

EDM5002 ASSIGNMENT 1 – DUE 2<sup>ND</sup> APRIL 2021

## MARKING RUBRIC AND TEMPLATE

<b>Student Name:</b>	<b>Michelle Hembury</b>	<b>Student Number:</b>	<b>u1132723</b>
<b>Primary</b>			

Assessment Criteria	Unsatisfactory	Satisfactory	Proficient	Outstanding
<b>Part A:</b> References to authoritative literature  Informed adjustments	Very limited or no references or use of authoritative literature pertaining to student profiles  Very limited or no adjustments made reflecting minimal understanding of the literature  Very limited or no evidence of any reading	Adequate references or use of authoritative literature pertaining to most student profiles  Adequate adjustments made reflecting an adequate understanding gained from satisfactory literature analysis  Adequate evidence course readings	Quality references or use of authoritative literature pertaining to all student profiles  Accomplished thoughtful adjustments reflecting a breadth and depth of understanding gained from strong literature analysis  Accomplished evidence of additional readings	Very high quality references or use of authoritative literature pertaining to all student profiles High accomplished very insightful adjustments reflecting a comprehensive breadth and depth of understanding gained from extensive literature analysis  Highly accomplished evidence of substantial additional readings
<b>9/10</b>	<b>1 - 4</b>	<b>5 – 6.5</b>	<b>7 - 8</b>	<b>9 - 10</b>
<b>Part B:</b> Planning an inclusive classroom environment using differentiation techniques: -Content -Process -Product -Environment/ Learning conditions -Safety and well-being  Reference to policy, frameworks, guidelines	Very limited or no planning process evident  Very limited or no reflection & understanding about what differentiation means or very limited or no broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with diverse needs  Very limited or no examples provided Very limited or no consideration of safety and wellbeing  Very limited or no references to policy, frameworks and guidelines	Adequate planning process evident  Adequate reflection & understanding about what differentiation means and adequate knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with diverse needs  Adequate examples provided with a classroom focus  Adequate consideration of safety and wellbeing  Adequate references to policy, frameworks and guidelines  Adequate use of 1st person	Accomplished planning process evident  An accomplished reflection & understanding about what differentiation means and an accomplished knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with diverse needs  Quality examples provided with clear classroom focus  An accomplished and thorough consideration of safety and wellbeing  A range of references to policy, frameworks and guidelines  An accomplished use of 1st person	Highly accomplished planning process evident  Highly accomplished and very thorough and consistent deep reflection & understanding about what differentiation means and a highly accomplished knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with diverse needs  Highly accomplished level of competence in relating examples to student needs.  Highly accomplished and very thorough and consistent consideration of safety or wellbeing  Very extensive range of quality references to policy, frameworks and guidelines  Highly accomplished use of 1st person
<b>15/15</b>	<b>1 - 7</b>	<b>7.5 – 10</b>	<b>10.5 – 12.5</b>	<b>13 - 15</b>

<b>Part C: Activity One</b>  <u>The student</u>  <b>Evidence of inclusive practices for welcoming students:</b>  - what and how	A very limited standard or no consideration evident when answering the questions surrounding inclusive practices and welcoming of the student.  Very limited or no evidence of any reading  Very limited or no use of 1st person	Adequate presentation evident when answering the questions surrounding inclusive practices and welcoming of the student.  Adequate evidence of course reading  Adequate use of 1st person	An accomplished standard of presentation evident when answering the questions surrounding inclusive practices and welcoming of the student.  Accomplished evidence of additional reading  An accomplished use of 1st person	Highly accomplished standard of presentation evident when answering the questions surrounding inclusive practices and welcoming of the student  Highly accomplished evidence of substantial additional reading  Highly accomplished use of 1st person
5/5	1 - 2	2.5 - 3	3.5 - 4	4.5 - 5
<b>Part C: Activity One</b>  <u>The teacher</u>  <b>Evidence of inclusive practices with welcoming colleagues:</b>  - what and how	A very limited standard or no consideration evident when answering the questions surrounding inclusive practices and the teacher welcoming colleagues.  Very limited or no evidence of any reading  Very limited or no use of 1st person	Adequate presentation evident when answering the questions surrounding inclusive practices and the teacher welcoming colleagues.  Adequate evidence of course reading  Adequate use of 1st person	An accomplished standard of presentation evident when answering the questions surrounding inclusive practices and the teacher welcoming colleagues.  Accomplished evidence of additional reading  An accomplished use of 1st person	Highly accomplished standard of presentation evident when answering the questions surrounding inclusive practices and the teacher welcoming colleagues.  Highly accomplished evidence of substantial additional reading  Highly accomplished use of 1st person
5/5	1 - 2	2.5 - 3	3.5 - 4	4.5 - 5
<b>Part C: Activity One</b>  <u>The parent</u>  <b>Evidence of inclusive practices with welcoming the parent:</b>  - what and how	A very limited standard or no consideration evident when answering the questions surrounding inclusive practices and welcoming the parent.  Very limited or no evidence of any reading  Very limited or no use of 1st person	Adequate presentation evident when answering the questions surrounding inclusive practices and welcoming the parent.  Adequate evidence of course reading  Adequate use of 1st person	An accomplished standard of presentation evident when answering the questions surrounding inclusive practices and welcoming the parent.  Accomplished evidence of additional reading  An accomplished use of 1st person	Highly accomplished standard of presentation evident when answering the questions surrounding inclusive practices and welcoming the parent:  Highly accomplished evidence of substantial additional reading  Highly accomplished use of 1st person
5/5	1 - 2	2.5 - 3	3.5 - 4	4.5 - 5

