

EDUC6748: Advanced Literacy Studies

Callaghan

Trimester 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.

Academic Progress Requirements Nil

Requisites This course is only available to students enrolled in the Master of Teaching (Primary) [11714] or the Master of Teaching (Primary) [40205] programs.

Assumed Knowledge Students must complete EDUC6780 and EDUC6738 prior to enrolling

Contact Hours

Callaghan Lecture
Online
12 hour(s) per term starting Week 1

Tutorial
Face to Face On Campus
24 hour(s) per term
A minimum of 80%; attendance is required to pass the course

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator **Callaghan**
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School Office **School of Education**
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SYLLABUS

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

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Identify the key stages in children's early language acquisition;
2. Apply a range of models of pedagogy for teaching, assessing and reporting the components of reading (including strategies for teaching and assessing phonemic awareness, phonics, fluency, vocabulary, and text comprehension);
3. Apply instructional approaches for developing children's concepts of print, grammar, punctuation, spelling and handwriting;
4. Interpret school-based and system-wide literacy data;
5. Consider the relative impact of literacy practices in the home, child language development, the diverse language backgrounds of students in order to make informed decisions about student literacy needs;
6. Demonstrate intercultural awareness and inclusiveness;
7. Discuss the concept of multiliteracies; and
8. Apply strategies for teaching and assessing the composition of digital and multi-modal texts

Course Materials **Recommended Reading:**

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>.

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>

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	29 Jan	Literacy in Australia	Reading and writing, review	
2	5 Feb	Providing feedback, using rubrics	Creating rubrics	
3	12 Feb	Assessment and reporting	Assessing work samples, creating 100-word grade summaries	
		Assessment Task 1A	Analysis of student work sample	11.59pm Friday, 16 February
4	19 Feb	Spelling, punctuation, handwriting and digital transcription	Using assessment data to identify future learning directions	

5	26 Feb	Grammar and concepts of print	Strategies for teaching grammar	
6	5 Mar	Capabilities and priorities	Cross curricular priorities	
7	11 Mar	Planning for literacy learning	Two-hour literacy block, Component A	
8	18 Mar	Programming for literacy	Two-hour literacy block, Component B	
9	25 Mar	Reading interventions	Creating small groups for reading/writing instruction	
10	1 Apr	Multiliteracies	Multiliteracies and Multimedia	
		Assessment Task 1B	Lesson Plan Design	11.59pm Friday, 05 April
11	8 Apr	Home and community literacy practices	Writing a research report	
12	15 Apr	What to expect your first week of teaching literacy	No tutorials	
		Assessment Task 2	Research Report	11.59pm Friday, 26 April

ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Data Analysis and lesson plan design	Part A (data analysis – 35%) 11.59pm Friday, 16 February Part B (lesson plan design – 30%) 11.59pm Friday, 05 April	Combination	65%	1, 2, 3, 4, 5, 6, 7, 8
2	Capstone Task 2 Research Report	11.59pm Friday, 26 April	Individual	35%	1, 2, 3, 4, 5, 6, 7, 8

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

Assessment 1 - Data Analysis and lesson plan design

Assessment Type Case Study / Problem Based Learning

Purpose

- To demonstrate a capacity to analyse student work samples against criteria of concepts including print, grammar, punctuation, writing devices, spelling and handwriting.
- To demonstrate an ability to identify the influence of the home, school and community contexts on a student's literacy development and a capacity to provide focussed, timely, appropriate and explicit feedback.
- To demonstrate an ability to discuss student work and teaching practice in relation to system-wide literacy data and academic rigour in the application of citation and bibliographic referencing procedures to validate design of an ILP and intended use decisions.

Description

Part A (data analysis) (35%)

- Students demonstrate their capacity to collectively analyse student work samples against criteria of concepts of print, grammar, punctuation, writing devices, spelling and handwriting.
- Individually, they will use a moderation process to support consistent and comparable

judgements of student learning.

- They will demonstrate an ability to identify the influence of the home, school and community contexts on a student's literacy development and a capacity to provide focused, timely, appropriate and explicit feedback.
- They will demonstrate an ability to discuss student work and teaching practice in relation to system-wide literacy data and academic rigour in the application of citation and bibliographic referencing procedures to validate an ILP design and intended use decisions.

