

EDUC6085: Education of Students with Learning Difficulties

Callaghan and Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course focuses on learning difficulties in the basic academic areas of reading, spelling, mathematics and comprehension. An overview is provided of likely causes of learning difficulties or the effects of these difficulties on reading, spelling or numeracy. Methods of assisting children with learning difficulties are also reviewed.

Contact Hours

Callaghan Lecture

Face to Face On Campus
1 hour(s) per Week for Full Term

Tutorial

Face to Face On Campus
1 hour(s) per Week for Full Term
Self-directed learning equivalent to 2 hours per week for external students.

Online Integrated Learning Session

Online
2 hour(s) per Week for 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 and Online Amanda Gray Amanda.Gray@newcastle.edu.au Consultation: Please email for an appointment
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content

The following course content will address:

- Diagnosis and definition of Learning Difficulties/Disability
- Exploration of the core components of reading, writing and mathematics
- Reading, writing and mathematics interventions across age groups (early childhood to post-school transition)

Course Learning Outcomes

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

1. Provide an overview of likely underlying causes of learning difficulties
2. Discuss methods of identification of underlying causes of learning difficulties
3. Outline the nature of the reading process and identify the likely effects of underlying causes on specific reading skills and strategies
4. Provide information of the nature of specific difficulties in spelling and early level numeracy
5. Provide an overview of service delivery models for studies with learning difficulties

Course Materials

Required Readings:

Dally, K., & Ralston, M. M. (2022). Understanding and supporting literacy competence. M. A.-K. I. Strnadova & P. Foreman (Eds.), *Inclusion in action* (6th ed., pp. 358–400). Cengage Learning Australia Pty. Ltd

Konza, D. (2014). Teaching reading : why the 'Fab five' should be the 'Big six'. *Australian Journal of Teacher Education*, 39(12), 153–169.

Early Childhood Focus

Diamond, K. E., & Powell, D. R. (2016). Developing literacy and language competence: Preschool children who are at risk or have disabilities. B. Reichow, B. Boyd, E. Barton, & S. Odom (Eds.), *Handbook of early childhood special education* (pp. 125–141). Springer.

Julie Sarama, D. C., Carrie Germeroth, & Day-Hess, C. (2017). *The Development of Early Childhood Mathematics Education*. Elsevier Science & Technology.

Course Manual and follow up readings as provided in listing on Canvas

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Lecture
1	26 Feb	Introduction	Read Course outline Introduce yourself on Discussion board	
2	4 Mar	Reading Difficulty/Disability and Dyslexia and the simple view of reading	Readings available via Course Readings	Zoom Collaborative session Assignment 1 & how to enrol in a group Session will be recorded
3	11 Mar	The key components of reading Part 1	Readings available via Course Readings	
4	18 Mar	The key components of reading Part 2	Readings available via Course Readings	Zoom Drop-in collaborative session – Session not recorded
5	25 Mar	Reading across the ages	Readings available via Course Readings	
6	1Apr	The Nature of Learning Difficulties	Readings available via Course Readings	Zoom Drop-in collaborative session – Session not recorded
7	8 Apr	Writing across the ages	Available via Course Readings	Assignment 1 due 14 April 2024 – 11:59pm
Mid Term Break				
Mid Term Break				
8	29 Apr	Mathematics across the ages: a focus on Dyscalculia	Readings available via Course Readings	Zoom collaborative session – Session not recorded Feedback on Ass. 1 & Assignment 2 explained Session will be recorded
9	6May	Assistive Technology and literacy	Available via Course Readings	
10	13May	Word reading accuracy and fluency, sight words	Available via Course Readings	Zoom Drop-in collaborative session – Session not recorded
11	20 May	Spelling	Available via Course Readings	
12	27 May	Mathematics interventions across the ages	Available via Course Readings	
13	3 June			Assignment 2 due 2024 June 2024 – 11:59pm
Examination Period				
Examination Period				

ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1	Sunday 14 April 23:59 (11.59pm)	Group multi-modal presentation	50%	1, 2, 3
2	Assignment 2	Sunday 9 th June 23:59 (11.59pm)	Individual	50%	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 - Assignment 1

Assessment Type Purpose

Group multi-modal presentation

This assignment allows you to discuss in small groups what you have learned in this course about the key components of reading and then express your combined understanding through a graphic organiser.

