



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

**EDST5139**

Language, Literacy and Numeracy:  
Assessment and Response

Semester 2

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### IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST5139 Language, Literacy and Numeracy: Assessment and Response (6 units of credit)  
Semester 2, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Sue Ollerhead  
Office Location: John Goodsell Building, Room 115  
Email: [s.ollerhead@unsw.edu.au](mailto:s.ollerhead@unsw.edu.au)  
Phone: 02 9385 8243  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	EDST5139 Language, literacy and numeracy: Assessment and response	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>		
Lecture	Thursday 10:00-12:00 Elec Engineering G24	Weeks 1-8
Tutorial/s	Thursday 13:00 – 14:00 Tyree Building G16 Thursday 14:00 – 15:00 Tyree Building G16 Thursday 15:00 – 16:00 Tyree Building G16 Friday 15:00 – 16:00 Mathews 130	Weeks 1-8
Other	Practicum at Hub schools	Weeks 1-8

### **Summary of Course**

The course will engage in substantive exploration of the relationships between language, literacy, and numeracy, assessment and student learning, drawing on theory, research and practice related to assessing and teaching students with diverse language and literacy backgrounds and skills in a variety of secondary school contexts.

*Assessment task (2) has been linked to practicum, enabling students to apply knowledge gained in the course to targeted and authentic LLN strategies.*

### **Aim of the Course**

This course aims to provide teachers and other educational professionals with an understanding of the nature of language, literacy and numeracy and its relationship with assessment and student learning, and the key assumptions underlying assessment for learning in education locally and internationally, including the development of responses and strategies that are suitable for a variety of educational contexts.

### **Important Information**

**Assessment:** Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

### ***Student Learning Outcomes***

Outcome		Assessment/s
1	Demonstrate knowledge and understanding of the nature and role of language, literacy and numeracy in the secondary mainstream classroom	1,2
2	Demonstrate knowledge and understanding of the key concepts and principles associated with assessment for learning, including self and peer assessment and feedback, and the use of assessment data and process to identify and improve language, literacy and numeracy skills across the curriculum	1,2
3	Develop knowledge of a range of effective assessment and teaching strategies for students with diverse language and literacy backgrounds and skills in the secondary school classroom.	2

### ***Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)***

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,2
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds	2
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1,2
5.3	Demonstrate understanding of assessment moderation and its application	1,2

	to support consistent and comparable judgements of student learning	
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1,2

### **National Priority Area Elaborations**

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	2
D. Literacy and Numeracy	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</b>	1,2
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1

## **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

Throughout their careers, each teacher encounters a wide variety of students who bring with them a broad range of language, literacy and numeracy (LLN) skills and experiences. These basic skills impact their learning. A teacher's ability to assess their students' LLN skills and abilities in relation to the demands of the curriculum and prior learning influences their relationships, interactions, expectations, and success in driving students to achieve significant improvements in learning outcomes. Given this, teachers need a sound understanding of the key concepts and strategies to focus, refine, and reflect on their own practice and those of their colleagues.

## **5. TEACHING STRATEGIES**

The course will use a variety of teaching strategies including explicit instruction and opportunities to engage in questioning, problem solving and reflection because it is important to understand the relationships between theory, research and practice. The course also encourages cooperative learning with extensive opportunities for whole group and small group dialogue and discussion using case studies, role plays, problem solving and research because it is important for students to explore ideas and decide what they mean for effective teaching practices with students with diverse backgrounds in language, literacy and numeracy.