1500 words +/- 10%

Part B (Lesson plan design) (30%)

- Design and 'present a fully resourced guided/small group reading session as part of the 2-hour literacy session, demonstrating the explicit teaching of at least 4 different guided/small reading groups and incorporates the needs of an identified ILP student.
- Clearly addresses all roles of the reader/writer.
- Provides appropriate examples of children's literature and all necessary resources to implement the guided/small group reading lesson.
- Validates all planning decisions made in the design of the Literacy session based on NSW curriculum documents and other research literature.
- Demonstrates an understanding of planning, designing and presenting an appropriate and engaging multi-modal resource for a specified target audience.

1000 words +/- 10%

Weighting

65%

Length

Total for Part A and B 2500 words +/- 10%

Due Date

Part A through Turnitin by 11.59pm Friday 16 February (End of week 3)
Part B through Turnitin by 11.59pm Friday 05 April (End of week 10)

Submission Method

Online

Assessment Criteria

Part A (35%)

A graded pass will be recommended when the student demonstrates:

1. A capacity to analyse student work samples against criteria of concepts of print, grammar, punctuation, writing devices, spelling and handwriting.
2. An ability to identify the influence of the home, school and community contexts on a student's literacy development.
3. A capacity to provide focused, appropriate and explicit feedback
4. An ability to discuss student work and teaching practice in relation to system-wide literacy data
5. Design an appropriate ILP for an identified student. Validate decisions that have been made with references to support.

Part B (30%)

A graded pass will be recommended when the student:

1. Designs and 'presents' a fully resourced guided/small group reading session as part of the 2-hour literacy session, demonstrating the explicit teaching of at least 4 different levelled guided reading groups and incorporates the needs of an identified ILP student.
2. Clearly addresses all roles of the reader/writer
3. Provides appropriate examples of children's literature and all necessary resources to implement the guided reading lesson.
4. Validates all planning decisions made in the design of the Literacy session based on NSW curriculum documents and other research literature.
5. Demonstrates an understanding of planning, designing and presenting an appropriate and engaging multi-modal resource for a specified target audience.

Return Method

Online

Feedback Provided

Online

Assessment 2 - Research Report - Capstone Task 2

Assessment Type	Report
Purpose	The purpose is to synthesise the research literature on the concepts and problems related to pedagogies for literacy in primary schools.
Description	Describe and analyse a range of models of pedagogy for teaching and assessing the components of reading. Analyse research into the effects of the home environment and cultural background on the acquisition of English literacy skills.
Weighting	35%
Length	1500 words +/- 10%
Due Date	Submit through Turnitin by 11.59pm Friday, 26 April
Submission Method	Online
Assessment Criteria	A graded pass will be recommended when the student demonstrates: <ol style="list-style-type: none">1. Examine the research evidence in pedagogies of practice for literacy in Primary schools.2. Analyses a range of models of pedagogy for teaching and assessing the components of reading and research into the effects of the home environment and cultural background on the acquisition of English literacy skills.3. Demonstrates academic rigour in the application of citation and bibliographic referencing procedures to validate arguments.
Return Method	Online
Feedback Provided	Online

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

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

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

Communication Methods	Communication methods used in this course include: Email, Discussion Board and Zoom by appointment.
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: <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. 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; or4. the course has a compulsory attendance requirement. Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures that support a safe and respectful environment at the University.

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

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EDUC6748. 2024. Assignment 1, Part A. Analysis of Work Samples & ILP (35 marks)