The purpose of the assignment is for you to consolidate your understanding of the components underlying successful reading comprehension by discussing the course readings with your peers, creating a joint pictorial representation of the components and their relationship to each other and to reading comprehension and then communicating this to others.

Description

This assignment requires you to work in groups of up to six to transform the information you have read in the course materials (primarily Topics 1-5) into knowledge by jointly creating a visual representation of the relationships among the six key reading skills of oral language, phonemic awareness, phonics, vocabulary, fluency and reading comprehension and then communicating your representation to others.

There are two parts to the assignment. The first task is to design a graphic organiser depicting the 'essence' of each component and the relationships among them. Make sure you read the description of graphic organisers in Singleton and Filce (2015) before commencing this task.

The second task is to record a presentation explaining the components and the relationships depicted in the graphic organiser, as well as highlighting two (2) key teaching strategies to support the development of these literacy skills. The easiest way to do this is by making a narrated power point presentation where each student explains one key skill and its relevant relationships and strategies. Since the descriptions and influences of the components will differ between Early Childhood, primary, secondary and special education settings, you should enrol in a group that matches your teaching/work context.

1. Graphic Organiser.

Based on the understanding that comprehension is the ultimate goal of effective reading, create a one-page graphic organiser using visual means to represent the relationships between reading comprehension and the underlying skills of oral language, phonemic awareness, phonics, fluency, and vocabulary. Include a visual symbol to represent each component.. You can use symbols obtained from the internet or draw your own.

2. Presentation/explanation of your graphic organiser

Imagine you are presenting your graphic organiser at a staff meeting after school. Create a narrated Power Point presentation or a video in which you explain how or why the visual symbol represents the particular skill, explain the relationships this skill has with other relevant components and how teachers in your context could promote the development of this skill. Your explanation needs to be clear, engaging and succinct and should NOT exceed 12 minutes (eg. 2 minutes per person if you are a group of 6). Please indicate your work context at the start of your presentation, that is, whether you are presenting to teachers in Early Childhood/Kindergarten, Primary, secondary or special education settings. You need to clearly illustrate two (2) key teaching strategies or interventions for each component that could be used in your context.

References - You do not need to cite references in either the graphic organiser or the presentation, however, please include a bibliography of the references you used to inform your graphic organiser and presentation.

Please include the complete graphic organiser at the beginning of your Power Point presentation and the bibliography at the end.. Include your name on the title slide, along with which member of the group is responsible for each component.

Weighting	50%
Length	Audio/Vis 12 minutes maximum
Due Date	Sunday 14th April, 11.59pm
Submission Method	Online This assignment is submitted through the Assessment 1 link on Canvas. You can sign up to a group via Canvas. Groups can be joined and managed through the "people" item on your Canvas course menu.
Assessment Criteria	A rubric will be posted on Canvas. The group graphic organiser is marked out of 20 and your individual contribution to the PowerPoint is marked out of 20. You will give your peers a mark out of 10.
Return Method	Online
Feedback Provided	Online - Marks and feedback will be provided within three weeks of the due date.

Assessment 2 - Assignment 2

Assessment Type	Written Assignment
Purpose	The purpose of this assignment is to give you an opportunity to focus deeply on a topic other than reading. You can select from Mathematics, Spelling, Writing, the use of Assistive Technology or the importance of word reading for spelling and writing. After completing this assignment you should have a deeper understanding of strategies you can implement in your classroom.
Description	Choose one of the topics specified above that has particular interest to you as the focus for the assignment.

Assessment 2.1 - Literature Review of your chosen topic - 25% 1500 words

Your literature review should synthesise information from the course readings and your own additional research to answer the following questions:

- 1) What are the key skills and/or the stages of development associated with your chosen topic?
- 2) What does literature tell us about the difficulties or barriers students with specific learning difficulties face in this area?
- 3) What does research tell us about designing interventions in this area for students with specific learning disabilities?

. Articles should be recent (post 2013), related to your review topic and should help to broaden and deepen your understanding of the topic. APA7 protocols should be used.

Assessment 2.2 - Application of evidence-based strategies to practice - 25% 1500 words

Following on from the first part, this section is about providing a practical illustration of how you would implement evidence-based interventions related to the barriers you have identified in your literature review.