## 6. COURSE CONTENT AND STRUCTURE

Lecture date	Lecture Topic	Readings
28 July	<p><b>1. Introduction: understanding the roles of language, literacy and numeracy (LLN) across the secondary school curriculum</b></p> <ul style="list-style-type: none"> <li>• Language and Culture</li> <li>• EAL/D students in Australia and EAL/D students with limited schooling</li> <li>• The role of language, literacy and numeracy in schooling</li> </ul> <p>ATSIE A.1, 2, 4, 9 ICT C.4 L&amp;N: D.1, 2, 3, 4 NESB: F.3, 4, 6, 11</p>	<p>ACARA (2012) <i>English as an additional language or dialect teacher resource. Overview and EAL/D Learning progression.</i> <a href="http://www.acara.edu.au/">http://www.acara.edu.au/</a></p> <p>ACARA Numeracy <a href="http://www.australiancurriculum.edu.au/GeneralCapabilities/numeracy/introduction/introduction">http://www.australiancurriculum.edu.au/GeneralCapabilities/numeracy/introduction/introduction</a></p> <p>DEC NSW Literacy Policy <a href="https://www.det.nsw.edu.au/policies/curriculum/schools/literacy/PD20050288.shtml">https://www.det.nsw.edu.au/policies/curriculum/schools/literacy/PD20050288.shtml</a></p> <p>DEC NSW Literacy Continuum K-10 <a href="http://www.curriculumsupport.education.nsw.gov.au/literacy/">http://www.curriculumsupport.education.nsw.gov.au/literacy/</a></p> <p>DEC Numeracy Policy K-12, <a href="https://www.det.nsw.edu.au/policies/curriculum/schools/numeracy/PD20070365.shtml">https://www.det.nsw.edu.au/policies/curriculum/schools/numeracy/PD20070365.shtml</a></p> <p>De Courcy, M. (2014) "Linguistic and Cultural Diversity". Chapter 3 in Hyde, Carpenter &amp; Conway (Eds), 2<sup>nd</sup> edition, <i>Diversity, Inclusion and Engagement</i>. Oxford, OUP</p> <p>Chapters 1 and 3 in Gibbons, P. (2009) <i>English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone</i>, Portsmouth NH: Heinemann.</p> <p>Goos, M. (2007, September). <i>Developing numeracy in the learning areas (middle years)</i>. Keynote address delivered at the South Australian Literacy and Numeracy Expo, Adelaide.</p> <p>Hammond, J. (2012). Hope and challenge in the Australian Curriculum: Implications for EAL students and their teachers. <i>Australian Journal of Language and Literacy</i>. Vol.35 (2), pp. 223-240.</p>

<p><b>4 August</b></p>	<p><b>2. Understanding assessment for learning: Its underlying philosophy and key principles</b></p> <p><b>Guest lecturer: Helen Pearson</b></p> <ul style="list-style-type: none"> <li>• The relationship between LLN, assessment and student achievement</li> <li>• The use of assessment data to improve student outcomes</li> <li>• Formative vs summative assessment</li> <li>• Underlying rationale and key assumptions of assessment for learning</li> <li>• Enhancing student-centred assessment</li> <li>• The critical role of feedback and feed-forward</li> </ul> <p>L&amp;N: D. 9, 10, 13, 14, 15</p>	<p>Black, P. &amp; Wiliam, D. (2001) <i>Inside the Black Box: Raising Standards Through Classroom Assessment</i>  <a href="http://pdk.sagepub.com/content/92/1/81.full">http://pdk.sagepub.com/content/92/1/81.full</a></p> <p>National Assessment Program and ACARA websites  <a href="http://www.nap.edu.au/results-and-reports/how-to-interpret/how-to-interpret.html">http://www.nap.edu.au/results-and-reports/how-to-interpret/how-to-interpret.html</a>  <a href="http://reports.acara.edu.au">http://reports.acara.edu.au</a></p> <p>NSW Board of Studies, ARC : Assessment for Learning in the new Years 7-10 Syllabuses,  <a href="http://arc.boardofstudies.nsw.edu.au/go/sc/af/">http://arc.boardofstudies.nsw.edu.au/go/sc/af/</a></p> <p>Hattie, J. &amp; Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i>, 77(1), 81-112.  <a href="http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf">http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf</a></p> <p>Wiliam, D. &amp; Leahy, S. (2015). <i>Embedding Formative Assessment: Practical Techniques for K-12 classrooms</i>. West Palm Beach, FL: Learning Sciences International (Chapters 1&amp;2)</p>
<p><b>11 August</b></p>	<p><b>3. Assessing language , literacy and numeracy demands across the curriculum</b></p> <ul style="list-style-type: none"> <li>• Setting learner expectations and monitoring progression</li> <li>• Using questioning and “talk for learning” to develop literacy and numeracy skills</li> <li>• Improving feedback to address literacy and numeracy skills</li> <li>• Developing peer and self assessment</li> <li>• Using information from summative tests in a formative way</li> </ul> <p>L&amp;N: D.1, 2, 5, 6, 9, 10, 13, 14, 18  SpEd: E.4, 6</p>	<p>Clarke, S. (2005) Formative assessment in the secondary classroom. Hodder Murray, Chapter 2.</p> <p>Wiliam, D. &amp; Leahy, S. (2015). <i>Embedding Formative Assessment: Practical Techniques for K-12 classrooms</i>. West Palm Beach, FL: Learning Sciences International (Chapters 4&amp;5)</p> <p>Woolley, G (2014) “Students with Literacy Difficulties”. Chapter 6 in Hyde, Carpenter &amp; Conway (Eds), 2<sup>nd</sup> edition, <i>Diversity, Inclusion and Engagement</i>. Oxford, OUP</p>
<p><b>18 August</b></p>	<p><b>4. Focus on Numeracy</b></p> <p><b>Guest lecturer: Costa Loucopoulos</b></p> <p><b>Developing numeracy across the curriculum: demands and opportunities</b></p>	<p>DEC Numeracy,  <a href="http://www.curriculumsupport.education.nsw.gov.au/primary/mathematics/numeracy/index.htm">http://www.curriculumsupport.education.nsw.gov.au/primary/mathematics/numeracy/index.htm</a></p> <p>Goos, M., Geiger, V., &amp; Dole, S. (2010). Auditing the numeracy demands of the middle years curriculum. In L. Sparrow, B. Kissane &amp; C. Hurst (Eds.), <i>Shaping the future of mathematics education. Proceedings of the 33rd annual conference of the Mathematics Education Research Group of</i></p>