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

<p>You have demonstrated no or little understanding of identifying a set of criteria and analysing a student work sample against these with</p> <ul style="list-style-type: none"> <input type="checkbox"/> specific outcomes & content descriptors showing explicit levels of criteria (0.5) <input type="checkbox"/> regard to concepts of print and structure of the particular text type (0.5) <input type="checkbox"/> regard to specific grammatical features of the text type (0.5) <input type="checkbox"/> regard to punctuation and correct spelling (0.5) <input type="checkbox"/> regard to correct letter formation and handwriting skills (0.5) 	<p>You have demonstrated some understanding of identifying a set of criteria and analysing a student work sample against these with</p> <ul style="list-style-type: none"> <input type="checkbox"/> specific outcomes & content descriptors showing explicit levels of criteria (1) <input type="checkbox"/> regard to concepts of print and structure of the particular text type (1) <input type="checkbox"/> regard to specific grammatical features of the text type (1) <input type="checkbox"/> regard to punctuation and correct spelling (1) <input type="checkbox"/> regard to correct letter formation and handwriting skills (1) 	<p>You have demonstrated a moderate understanding of identifying a set of criteria and analysing a student work sample against these with</p> <ul style="list-style-type: none"> <input type="checkbox"/> specific outcomes & content descriptors showing explicit levels of criteria (1.5) <input type="checkbox"/> regard to concepts of print and structure of the particular text type (1.5) <input type="checkbox"/> regard to specific grammatical features of the text type (1.5) <input type="checkbox"/> regard to punctuation and correct spelling (1.5) <input type="checkbox"/> regard to correct letter formation and handwriting skills (1.5) 	<p>You have demonstrated a deep understanding of identifying a set of criteria and analysing a student work sample against these with</p> <ul style="list-style-type: none"> <input type="checkbox"/> specific outcomes & content descriptors showing explicit levels of criteria (2) <input type="checkbox"/> regard to concepts of print and structure of the particular text type (2) <input type="checkbox"/> regard to specific grammatical features of the text type (2) <input type="checkbox"/> regard to punctuation and correct spelling (2) <input type="checkbox"/> regard to correct letter formation and handwriting skills (2) 	<p>How thoroughly have you analysed a student's work samples against a clearly identified set of explicit quality criteria?</p>
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Criterion B: Feedback (10 marks)

<p>You have demonstrated no or little understanding of providing specific focussed feedback.</p> <ul style="list-style-type: none"> <input type="checkbox"/> a variety of explicit, audience appropriate feedback provided to the student (1) <input type="checkbox"/> a variety of explicit, audience appropriate feedback provided to the Parent (1) <input type="checkbox"/> appropriate data utilised in feedback (1) <input type="checkbox"/> >3 literacy errors (1) 	<p>You have demonstrated some understanding of providing specific focussed feedback.</p> <ul style="list-style-type: none"> <input type="checkbox"/> a variety of explicit, audience appropriate feedback provided to the student (1.5) <input type="checkbox"/> a variety of explicit, audience appropriate feedback provided to the Parent (1.5) <input type="checkbox"/> appropriate data utilised in feedback (1.5) <input type="checkbox"/> 3 or < literacy errors (1.5) 	<p>You have demonstrated moderate understanding of providing specific focussed feedback.</p> <ul style="list-style-type: none"> <input type="checkbox"/> a variety of explicit, audience appropriate feedback provided to the student (2) <input type="checkbox"/> a variety of explicit, audience appropriate feedback provided to the Parent (2) <input type="checkbox"/> appropriate data utilised in feedback (2) <input type="checkbox"/> 2 or < literacy errors (2) 	<p>You have demonstrated deep understanding of providing specific focussed feedback.</p> <ul style="list-style-type: none"> <input type="checkbox"/> a variety of explicit, audience appropriate feedback provided to the student (2.5) <input type="checkbox"/> a variety of explicit, audience appropriate feedback provided to the Parent (2.5) <input type="checkbox"/> appropriate data utilised in feedback (2.5) <input type="checkbox"/> no literacy errors (2.5) 	<p>How well have you provided focussed, appropriate and explicit feedback to students, and parents?</p>
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Criterion C: Discussion of Work Samples in relation to system-wide data (15 marks)

<p>The quality of the discussion & ILP is poor with little focus on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> System-wide data (0.5) <input type="checkbox"/> Future learning directions (0.5) <input type="checkbox"/> The ILP is practical, appropriate and engaging (0.5) <input type="checkbox"/> The ILP utilises engaging resources (0.5) <p>The quality of the discussion & ILP is poor with most significant aspects of the task:</p> <ul style="list-style-type: none"> <input type="checkbox"/> merely descriptive and/or unsubstantiated/incorrect referencing and poorly researched (0.5) 	<p>The quality of the discussion & ILP is in part satisfactory with some focus on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> System-wide data (1) <input type="checkbox"/> Future learning directions (1) <input type="checkbox"/> The ILP is practical, appropriate and engaging (1) <input type="checkbox"/> The ILP utilises engaging resources (1) <p>The quality of the discussion & ILP is not consistent with some significant aspects:</p> <ul style="list-style-type: none"> <input type="checkbox"/> merely descriptive and/or unsubstantiated/some incorrect referencing and satisfactorily researched (1) 	<p>The quality of the discussion & ILP is moderate with a focus usually maintained on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> System-wide data (2) <input type="checkbox"/> Future learning directions (2) <input type="checkbox"/> The ILP is practical, appropriate and engaging (2) <input type="checkbox"/> The ILP utilises engaging resources (2) <p>The quality of the discussion & ILP is largely:</p> <ul style="list-style-type: none"> <input type="checkbox"/> substantiated using appropriate & mostly correct referencing and well researched (2) 	<p>The quality of the discussion & ILP is comprehensive with a clear, maintained focus on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> System-wide data (3) <input type="checkbox"/> Future learning directions (3) <input type="checkbox"/> The ILP is practical, appropriate and engaging (3) <input type="checkbox"/> The ILP utilises engaging resources (3) <p>The quality of the discussion & ILP is thoroughly:</p> <ul style="list-style-type: none"> <input type="checkbox"/> well substantiated using appropriate & correct referencing and thoroughly researched (3) 	<p>How well have you discussed a student's work samples in relation to system-wide data using a variety of appropriate correctly recorded references & designed a practical, appropriate & engaging ILP?</p>
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EDUC6748. 2024. Assignment 1. Part B. (30 marks)