1. Identify what age/stage you are working with and describe the specific learning difficulties you might expect to encounter at this stage.
2. Thinking about these students and the inclusive setting, as well as what your literature review revealed about designing interventions in your chosen area, describe specific teaching/learning activities to illustrate your intervention approach. You will need to describe these activities across the three levels of the response to intervention (RTI) framework described by Hempenstall (2012, in Topic 1). This means that you will design and describe three related levels of intervention focused on your chosen topic:
 - a. Universal, differentiated strategies.
 - b. Small group interventions.
 - c. Individual approaches based on a student who has an individual learning plan.

Please submit 2.1 and 2.2 in the same document through the Assessment 2 link on Canvas.. Please include only one reference list at the end of 2.2.

Weighting	50%
Length	2.1- 1500 words; 2.2 - 1500 words
Due Date	Sunday 9 th June, 11.59pm
Submission Method	Online
Assessment Criteria	Please submit your assignment in one document through the Assessment 2 tab on Canvas. 2.1 Literature Review (25%)

2.2 Evidence-based strategies in practice (25%)

A detailed Marking Rubric will be available on Canvas.

Return Method Online
Feedback Provided Online - Marks and feedback will be provided within three weeks of submission.

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:

- 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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EDUC6085 Collaborative group presentation Feedback Rubric Assignment 1 sem1 2024

Shared group marks: Graphic Organiser and presentation (20)					
Criteria	Ratings				Points
Visual quality of graphic organiser	7 to >0 Not adequate Graphic organiser does not demonstrate an adequate understanding of most of the components of reading and does not represent a directional relationship between each component. The visual representation is over-simplified or does not represent each component of reading in a unique way.	10 to >7 Adequate Graphic organiser demonstrates an adequate understanding of most of the components of reading and some links between them. Visual representation is adequate but not always clearly representing the unique characteristics of each component of reading.	13 to >10 Reasonably high quality Graphic organiser demonstrates a good understanding of each component of reading and a directional link between them, through an imaginative visual representation. Each component is clearly represented through a separate, meaningful symbol.	15 to >13 High quality Graphic organiser demonstrates a deep understanding of each component of reading and the complex, directional link between them, through a unique and creative visual representation. Each component is clearly represented through a separate, meaningful symbol.	15
Cohesiveness of graphic organiser and presentation materials Presentation and research	2 to >0 Overall visual resource is disjointed, with evidence that team members have only drawn together individual contributions hastily at the end. Consistent errors evident throughout presentation, with key elements missing such as a title page or appropriate labelling. Bibliography not included or very limited.	3 to >2 Overall visual resource is not always cohesive, with evidence that team members have worked together only some of the time. Some errors evident throughout presentation, with key elements missing such as inclusion of title page or appropriate labelling. Bibliography limited and/or not always correctly formatted.	4 to >3 Overall visual resource is cohesive, with evidence that team members have worked together. Mostly error-free presentation including full graphic organiser at the beginning, cohesive structure to full presentation, clear labelling, links to recent, relevant research and full bibliography in appropriate APA7 format included at the end of slide show.	5 to >4 Overall visual resource is cohesive and engaging, with clear evidence that team members have worked together. Error-free presentation including full graphic organiser at the beginning, cohesive structure to full presentation, clear labelling, links to recent, relevant research and full bibliography in appropriate APA7 format included at the end of slide show.	5

Individual marks: Oral presentation, explanations and teaching strategies (20)					
Criteria	Ratings				Points
Explanation of component skill, its representation in the graphic organiser and the link to other components.	5 to >0 Not adequate Discussion of visual representation demonstrates limited understanding of the chosen component of reading and provides no insight into how it links to other components of reading. Content of presentation demonstrates limited engagement with course materials or other recent, relevant research.	6.5 to >5 Adequate Discussion of visual representation demonstrates an adequate understanding of the chosen component of reading but provides limited insight into how it links to other components of reading or simply repeats what other group members have discussed. Content of presentation demonstrates engagement with course materials.	8 to >6.5 Reasonably high quality Discussion of visual representation demonstrates a good understanding of the chosen component of reading and provides some insight into how it links to other components of reading but with some repetition of what other group members have discussed. Content of presentation demonstrates engagement with course materials and some additional recent, relevant readings.	10 to >8 High quality Discussion of visual representation demonstrates a deep understanding of the chosen component of reading and provides insight into how it links to other components of reading without repeating what other group members have discussed. Content of presentation demonstrates clear engagement with course materials and additional recent, relevant readings.	10
Brief illustration of intervention strategies relevant to selected component of reading.	2 to >0 One or two teaching have been identified but not discussed or illustrated. Limited information is provided as to the implementation of the strategies or their link to the component being addressed. OR no strategies provided.	3 to >2 Only one strategy has been identified or illustrated adequately to address: <ul style="list-style-type: none"> • In what context they could be used • How they could be used age appropriately • How they directly support the development of 	4 to >3 Two teaching or intervention strategies have been identified and illustrated to demonstrate: <ul style="list-style-type: none"> • In what context they could be used • How they could be used age appropriately • How they directly support the development of 	5 to >4 Two teaching or intervention strategies have been identified and clearly illustrated to demonstrate: <ul style="list-style-type: none"> • In what context they could be used • How they could be used age appropriately • How they directly support the development of 	5

