GCTLT Embedded Literacy and Numeracy course: Assessment requirements 2013

There are two assessments, which combine to form a portfolio of literacy and numeracy resources and reflections:

1. A slide presentation on three principles of effective literacy and/or numeracy provision
2. A report on embedding literacy and numeracy in your programme. This report is submitted in four parts.

You must successfully complete both parts of the assessment to be awarded a pass in the course. Marks are not allocated for the assessment, only a pass or not passed. One re-submission is possible if a pass is not obtained the first time. (Note: feedback given on draft copies of assessments does not affect the re-submission regulations.)

The tasks in Assessment 2 are best worked at in small bites over the duration of the period you work with a cohort of students, as you are required to assess your students' literacy and/or numeracy skills on entry to the programme (Part A), plan and implement teaching interventions to address these needs (Part B), reassess students towards the end of their programme (Part C), and to reflect on the effectiveness of your teaching interventions (Part D). Depending on the programme you teach on, you will complete this assessment over one or two semesters.

Assessment 1: Principles of effective literacy and numeracy teaching – slide/ powerpoint (PPT) presentation

Instructions: This assessment requires you to research literacy and numeracy websites, books, articles, or conference presentations to identify three principles of effective literacy and/or numeracy instruction, appropriate to your teaching context.

Useful resources can be found at:

http://literacyandnumeracyforadults.com/

http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Professional-support/Leading-Professional-Learning-about-Adolescent-Literacy/Guidelines/Overview

http://akoaotearoa.ac.nz/ako-hub/ako-aotearoa-central-hub/cracking-reading-code

http://workbase.org.nz/

Create a slide presentation (approx 12 slides) in which you outline each principle and explain why it is relevant to your learners and context. Give references for each principle in APA format.

Identify three teaching strategies that are consistent with these principles and which are new to you. Briefly describe how you would implement these strategies in your teaching context.

The slide presentation should be edited so that it is suitable for an external audience and follows good practice in terms of presentations. You can choose to present your slides 'live' or in an Adobe Connect session, or to add 'notes' to slides or audio, to ensure all content is covered.

All criteria must be met to pass this assessment.

Marking criteria for slide presentation

	Criteria
Slide presentation - Layout and structure - Literacy	Approx 12 slides. Easy to follow layout: headings, sub-headings, white space, bullet points; and sequencing. Slides are not cluttered - text on the slide is minimal and supported by fuller explanations in the 'notes' section, with audio, or through a 'live' or Adobe Connect presentation. Spelling, grammar and punctuation are 95% correct.
Content - Principles of effective and/or numeracy instruction	Three principles relevant to the teaching context, are identified from published sources. Each principle is clearly and concisely outlined. The relevance of each principle to your teaching context and the learners is explained. Each principle is referenced using APA format.
Content - Teaching strategies consistent with the principles of effective literacy and/or numeracy instruction.	Three new teaching strategies consistent with the principles are briefly described A brief, clear explanation is given on how these strategies could be implemented.

Assessment Two: Report

Produce a written report on embedding literacy and numeracy in your programme context. Use the report template provided and detailed marking schedule below. The report includes examples of student assessment results; mapped texts, tasks and assessments; and lesson plans. Note, an electronic Word version of the template is available.

The report (1200-2000 words) should be edited so that it is suitable for an external audience – layout and sequencing should make it easy to follow. Spelling, grammar and punctuation should be correct.

The report is submitted in four parts.Part A and B should be completed near the beginning of the programme. Part C and D should be completed at the end of the programme, after students have been reassessed.

Marking criteria for report

All sections of the report: Layout, headings, sub-headings, white space, bullet points; and sequencing, make the report easy to follow. Spelling, grammar and punctuation are correct (at least 95%).	
Part A: Key features of programme and student profile are identified (Approx 100 words)	
The process for gathering initial literacy and/or numeracy assessment information is described, and the rationale for using particular assessments is given. *(Approx 100 words)*	
Evidence of understanding of good assessment practice in relation to literacy and numeracy *(100-200 words)* Actual wording, handouts, or PPTs to explain purpose of assessment and relevance of L & N; and feedback to learners on their results, is included in the body of the report or as an appendix.	
Learners' initial literacy and numeracy assessment results and any teacher observations about these skills are summarised. The range of skills in the class, any students with high needs, and any common areas of difficlty or need, are identified. Samples of annotated initial assessments for the whole class and individual results for two students with high-moderate literacy and/ or numeracy skills are provided. *200-300 words plus annotated assessment results for class as a whole and two individual students are included in the body of the report*	
The literacy and numeracy demands of the programme are identified and discussed in relation to the Learning Progressions (100-200 words) At least two typical texts are analysed (mapped) against the Reading Progressions. Two tasks used to teach writing and/or numeracy and/or speaking and listening skills are mapped against the relevant Learning Progressions. These can be included in the body of the report or as appendices. The literacy and numeracy demands of the programmes or of the jobs (at entry level) that	

students typically pathway to are outlined in relation to the Learning Progressions. 100 – 200 words.	
Plan for embedding literacy and numeracy teaching in the programme: At least five relevant, specific literacy and numeracy learning outcomes are identified for the programme/whole class. These should be from at least three of the strands: reading; writing; speaking and listening; and numeracy. (Can be given as bullet points) A plan for teaching/embedding these learning outcomes across the programme or course is outlined.The plan identifies when or where the learning outcomes will be taught. A rationale for the learning outcomes and teaching approach is given and related to the theory of adult teaching that informs your practice (100-200 words)	
Plans (ILPs) for the two individual students with weak literacy and/or numeracy skills are outlined: At least three appropriate literacy and numeracy learning outcomes for the two individual students, are identified, based on their initial literacy and numeracy assessment results and the programme/course demands. External support services or interventions and a description of how you will adjust your teaching to ensure they receive appropriate literacy and numeracy teaching in the whole class situation, is given. 100-200 words for each student]	
Part B: Literacy and numeracy teaching strategies A summary of the teaching strategies is given. This addresses the learning outcomes identified in Part A. (100-200 words) Lesson plans for at least three L & N teaching activities that could be used with the whole class are provided. These should each identify the specific literacy or numeracy learning objective and outline the teaching sequence and strategies. There is evidence that the needs of the two learners with weaker literacy and numeracy have been taken into account in lesson planning	
Evaluation of lessons A brief reflection on each lesson is given. Aspects that worked well, anything that didn't, and changes for next time are identified (at least three). 100-200 words	
Part C: Reassessment – Completed towards the end of the programme Samples of learners' work or assessments towards the end of the programme are provided for the class as a whole and for the two individual learners who were worked with and monitored. This should be over at least two of the strands: reading; writing; speaking and listening; and numeracy The class' and the two individuals' results are discussed and any progress is identified. 100-200 words	
Part D: Evaluation There is evidence of reflection on the effectiveness of embedding strategies. Aspects that worked well, anything that didn't, and changes for next time are identified (at least three). 100-200 words	