Criterion 1: One week class guided/small group reading presentation (12 marks)

You are to plan a 10-minute presentation of your 1-week guided /small group reading plan and specific 1 day lesson plan in an engaging and appropriate manner.

You will be graded on your ability to plan and the sequential nature and integration of the guided/small group reading activities for the day and your ability to justify your planning decisions through wide and varied reading.

<p>The presentation demonstrates an unsatisfactory understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning 1 week of guided/small group reading with specific links to the English syllabus and incorporating appropriate outcomes & content (0.5) <input type="checkbox"/> Explicit teaching including activities linked to improving reading (0.5) <input type="checkbox"/> Strategies to cater for diverse needs (0.5) <input type="checkbox"/> a variety of assessment approaches (0.5) <input type="checkbox"/> engaging variety of graphics/fonts/transitions appropriate to focus audience (0.5) <input type="checkbox"/> Contains > 3 literacy errors (0.5) 	<p>The presentation demonstrates a satisfactory level of understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning 1 week of guided reading/small group with specific links to the English syllabus and incorporating appropriate outcomes & content (1) <input type="checkbox"/> Explicit teaching including activities linked to improving reading (1) <input type="checkbox"/> Strategies to cater for diverse needs (1) <input type="checkbox"/> a variety of assessment approaches (1) <input type="checkbox"/> engaging variety of graphics/fonts/transitions appropriate to focus audience (1) <input type="checkbox"/> Contains < 3 literacy errors (1) 	<p>The presentation demonstrates a moderate level of understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning 1 week of guided reading/small group with specific links to the English syllabus and incorporating appropriate outcomes & content (1.5) <input type="checkbox"/> Explicit teaching including activities linked to improving reading (1.5) <input type="checkbox"/> Strategies to cater for diverse needs (1.5) <input type="checkbox"/> a variety of assessment approaches (1.5) <input type="checkbox"/> engaging variety of graphics/fonts/transitions appropriate to focus audience (1.5) <input type="checkbox"/> Contains < 2 Literacy errors (1.5) 	<p>The presentation demonstrates a comprehensive understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning 1 week of guided reading/small group with specific links to the English syllabus and incorporating appropriate outcomes & content (2) <input type="checkbox"/> Explicit teaching including activities linked to improving reading (2) <input type="checkbox"/> Strategies to cater for diverse needs (2) <input type="checkbox"/> a variety of assessment approaches (2) <input type="checkbox"/> an engaging variety of graphics/fonts/transitions appropriate to focus audience (2) <input type="checkbox"/> Contains no literacy errors (2) 	<p>How well have you planned a Guided/small group Reading presentation with respect to the whole class as well as students with individual needs?</p>
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Criterion 2: Validation of planning decisions (4 marks)

(in order to have shown at least a **moderate** level of understanding, you needed to have validated all decisions necessary)