		the component being addressed Or only some of the criteria above have been addressed.	the component being addressed	the component being addressed	
Oral presentation and powerpoint slides.	2 to >0 Consistent errors in presentation, difficult to follow, with too much, irrelevant or too little information. Time limit is not considered. Presentation slides are not engaging or accessible, and contain too much or too little information.	3 to >2 Some errors in articulation and presentation, difficult to understand in parts but adequately presented overall. Time limit not adhered to closely, and information somewhat convoluted or limited. Presentation slides contain too many words, or too little information and not presented in an accessible format.	4 to >3 Mostly error-free presentation, clearly articulated with varied intonation and pace. Time limit mostly adhered to, and information presented reasonably succinctly. Presentation slides mostly uncluttered, colourful and accessible.	5 to >4 Highly engaging, error-free presentation, clearly articulated with varied intonation and pace. Time limit adhered to, and information presented succinctly. Presentation slides uncluttered, colourful and accessible.	5

Peer Assessment: Collaboration (averaged and confidential) (10)					
Criteria	Ratings				Points
Organisational management How well did your peer participate in group meetings, prepare and adhere to timelines? Did your peer contribute to the design of the visual presentation and write	2 to >0 The student participated in few or no group meetings. Preparation was very limited and did not advance the project. Adherence to timelines was rarely met. The student did not contribute to the design of the visual	3 to >2 The student participated in some group meetings. Preparation did not always help advance the project. Adherence to timelines was not always met. The student contributed to the design of the visual	4 to >3 The student participated in most group meetings. Preparation helped advance the project. Adherence to timelines was mostly met. The student contributed to the design of the visual presentation and wrote	5 to >4 The student participated in all group meetings. Preparation was thorough and advanced the project. Adherence to timelines was always met. The student contributed to the design of the visual presentation and wrote	5

<p>their fair share of the submission?</p>	<p>presentation and/or did not write their fair share of the submission. OR, Frequent errors in grammar, punctuation, spelling and/or referencing decreased readability and impeded progress of the submission.</p>	<p>presentation and wrote some of the submission, with some errors in presentation, referencing and editing.</p>	<p>their fair share of the submission, with mostly accurate presentation, referencing and editing.</p>	<p>their fair share of the submission, with accurate presentation, referencing and editing.</p>	
<p>Collaborative design</p> <p>How well did your peer facilitate a collaborative culture through honest and respectful communication?</p> <p>How well did your peer contribute to and support reciprocal adaptation?</p>	<p>2 to >0</p> <p>The student provided no/limited feedback or it was not supportive, sensitive or done in a respectful manner that preserved the dignity of all team members. Their interactions impeded the development of trusting relationships, genuine partnerships, and/or a culture of mutual learning. The student rarely worked through different opinions and did not appear to value the expertise and input from all involved. New meaning, evaluation and recommendations were not/rarely devised because of their contribution to discussions and decision-making.</p>	<p>3 to >2</p> <p>The student provided some helpful feedback in a respectful manner that supported the dignity of all team members. Their interactions did not prevent the development of trusting relationships, genuine partnership, and a culture of mutual learning. The student sometimes worked through different opinions and acknowledged the expertise and input from others. Some new meaning, evaluation and recommendations were supported because of their contribution to discussions and decision-making.</p>	<p>4 to >3</p> <p>The student mostly provided helpful feedback in a supportive and respectful manner that supported the dignity of all team members. Their interactions facilitated the development of trusting relationships, genuine partnership, and a culture of mutual learning. The student mostly worked through different opinions and valued the expertise and input from all involved. New meaning, evaluation and recommendations were supported because of their contribution to discussions and decision-making.</p>	<p>5 to >4</p> <p>The student provided helpful feedback in a supportive, sensitive and respectful manner that always preserved the dignity of all team members. Their interactions facilitated the development of trusting relationships, genuine partnership, and a culture of mutual learning. The student worked through different opinions and valued the expertise and input from all involved. New meaning, evaluation and recommendations were devised because of their contribution to discussions and decision-making.</p>	<p>5</p>