<b>Part C: Activity Two</b>  <b>Critical reflection on how you have deepened your knowledge and understanding of embedding inclusion and diversity into your pedagogical practices to support diverse learners.</b>	A very limited standard or no reflection evident on how you have deepened your knowledge and understanding of embedding inclusion and diversity into your pedagogical practices to support diverse learners.	Adequate reflection evident on how you have deepened your knowledge and understanding of embedding inclusion and diversity into your pedagogical practices to support diverse learners.	Accomplished evidence of critical reflection on how you have deepened your knowledge and understanding of embedding inclusion and diversity into your pedagogical practices to support diverse learners.	Highly accomplished evidence of critical reflection on how you have deepened your knowledge and understanding of embedding inclusion and diversity into your pedagogical practices to support diverse learners.
	Very limited or no evidence of any reading	Adequate evidence of course reading	Accomplished evidence of additional reading	Highly accomplished evidence of substantial additional reading
	Very limited or no use of 1st person	Adequate use of 1st person	An accomplished use of 1st person	Highly accomplished use of 1st person
<b>10/10</b>	<b>1 - 4</b>	<b>5 - 6</b>	<b>7 - 8</b>	<b>9 - 10</b>
<b>Academic quality:</b>  <ul style="list-style-type: none"> <li>• Appropriate presentation</li> <li>• Academic literacy - grammar, spelling and punctuation</li> <li>• Clarity of written expression</li> <li>• Succinct logical argument and justifications</li> <li>• use of 1st person</li> <li>• Appropriate adherence to APA referencing conventions</li> </ul>	A very limited standard of presentation  Very limited or no academic literacy - grammar, spelling and punctuation  Very limited or no clarity of written expression  Very limited or no succinct logical argument and justifications  Very limited or no use of 1st person  Very limited or no adherence to APA referencing conventions.	Adequate presentation  Adequate academic literacy - grammar, spelling and punctuation  Adequate clarity of written expression  Adequate succinct logical argument and justifications  Adequate use of 1st person  Adequate adherence to APA referencing conventions.	An accomplished standard of presentation  An accomplished standard of academic literacy - grammar, spelling and punctuation  An accomplished standard of clarity of written expression An accomplished standard of succinct logical argument and justifications  An accomplished use of 1st person An accomplished adherence to APA referencing conventions	Highly accomplished standard of presentation  Highly accomplished standard of academic literacy - grammar, spelling and punctuation  Highly accomplished standard of clarity of written expression Highly accomplished standard of succinct logical argument and justifications  Highly accomplished use of 1st person  Highly accomplished adherence to APA referencing conventions
<b>Maximum reduction of 5 marks</b>				
<b>Total Mark</b>  <b>49/50</b>	<p><b>Comments</b> Dear Michelle Thank you for your submission. The feedback is in two parts: firstly, comments and annotations embedded in your assignment, and secondly embedded in the rubric as highlighting, marks and an overall comment on the on this rubric.</p> <p><b>Areas of achievement in this paper</b></p> <ul style="list-style-type: none"> <li>• The task criteria were clearly addressed.</li> </ul>			

- You have demonstrated a very clear understanding of how to differentiate the curriculum according to process, content, product and environment. This was a strength.
- Your voice was strong and clear.
- There is evidence that you have learned a lot from reading the course content as well as additional resources.
- A very engaging, clear and concise writing style. You have written from a practical point of view, and were able to connect the relevant research/policies/frameworks to support your claims.
- Your paper has a clear conceptual flow with excellent examples of paragraph structure which assisted in presenting your discussion in a clear and logically sequenced manner.
- The number of references used is excellent and demonstrates commendable breadth and depth of sources. The sources were used insightfully to demonstrate discussion.

Well done.  
Kind regards  
**Cecily Andersen [Marker]**

anxiety levels and emotional wellbeing (Department of Education, 2021a). This can be achieved by adapting the environment within the classroom by providing safe and calm zones to retreat, offering a range of calming activities, being prepared for unexpected routine changes, and using a calming tone to teach (Killu et al., 2016).

This presentation to a group of Year 3 teachers has outlined the planning process I would undertake to differentiate the Australian Curriculum: English according to process, content, product and environment for a student with ASD, a student with a mild hearing impairment, and a student suffering from anxiety. Through my explanation I have provided a number of teaching strategies that adhere to the legislative requirements of the Australian Professional Standards for Teachers and which effectively support the participation and learning of students with diverse needs. The differentiation principles incorporated into my planning process for each student also provided a consistent consideration of their safety and wellbeing within the classroom setting.

**Commented [CA4]:** Very thorough and clear writing. You have effectively differentiated for the three student profiles by combining practice with theory. Well done!

**Commented [CA5]:** Part B has been written in an exceptional manner. You have provided the context and 'who you are'. You have thoroughly explained the planning process that would need to be undertaken to differentiate the curriculum according to process, content, product and environment, in ways that would cater for the priority needs of students with Autism, mild-hearing impairment, and anxiety. You have effectively integrated relevant resources/frameworks/policies to support your practical claims. Your writing style is very clear and thorough. You engage the reader. Very well done.

### **Part C: Activity One – Response to Stimuli**

#### **The Student**

##### ***Section One***

To welcome Jo into the school community and provide him with a quality education I would focus on getting to know his personal capabilities, cultural background and specific interests so I could provide him with a tailored approach to learning (Abawi, 2015). As Jo speaks no English, I would promote his engagement in class through the use of a teacher aide who is fluent in both his native language and English. These practices allow me to provide Jo with an inclusive education