<p>You have demonstrated a satisfactory validation of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> very few planning decisions (0.5) <p>The quality of the validation is poor with most significant aspects of the task:</p> <ul style="list-style-type: none"> <input type="checkbox"/> merely descriptive, and/or unsubstantiated (0.5) 	<p>You have demonstrated a satisfactory validation of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> some planning decisions (1) <p>The quality of the validation is not consistent with some significant aspects of the task:</p> <ul style="list-style-type: none"> <input type="checkbox"/> merely descriptive, and/or unsubstantiated (1) 	<p>You have demonstrated a moderate validation of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> most planning decisions (1.5) <p>The quality of the validation is largely, though not consistently:</p> <ul style="list-style-type: none"> <input type="checkbox"/> substantiated using appropriate literature (1.5) 	<p>You have presented a comprehensive validation of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all planning decisions (2) <input type="checkbox"/> substantiated using appropriate literature. (2) <p>The quality of the validation is thoroughly:</p>	<p>How well have you demonstrated a deep understanding of planning decisions based on research literature?</p>
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Criterion 3: Four group Guided Reading/small group Lesson Plan (14 marks)

<p>You have demonstrated an unsatisfactory understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> planning for at least 4 groups at different levels (0.5) <input type="checkbox"/> explicit teaching (0.5) <input type="checkbox"/> selecting appropriate learning activities and resources (0.5) <input type="checkbox"/> assessment (0.5) 	<p>You have demonstrated satisfactory understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> planning for at least 4 groups at different levels (1.5) <input type="checkbox"/> explicit teaching (1.5) <input type="checkbox"/> selecting appropriate learning activities and resources (1.5) <input type="checkbox"/> assessment (1.5) 	<p>You have demonstrated a moderate understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> planning for at least 4 groups at different levels (2.5) <input type="checkbox"/> explicit teaching (2.5) <input type="checkbox"/> selecting appropriate learning activities and resources (2.5) <input type="checkbox"/> assessment (2.5) 	<p>You have demonstrated an exemplary understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> planning for at least 4 groups at different levels (3.5) <input type="checkbox"/> explicit teaching (3.5) <input type="checkbox"/> selecting appropriate learning activities and resources (3.5) <input type="checkbox"/> assessment (3.5) 	<p>How well have you demonstrated a deep understanding of planning for and teaching at least 4 different reading groups while clearly addressing the specific needs of one learner?</p>
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***You will provide your Tutor with an online copy of the Presentation (with notes pages included detailing your validation) and the Guided/small group reading lesson plan with ALL necessary resources included.**

EDUC6748. 2022. T3. Assignment 2. Research Report (35 marks)

Marking Criteria

Criterion 1: Research Report

<p>The report demonstrates an unsatisfactory understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The program’s design (0.5) <input type="checkbox"/> The research behind the program (0.5) <input type="checkbox"/> The way in which the program is intended to be implemented (0.5) <input type="checkbox"/> The research indicating the effectiveness of the program (0.5) <input type="checkbox"/> The importance of academic abilities with the coherent use of scholarly references (0.5) <input type="checkbox"/> Appendices demonstrating examples from the program (0.5) <input type="checkbox"/> Contains > 3 literacy errors (0.5) 	<p>The report demonstrates a satisfactory level of understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The program’s design (2) <input type="checkbox"/> The research behind the program (2) <input type="checkbox"/> The way in which the program is intended to be implemented (2) <input type="checkbox"/> The research indicating the effectiveness of the program (2) <input type="checkbox"/> The importance of academic abilities with the coherent use of scholarly references (2) <input type="checkbox"/> Appendices demonstrating examples from the program (2) <input type="checkbox"/> Contains < 3 literacy errors (2) 	<p>The report demonstrates a moderate level of understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The program’s design (3.5) <input type="checkbox"/> The research behind the program (3.5) <input type="checkbox"/> The way in which the program is intended to be implemented (3.5) <input type="checkbox"/> The research indicating the effectiveness of the program (3.5) <input type="checkbox"/> The importance of academic abilities with the coherent use of scholarly references (3.5) <input type="checkbox"/> Appendices demonstrating examples from the program (3.5) <input type="checkbox"/> Contains < 2 Literacy errors (3.5) 	<p>The report demonstrates a comprehensive understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The program’s design (5) <input type="checkbox"/> The research behind the program (5) <input type="checkbox"/> The way in which the program is intended to be implemented (5) <input type="checkbox"/> The research indicating the effectiveness of the program (5) <input type="checkbox"/> The importance of academic abilities with the coherent use of scholarly references (5) <input type="checkbox"/> Appendices demonstrating examples from the program (5) <input type="checkbox"/> Contains no literacy errors (5) 	<p>How well have you researched your chosen reading intervention program and described its design, implementation and reviewed and analysed the literature surrounding its effectiveness</p>
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