EDUC6085 Assignment 2 Feedback and Marking Rubric Sem2 2023

Part 1: Literature Review (25 points)					
Criteria	Rating				Points
	Unsatisfactory	Competent	Proficient	Accomplished	
Discussion of key information, skills and/or stages of development associated with chosen topic	4 to >0 Key information, skills and/or stages of development relevant to the topic are not adequately identified or discussed. Information is from limited sources, or sources that are outdated or not relevant to the topic. Relevant course readings are not adequately incorporated.	6 to >4 Key information, skills and/or stages of development relevant to the topic are identified, with some synthesis attempted. Information mainly from relevant course readings.	7 to >6 Logical analysis identifies key information, skills and/or stages of development relevant to the topic, with some synthesis attempted. Information from additional recent, relevant references is integrated with relevant course readings.	8 to >7 Substantial and logical analysis and synthesis identifies key information, skills and/or stages of development relevant to the topic. Information from additional recent, relevant references is well integrated with relevant course readings.	8
Identification and discussion of key barriers for students with Specific Learning Disabilities associated with chosen topic	4 to >0 Key barriers for students with Specific Learning Disabilities relevant to the topic are not adequately identified or discussed. Information is from limited sources, or sources that are outdated or not relevant to the topic. Relevant course readings are not adequately incorporated.	6 to >4 Key barriers for students with Specific Learning Disabilities relevant to the topic are identified, with some synthesis attempted. Information mainly from relevant course readings.	7 to >6 Logical analysis identified key barriers for students with Specific Learning Disabilities with some synthesis attempted. Information from additional recent, relevant references is integrated with relevant course readings.	8 to >7 Substantial and logical analysis and synthesis identifies key barriers for students with Specific Learning Disabilities relevant to the topic. Information from additional recent, relevant references is well integrated with relevant course readings.	8
Identification and discussion of key interventions for students with Specific Learning Disabilities associated with chosen topic	2 to >0 Inaccurate or limited discussion of relevant research evidence covering specific educational practices and intervention strategies, with limited links to key themes or relevant research.	3 to >2 Mostly accurate discussion of relevant research evidence covering specific educational practices and intervention strategies mostly linked to key themes and relevant research.	4 to >3 Accurate discussion of relevant research evidence covering specific educational practices and intervention strategies directly linked to key themes and relevant research.	5 to >4 Thorough and accurate discussion of relevant research evidence covering specific educational practices and intervention strategies directly linked to key themes and relevant research.	5

