

Thank you for submitting your assignment, Michelle.

Part 1

The key stages of co-constructing a multimodal text were well planned to support Arla's ability levels and real-world experience. It looked like she was enjoying the process. Arla also had some agency in decision-making in the learning. Your discussion demonstrated a strong understanding of teaching strategies, curriculum elements, multiliteracies theory and semiotic systems. The discussions were supported by references from quality sources which demonstrated your engagement with course concepts and research. Strong analytical skills were demonstrated.

Part 2

The planned literacy experience would strongly promote knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and languages and be supportive of students' literacy learning. Data collection tools were thoughtfully chosen to meet students' needs. A strong understanding of assessment, moderation and feedback was demonstrated. A wide range of sources provided strength and credibility to your discussions. Strategies to share work to promote reconciliation were well-thought-out. You might also draw from the *Mparntwe (Alice Springs) Declaration 2019* and additional scholarly sources for this section.

The inclusion of visual elements in the PowerPoint enhanced understanding of the concepts, ideas and overall message. The videos illustrated the process well. Writing style is of a high standard. Referencing style is mostly accurate. (Korteweg, Gonzalez & Guillet, 2010, as cited in Fellowes & Oakley, 2019) needs an extra comma after Gonzalez.

Overall, a very strong response. Well done!

Criteria	Scales	Scales				
		HD+ 100.00	HD 92.50	HD- 87.50	A+ 83.33	A 80.00
P1 Co-constr. 4 % Planning of co-construction	Extremely high-level demonstration of understanding of how students learn.	Extremely high-level demonstration of understanding of how students learn.	Extremely high-level demonstration of understanding of how students learn.	High level demonstration of understanding of how students learn	High level demonstration of understanding of how students learn	High level demonstration of understanding of how students learn
P1 Sharing 1.6 % Sharing of co-construction	Response is shared in the Multimodal Texts Forum in a timely manner.					
P1 Strat/Proc 6 % Teaching strategies, literacy teaching strategies & processes	Extremely high-level demonstration of use of teaching strategies for the English language and literacy strands and literacy strategies	Extremely high-level demonstration of use of teaching strategies for the English language and literacy strands and literacy strategies	Extremely high-level demonstration of use of teaching strategies for the English language and literacy strands and literacy strategies	High level demonstration of use of teaching strategies for the English language and literacy strands and literacy strategies	High level demonstration of use of teaching strategies for the English language and literacy strands and literacy strategies	High level demonstration of use of teaching strategies for the English language and literacy strands and literacy strategies
P1 ICT 3 % Selection and use of ICT	Extremely high-level demonstration of use of ICT for enhancing curriculum learning opportunities	Extremely high-level demonstration of use of ICT for enhancing curriculum learning opportunities	Extremely high-level demonstration of use of ICT for enhancing curriculum learning opportunities	High level demonstration of use of ICT for enhancing curriculum learning opportunities	High level demonstration of use of ICT for enhancing curriculum learning opportunities	High level demonstration of use of ICT for enhancing curriculum learning opportunities
P1 Other res. 2 % Selection/use of other resources	Extremely high-level use of other resources	Extremely high-level use of other resources	Extremely high-level use of other resources	High level use of other resources	High level use of other resources	High level use of other resources
P1 Theory 8.3 % Integration of theory	Semiotic systems and multiliteracies theory are an integral part of the co-construction process and demonstrate an extremely high level understanding of how students learn.	Semiotic systems and multiliteracies theory are an integral part of the co-construction process and demonstrate an extremely high level understanding of how students learn.	Semiotic systems and multiliteracies theory are an integral part of the co-construction process and demonstrate an extremely high level understanding of how students learn.	Semiotic systems and multiliteracies theory are a clear part of the co-construction process and demonstrate a high level understanding of how students learn.	Semiotic systems and multiliteracies theory are a clear part of the co-construction process and demonstrate a high level understanding of how students learn.	Semiotic systems and multiliteracies theory are a clear part of the co-construction process and demonstrate a high level understanding of how students learn.
P1 Synthesis 8.3 % Justification and synthesis of strategies and processes	Justification and synthesis of the language and literacy strategies and processes are strongly linked to curriculum and contemporary theoretical perspectives.	Justification and synthesis of the language and literacy strategies and processes are strongly linked to curriculum and contemporary theoretical perspectives.	Justification and synthesis of the language and literacy strategies and processes are strongly linked to curriculum and contemporary theoretical perspectives.	Justification and synthesis of the language and literacy strategies and processes are clearly linked to curriculum and contemporary theoretical perspective.	Justification and synthesis of the language and literacy strategies and processes are clearly linked to curriculum and contemporary theoretical perspective.	Justification and synthesis of the language and literacy strategies and processes are clearly linked to curriculum and contemporary theoretical perspectives.
P1 Learning 8.3 % Outline of the child's learning	Outline of child's learning is insightfully linked to course readings and curriculum documents and demonstrates an exemplary understanding of assessing student learning.	Outline of child's learning is insightfully linked to course readings and curriculum documents and demonstrates an exemplary understanding of assessing student learning.	Outline of child's learning is insightfully linked to course readings and curriculum documents and demonstrates an exemplary understanding of assessing student learning.	Outline of child's learning is strongly linked to course readings and curriculum documents and demonstrates a high-level understanding of assessing student learning.	Outline of child's learning is strongly linked to course readings and curriculum documents and demonstrates a high-level understanding of assessing student learning.	Outline of child's learning is strongly linked to course readings and curriculum documents and demonstrates a high-level understanding of assessing student learning.
P2 Appropria. 7.2 % Appropriateness of planned assessment	Data collection tools are highly appropriate to assess student learning and have clear ability to capture curriculum expectations.	Data collection tools are highly appropriate to assess student learning and have clear ability to capture curriculum expectations.	Data collection tools are highly appropriate to assess student learning and have clear ability to capture curriculum expectations.	Data collection tools are mostly appropriate to assess student learning and have very good ability to capture curriculum expectations.	Data collection tools are mostly appropriate to assess student learning and have very good ability to capture curriculum expectations.	Data collection tools are mostly appropriate to assess student learning and have very good ability to capture curriculum expectations.
P2 Detail 9.5 % Detail of planned assessment	The planned assessment includes all critically required details	The planned assessment includes all critically required details	The planned assessment includes all critically required details	The planned assessment includes most required details	The planned assessment includes most required details	The planned assessment includes most required details
P2 Moderation 16.6 % Explanation of how moderated assessment will be judged to inform ongoing planning	Insightful and clear explanation demonstrating an extremely high-level capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Insightful and clear explanation demonstrating an extremely high-level capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Insightful and clear explanation demonstrating an extremely high-level capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Clear explanation demonstrating a high-level capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Clear explanation demonstrating a high-level capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Clear explanation demonstrating a high-level capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

