbox"/> (0.5) a clear explanation of all aspects of your program that includes intercultural awareness and inclusiveness <input type="checkbox"/> (0.5) keeping to a strict time limit <input type="checkbox"/> (0.5) Group participation (individual mark) 	<p>You have presented a satisfactory understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (1.5) appropriate use of 5 semiotic systems and transitions to engage your audience <input type="checkbox"/> (1.5) appropriate delivery and interaction with your audience <input type="checkbox"/> (1.5) a clear explanation of all aspects of your program that includes intercultural awareness and inclusiveness <input type="checkbox"/> (1.5) keeping to a strict time limit <input type="checkbox"/> (1.5) Group participation (individual mark) 	<p>You have presented a moderate understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (2) appropriate use of 5 semiotic systems and transitions to engage your audience <input type="checkbox"/> (2) appropriate delivery and interaction with your audience <input type="checkbox"/> (2) a clear explanation of all aspects of your program that includes intercultural awareness and inclusiveness <input type="checkbox"/> (2) keeping to a strict time limit <input type="checkbox"/> (2) Group participation (individual mark) 	<p>You have presented an exemplary understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (3) appropriate use of 5 semiotic systems and transitions to engage your audience <input type="checkbox"/> (3) appropriate delivery and interaction with your audience <input type="checkbox"/> (3) a clear explanation of all aspects of your program that includes intercultural awareness and inclusiveness <input type="checkbox"/> (3) keeping to a strict time limit <input type="checkbox"/> (3) Group participation (individual mark)
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How well have you demonstrated a deep understanding of designing and presenting your program to your target audience?

You will have 20 minutes to present your 1-week literacy plan in an engaging and appropriate manner using a planning overview and a description of the activities occurring on that week. You will be graded on the sequential nature and integration of all phases of the Literacy sessions for the week and your ability to explain your planning decisions.
You will give your Tutor a hard copy of the presentation and your Group Guided Reading weekly plan with ALL necessary resources included that are required (only if needed) to explain the plan during the Presentation.