		<p><i>Australasia</i> (pp. 210–217). Fremantle, WA: MERGA.</p> <p>Thornton, S. &amp; Hogan, J. (2005). Numeracy across the curriculum: demands and opportunities. <i>Curriculum and Leadership Journal</i>, 3(16)  <a href="http://www.curriculum.edu.au/leader/numeracy_across_the_curriculum,9770.html">http://www.curriculum.edu.au/leader/numeracy_across_the_curriculum,9770.html</a></p>
25 August	<p><b>5. Focus on Academic Literacy: Reading</b></p> <ul style="list-style-type: none"> <li>Principles for engaging with academic literacy</li> <li>Integrating language activities with content teaching</li> <li>Activities for engaging with academic literacy</li> <li>Supporting academic reading</li> </ul> <p>L&amp;N: 1, 5, 7, 9, 10, 13, 15, 17, 19  ICT: C:5  SpEd: E.7  NESB: F.5, 7</p>	<p>Chapter 4 and 5 in Gibbons, P. (2009) <i>English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone</i>, Portsmouth NH: Heinemann.</p> <p>Cross, R. (2012) “An holistic approach for supporting literacy skills for EAL/D learners”, chapter 9 in Henderson, R. <i>Teaching Literacies in the Middle Years</i>. Oxford University Press.</p> <p>“Key elements in learning to read”. Chapter 2 in Winch G, Ross Johnston R, March P, Ljundahl L, Holliday M (2010), 4<sup>th</sup> edition, <i>Literacy</i>. Oxford, OUP</p>
1 September	<p><b>6. Focus on Academic Literacy: Writing</b></p> <ul style="list-style-type: none"> <li>Focus on genre</li> <li>Scaffolding genres in the classroom</li> <li>The teaching and learning cycle</li> <li>The genre framework for assessing writing</li> </ul> <p>L&amp;N: 1, 5, 7, 9, 10, 13, 15, 17, 19  ICT: C.5  SpEd: E.7  NESB: F.5, 7</p>	<p>Chapter 6 in Gibbons, P. (2009) <i>English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone</i>, Portsmouth NH: Heinemann.</p> <p>Freebody P, and Morgan A-M “Curriculum-specific literacy: Expanding the repertoire”. Chapter 4 in Morgan A-M, Comber B, Freebody P and Nixon H (2014) <i>Literacy in the Middle years: PETAA</i></p> <p>ACARA Literacy,  <a href="http://www.australiancurriculum.edu.au/General/Capabilities/literacy/introduction/introduction">http://www.australiancurriculum.edu.au/General/Capabilities/literacy/introduction/introduction</a></p>
8 September	<p><b>7. Focus on Academic Literacy: Oracy</b></p> <ul style="list-style-type: none"> <li>The relationship between oracy and literacy</li> <li>Scaffolding oral language to teach subject content</li> <li>The importance of quality teacher interaction/strategic questioning</li> <li>Assessing oracy</li> <li>Providing oral feedback/feed-forward</li> <li>Effective classroom</li> </ul>	<p>Chapter 7 in Gibbons, P. (2009). <i>English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone</i>, Portsmouth NH: Heinemann.</p> <p>Manuel, J “Talking and Listening for Learning in English”. Chapter 19 in Gannon S, Howie M and Sawyer W (2012 3<sup>rd</sup> edition) <i>Charged with Meaning</i>, 3<sup>rd</sup> edition. Phoenix: Putney, Australia</p>