Criteria	Scales					
	HD+ 100.00	HD 92.50	HD- 87.50	A+ 83.33	A 80.00	A- 76.67
P2 Feedback 4.3 % Feedback to children and their families	Insightful examples of how evidence will be used to provide feedback to students on their learning and to their families.	Insightful examples of how evidence will be used to provide feedback to students on their learning and to their families.	Insightful examples of how evidence will be used to provide feedback to students on their learning and to their families.	Strong examples of how evidence will be used to provide feedback to students on their learning and to their families.	Strong examples of how evidence will be used to provide feedback to students on their learning and to their families.	Strong examples of how evidence will be used to provide feedback to students on their learning and to their families.
P2 Reconcl. 4.3 % Promoting Reconciliation	Insightful examples of how students' work will be shared for promoting reconciliation between Indigenous and non-Indigenous Australians.	Insightful examples of how students' work will be shared for promoting reconciliation between Indigenous and non-Indigenous Australians.	Insightful examples of how students' work will be shared for promoting reconciliation between Indigenous and non-Indigenous Australians.	Strong examples of how students' work will be shared for promoting reconciliation between Indigenous and non-Indigenous Australians.	Strong examples of how students' work will be shared for promoting reconciliation between Indigenous and non-Indigenous Australians.	Strong examples of how students' work will be shared for promoting reconciliation between Indigenous and non-Indigenous Australians.
Profess. PPT 3 %	Masterly control of PPT with elements that greatly enhance understanding of concepts, ideas and overall message.	Masterly control of PPT with elements that greatly enhance understanding of concepts, ideas and overall message.	Masterly control of PPT with elements that greatly enhance understanding of concepts, ideas and overall message.	Highly competent control of PPT with elements that greatly enhance understanding of concepts, ideas and overall message.	Highly competent control of PPT with elements that greatly enhance understanding of concepts, ideas and overall message.	Highly competent control of PPT with elements that greatly enhance understanding of concepts, ideas and overall message.
Child integr. 2.6 % Identity and integrity of child is not compromised	Identity and integrity of child is never compromised.	Identity and integrity of child is never compromised.	Identity and integrity of child is never compromised.	Identity and integrity of child almost never compromised.	Identity and integrity of child almost never compromised.	Identity and integrity of child almost never compromised.
Sources 2.6 % Use of current, credible and authoritative sources	Presentation utilises 10 or more sources of current, credible and relevant literature.	Presentation utilises 10 or more sources of current, credible and relevant literature.	Presentation utilises 10 or more sources of current, credible and relevant literature.	Presentation utilises 8 or 9 sources of current, credible and relevant literature.	Presentation utilises 8 or 9 sources of current, credible and relevant literature.	Presentation utilises 8 or 9 sources of current, credible and relevant literature.
Acad. writing 3 % Academic writing, organisation of text and editing	Excellent academic writing style and well organised text. Textual and audio-visual content requires no editing.	Excellent academic writing style and well organised text. Textual and audio-visual content requires no editing.	Excellent academic writing style and well organised text. Textual and audio-visual content requires no editing.	Very good academic writing style and mostly organised text. A few minor errors. Textual and audio-visual requires minor editing.	Very good academic writing style and mostly organised text. A few minor errors. Textual and audio-visual requires minor editing.	Very good academic writing style and mostly organised text. A few minor errors. Textual and audio-visual requires minor editing.
APA 2.8 % APA 7th referencing	All in-text citations & references are complete & formatted correctly according to APA 7th ed. standards.	All in-text citations & references are complete & formatted correctly according to APA 7th ed. standards.	All in-text citations & references are complete & formatted correctly according to APA 7th ed. standards.	Most in-text citations & references are complete & formatted according to APA 7th ed. standards.	Most in-text citations & references are complete & formatted according to APA 7th ed. standards.	Most in-text citations & references are complete & formatted according to APA 7th ed. standards.
Formatting 2.6 % Document formatting as per assignment instructions, including limits.	Document formatting, including limits, is fully as per assignment instructions.	Document formatting, including limits, is fully as per assignment instructions.	Document formatting, including limits, is fully as per assignment instructions.	Document formatting, including limits, is mostly as per assignment instructions.	Document formatting, including limits, is mostly as per assignment instructions.	Document formatting, including limits, is mostly as per assignment instructions.

Total Score: 88.48/100