<p>Presentation and formatting</p>	<p>1 to >0 Readability of text is impeded by inaccurate or inadequate presentation in terms of grammar, sentence length, punctuation, paragraphing, structure and organisation. Introduction or conclusion omitted. APA7 protocols not followed.</p>	<p>2 to >1 Readability of text is assisted by mostly accurate presentation in terms of grammar, sentence length, punctuation, paragraphing, structure and organisation. APA 7 formatting used with some errors.</p>	<p>3 to >2 Readability of text is assisted by consistently accurate presentation in terms of grammar, sentence length, punctuation, paragraphing, structure and organisation. Headings and sub-headings well formulated to represent relevant themes. APA7 protocols with accuracy most of the time.</p>	<p>4 to >3 Readability of text is assisted by outstanding presentation in terms of grammar, sentence length, punctuation, paragraphing, cohesive structure and organisation. Headings and sub-headings used to represent and clearly categorise relevant themes and sub-themes. APA 7 formatting accurately used.</p>	<p>4</p>
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Part 2: Evidence-based Strategies in Practice (25 points)					
Criteria	Rating				Points
	Unsatisfactory	Competent	Proficient	Accomplished	
Context description	1 to >0 Information regarding the intervention context and student learning needs provided is limited or not relevant.	2 to >1 Relevant information regarding the intervention context and student learning needs provided.		3 to >2 Comprehensive and relevant information regarding the intervention context and student learning needs provided.	3
Tier 1 interventions Targeted whole class instructional strategies and activities	3 to >0 Rationale for implementing specific strategies not clearly linked to student learning needs. Strategies/activities are not relevant for Tier 1 and there are limited links to strategies discussed in the literature review. Very limited or no implementation details provided.	4 to >3 Rationale for implementing specific strategies not always tailored to identified student learning needs. Strategies/activities are mostly relevant for Tier 1 and some links to strategies discussed in the literature review. Limited explanation of implementation provided.	5 to >4 Rationale for implementing specific strategies tailored to identified student learning needs. Strategies/activities are relevant for Tier 1 and informed by strategies discussed in the literature review. Detailed explanation of implementation provided.	6 to >5 Rationale for implementing specific strategies is thoughtfully tailored to identified student learning needs. Strategies/activities are relevant for Tier 1 and specifically informed by strategies discussed in the literature review. Insightful and detailed explanation of implementation provided.	6
Tier 2 interventions Targeted small group instructional strategies and activities	3 to >0 Rationale for implementing specific strategies not clearly linked to student learning needs. Strategies/activities are not relevant for Tier 2 and there are limited links to strategies discussed in the literature review. Very limited or no implementation details provided and no link to tier 1 interventions.	4 to >3 Rationale for implementing specific strategies not always tailored to identified student learning needs. Strategies/activities are mostly relevant for Tier 2 and some links to strategies discussed in the literature review. Limited explanation of implementation provided, with limited	5 to >4 Rationale for implementing specific strategies tailored to identified student learning needs. Strategies/activities are relevant for Tier 2 and informed by strategies discussed in the literature review. Detailed explanation of implementation provided, with links to tier 1 interventions.	6 to >5 Rationale for implementing specific strategies is thoughtfully tailored to identified student learning needs. Strategies/activities are relevant for Tier 2 and specifically informed by strategies discussed in the literature review. Insightful and detailed explanation of implementation provided, with links to tier 1 interventions.	6

		link to tier 1 intervention.			
Tier 3 interventions Targeted individualised instructional strategies and activities	3 to >0 Rationale for implementing specific strategies not clearly linked to student learning needs. Strategies/activities are not relevant for Tier 2 and there are limited links to strategies discussed in the literature review. Very limited or no implementation details provided and no link to tier 1 and 2 interventions.	4 to >3 Rationale for implementing specific strategies not always tailored to identified student learning needs. Strategies/activities are mostly relevant for Tier 3 and some links to strategies discussed in the literature review. Limited explanation of implementation provided, with limited link to tier 1 and tier 2 intervention.	5 to >4 Rationale for implementing specific strategies tailored to identified student learning needs. Strategies/activities are relevant for Tier 3 and informed by strategies discussed in the literature review. Detailed explanation of implementation provided, with links to tier 1 and 2 interventions.	6 to >5 Rationale for implementing specific strategies is thoughtfully tailored to identified student learning needs. Strategies/activities are relevant for Tier 3 and specifically informed by strategies discussed in the literature review. Insightful and detailed explanation of implementation provided, with links to tier 1 and 2 interventions.	6
Presentation and formatting	1 to >0 Readability of text is impeded by inaccurate or inadequate presentation in terms of grammar, sentence length, punctuation, paragraphing, structure and organisation. Introduction or conclusion omitted. APA7 protocols not followed.	2 to >1 Readability of text is assisted by mostly accurate presentation in terms of grammar, sentence length, punctuation, paragraphing, structure and organisation. APA 7 formatting used with some errors.	3 to >2 Readability of text is assisted by consistently accurate presentation in terms of grammar, sentence length, punctuation, paragraphing, structure and organisation. Headings and sub-headings well formulated to represent relevant themes. APA7 protocols with accuracy most of the time.	4 to >3 Readability of text is assisted by outstanding presentation in terms of grammar, sentence length, punctuation, paragraphing, cohesive structure and organisation. Headings and sub-headings used to represent and clearly categorise relevant themes and sub-themes. APA 7 formatting accurately used.	4