	strategies L&N: D.1, 2, 5, 7, 8, 11, 13, 14, 15, 18	
15 September	<p><b>8. Focus on Academic Literacy: Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Everyday vs. subject-specific vocabulary</li> <li>• Vocabulary and student achievement</li> <li>• Assessing vocabulary</li> <li>• Why teaching vocabulary is the responsibility of all teachers</li> <li>• Implications for lesson planning and teaching</li> </ul> <p>L&amp;N: D.1, 2, 4, 5, 7- 11, 13, 15, 18 NESB: F.4</p>	<p>Stahl, K., &amp; Bravo, M. (2010). Contemporary classroom vocabulary assessment for content areas. <i>The Reading Teacher</i>, 63(7), 566-578.</p> <p>Hart, B., &amp; Risley, T.R. (2003). The Early Catastrophe. The 30 Million Word Gap by Age 3. <i>American Educator</i>, Spring. <a href="http://www.readtosucceedbuffalo.org/documents/30%20Million%20Word%20Gap.pdf">http://www.readtosucceedbuffalo.org/documents/30 Million Word Gap.pdf</a></p> <p>Hauser I (2007) "A Way with Words: Teaching Spelling and Vocabulary in the Middle School. In <i>Literacy Learning: the Middle Years</i> 15:2</p>

## 7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assignment 1	1800 words	40%	1,2	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 5.1	ATSIE A.4, 6 L&N: D.3, 4, 7, 9, 18 NESB: F.4	10 August 2016
Assignment 2	2400 words	60%	1,2,3	1.3, 2.5, 5.1, 5.2, 5.3, 5.4	ICT C.4, 5 L&N D.1-11, 15, 17, 19	26 September 2016

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

### 1. Assignment 1: Supporting diverse LLN learners - Assessment and response

From the range of assessment **for** learning strategies provided, select four that you consider to be the most effective for improving learning outcomes for students with diverse LLN skills and backgrounds across the curriculum. Provide an in-depth discussion and analysis of each assessment strategy, explaining clearly how you would implement each one in the classroom, and how you would provide effective oral and written feedback for both students and their parents.

## 2. Assignment 2: Identify and respond to your students' LLN demands for reading, writing and oracy

Working with the students you have been paired up with at your HUB school, **analyse** and discuss what you found to be their most significant challenges in terms of reading, writing and oracy learning in and through English. Describe the assessment strategies you used to determine these.

**Explain** the pedagogical strategies you used to respond to your students' LLN needs and challenges while working with them on a weekly basis. Account for your strategies by referring to the literacy, numeracy and assessment principles outlined in this course.

**Reflect** on the outcomes of the strategies you implemented in working with your students. In what different ways did students respond to these strategies? How has your work with them added to your knowledge of effective LLN pedagogy as a developing teacher?

### 2.1 Some key steps guiding Assessment 2

- a. Find out about your students' strengths, needs, family background, language use, school learning (in Australia and overseas), their out of school activities such as sport, coaching, community language school, community functions. Try and get a broader picture of them beyond the classroom. e.g. for EAL students find out about their language use outside the classroom. What language/s do they use with friends in the playground, at home with mother/father/grandparents/older and younger siblings? What language do siblings, parents and others use with them? What programs do they watch on TV? Make a summary of their access to formal/informal English and home language outside class. What are some issues for them in terms of spoken language and learning? Talk with any other staff and key stakeholders who also work with the student/s to find out more.
- b. Collect and evaluate at least three samples of the student's spoken and written language. While working with your students on a weekly basis, observe and consider the following:
  - What are the conceptual, language, literacy and learning demands being made of them?
  - How does the learner respond to such demands?
  - How could they be better supported in their learning?
- c. Based on your observations of your students, **design and implement** no fewer than **three key strategies** to respond to their LLN needs in your weekly sessions. Describe and account for the ways in which your students responded to these strategies and reflect upon how this has contributed to your developing knowledge as a teacher.
- d. Write up your report. The report should be divided into five sections, with the middle two sections being the most detailed:
  - Section 1: a brief introduction, which briefly describes what will be in your report;
  - Section 2: a brief description of the learners and school (using pseudonyms), together with their key LLN challenges, making reference to the work samples and the relevant literature as appropriate;
  - Section 3: a discussion which clearly indicates the implications of your findings for intervening in the learning of such students, include and refer to the LLN strategies you used with students
  - Section 4: a discussion which clearly indicates the ways in which students responded to your LLN support strategies
  - Section 5: a conclusion summarising what you have done and what you discovered as a result of your work with the students.

Please note that all students are required to present your report according to accepted academic conventions. A list of all references cited in the report should be included at the end in alphabetical order.

***Feedback***

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Assessment One	<i>Written</i>	<i>Within three weeks of submission</i>
Assessment Two	<i>Written</i>	<i>Within three weeks of submission</i>

## **8. RESOURCES**

### *Prescribed texts*

Gibbons, P. (2009). *English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone*, Portsmouth NH: Heinemann.

### *Recommended text*

William, D. & Leahy, S. (2015). *Embedding Formative Assessment: Practical Techniques for K-12 classrooms*. West Palm Beach, FL: *Learning Sciences International*

### ***Required and recommended readings***

In addition to the set text each student enrolled in the course is expected to read several specific articles each week – a list of required and recommended weekly readings is provided on Moodle.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5139 LANGUAGE, LITERACY AND NUMERACY

Student Name:  
 Assessment Task 1

Student No.:  
 Date:

SPECIFIC CRITERIA	(-) $\longrightarrow$ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Relevant and appropriate assessment strategies <i>for</i> learning chosen</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Demonstrates clear understanding of the strategies and how they can improve student learning in LLN for different groups of students from diverse backgrounds</li> <li>Provides examples of how the strategies can be implemented in the classroom to improve learning</li> <li>Provides evidence of the nature of effective feedback for LLN in both oral and written modes</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>A range of relevant professional/research literature supports the arguments</li> <li>Professional/research sources are current and respected in their field</li> <li>Response shows understanding of BOSTES support materials on Assessment for Learning strategies</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>The response is well-structured and organised to show application as well as description of the strategies</li> <li>Clarity and coherence of response to the task</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>Clarity and consistency in presenting tables and diagrams</li> <li>Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**  
 Recommended:      /20      (FL PS CR DN HD)

**Date**  
 Weighting:      40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5139 LANGUAGE, LITERACY AND NUMERACY

Student Name:  
 Assessment Task 2

Student No.:  
 Date:

SPECIFIC CRITERIA	(-) ←	→	(+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Appropriate understanding of LLN requirements for the subject area</li> <li>• Challenges include modes of reading, writing and oracy</li> </ul>			
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Challenges are discussed in a way which demonstrates deep understanding of their significance for learning</li> <li>• Responses to the challenges are appropriate and useful for promoting learning</li> <li>• Strategies provide evidence of understanding of how LLN needs can be integrated with content learning</li> </ul>			
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• A range of relevant professional/research literature supports the arguments</li> <li>• Professional/research sources are current and respected in their field</li> <li>• Response shows understanding of the content and importance of policy documents to clarify responsibilities of teachers to promote LLN in schools</li> </ul>			
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• The response is well-structured and organised to show the challenges, responses and strategies</li> <li>• Clarity and coherence of response to the task</li> </ul>			
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• Clarity and consistency in presenting tables and diagrams</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>			
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>			

**Lecturer Recommended: /20 (FL PS CR DN HD)**

**Date Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**