
AUTHENTIC ASSESSMENT: AUDIO ANALYSIS OF LESSON PLAN

This authentic assessment example is from an Education Unit called Language and Literacy in the Primary Years 2 from the Master of Teaching degree.

The contributing Academic is Amanda Muscat.

Overview	Length	Weighting	Due
An examination of 21st-century literacy – revision of the key literacy debates and concepts.	3 to 5 minute audio annotation	20%	After Session 3 of 9

Purpose

The purpose of this assessment task is to:

- Develop your understanding of effective 21st-century literacy instruction based on ideas from academic literature
- Encourage you to reflect on your literacy planning and pedagogy and identify areas for development or improvement
- Allow you to demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
- Encourage you to engage in key debates surrounding 21st-century literacy instruction

It aligns with the following learning outcomes:

LO1: Appraise and critique key debates, principles, theories, approaches to literacy teaching and learning for the 21st century and culturally and academically diverse learners

LO2: Interrogate the knowledge and capability of students with diverse cultural and academic backgrounds

LO5: Develop a reflective practice of building personal and professional literacy content knowledge, policy, and high-quality pedagogical skills to engage with the teaching community

Assessment requirements

A highly effective teacher of literacy is a reflective practitioner who is constantly reflecting on their practice and the student's needs, and thinking about how to enhance their practice and student growth. Teachers of literacy need to be informed and engage with current research and evidence of best practice.

This assessment involves reflecting on and providing a brief analysis of a literacy lesson plan of 1 to 2 pages. The lesson could have been developed while on a school placement experience, planned by a mentor or found online. This lesson plan is not graded.

Conduct your analysis as an audio annotation, between 3 and 5 minutes. (Use a screen casting tool such as Loom.)

Respond to the following prompts in your analysis:

- Theoretical underpinnings: Identify a theoretical literacy perspective relating to what it means to be literate and/or ideologies that underpin the approach taken within this lesson.
- Key principles: Evaluate the 6 guiding principles for teaching literacy in the 21st century – identify and connect one of the principles to this lesson. Which of the principles were evident or enacted throughout this lesson?
- Enhancements: How would you adapt or change this lesson to ensure you are catering to and meeting the learning needs of all learners?
- Reflective analysis: What are your emerging beliefs/philosophies about effective 21st-century literacy instruction based on the literature?

You should also use:

- Chapter 1 of Seely Flint et al.
- Other relevant literacy-specific sources (such as items in the first self-directed module in this unit)

Instructions

1. Carefully read the assessment requirements, criteria and rubric for this task
2. Read Chapter 1 of Seely Flint et al., titled 'Examining literacy in the 21st-century'
3. Select a literacy lesson plan delivered and implemented during a school placement experience
4. Analyse the literacy lesson plan based on the ideas from the reading and respond to the prompts above
5. Create an audio annotation of the lesson plan outlining your responses to the prompts
6. Submit your recording to the dropbox by 11:30pm on Sunday of Week 1

Assessment criteria

Criterion 1: Theoretical ideas

Criterion 2: Literacy guiding principles

Criterion 3: Reflective adjustments

Criterion 4: Expression (written and oral) and referencing

Criterion 5: Reflective analysis: emerging beliefs/philosophies about effective 21st-century literacy instruction

Rubric: EPT5002 – Audio analysis of lesson plan					
Criteria	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (0-49%)
Theoretical ideas 25%	<ul style="list-style-type: none"> You have carefully connected a theoretical idea to the literacy teaching and learning outlined within the lesson plan. You have accurately and thoroughly identified a theoretical aspect (that is apparent within the literacy lesson OR could be apparent). 	<ul style="list-style-type: none"> Strong connection between a theoretical idea to the literacy teaching and learning outlined within the lesson plan. You have accurately and mostly thoroughly identified a theoretical aspect (that is apparent within the literacy lesson OR could be apparent). 	<ul style="list-style-type: none"> Some connection has been made to a theoretical idea outlined in the text. You have accurately identified a theoretical aspect (that is apparent within the literacy lesson OR could be apparent). 	<ul style="list-style-type: none"> Loose connection to a theoretical idea outlined in the text. You have attempted to identify a theoretical aspect (that is apparent within the literacy lesson OR could be apparent); however, there is a loose connection to the idea. 	<ul style="list-style-type: none"> Vague or incorrect connection to a theoretical idea. No identification of a theoretical aspect (that are apparent within the literacy lesson OR could be apparent)
Literacy guiding principles 20%	<ul style="list-style-type: none"> Careful evaluation of the 6 guiding principles for teaching literacy in the 21st century. One of the principles has been identified accurately and applied to the lesson plan thoroughly. 	<ul style="list-style-type: none"> Strong evaluation of the 6 guiding principles for teaching literacy in the 21st century. One of the principles has been identified accurately and applied to the lesson plan mostly thoroughly. 	<ul style="list-style-type: none"> Some evaluation of the 6 guiding principles for teaching literacy in the 21st century and one of the principles has been applied to the lesson plan. 	<ul style="list-style-type: none"> Limited evaluation of the 6 guiding principles for teaching literacy in the 21st century. The principles have not been applied to the lesson plan adequately. 	<ul style="list-style-type: none"> Incorrect evaluation of the 6 guiding principles for teaching literacy in the 21st century. The principles have not been applied to the lesson plan adequately.
Reflective adjustments 30%	<ul style="list-style-type: none"> Detailed and well justified adjustments (in relation to the theory/principles) have been offered in regards to your literacy teaching. This is based on your understanding of research into how students learn literacy and ensuring you are catering to and meeting the needs of all learners. 	<ul style="list-style-type: none"> Mostly detailed and justified adjustments have been offered in regards to your literacy teaching. This is based on solid understanding of research into how students learn literacy and ensuring you are catering to and meeting the needs of all learners. 	<ul style="list-style-type: none"> Some ideas about adjustments offered in regards to the changes you would make to your literacy teaching based on your understanding of research into how students learn literacy. Some consideration of how you would cater to and meet the needs of all learners. 	<ul style="list-style-type: none"> Limited adjustments offered in regards to the changes you would make to your literacy teaching based on your understanding of research into how students learn literacy. Limited consideration of how you would cater to and meeting the needs of all learners. 	<ul style="list-style-type: none"> Limited adjustments offered in regards to the changes you would make to your literacy teaching based on your understanding of research into how students learn literacy. Limited consideration of how you would cater to and meeting the needs of all learners.

Expression (written and oral) referencing 10%	<ul style="list-style-type: none"> • Exceptional command of expression, argument and structure that is concise and clear. • Accurate and detailed academic referencing of sources where appropriate, using Harvard style. • 2 or more academic sources (literacy-specific). 	<ul style="list-style-type: none"> • Good command of expression, argument and structure that is mostly concise and clear. • Accurate academic referencing of sources where appropriate, using Harvard style. • 2 or more academic sources (literacy-specific). 	<ul style="list-style-type: none"> • Well written, well argued, and well structured. • Acknowledgment of appropriate academic sources where appropriate, using Harvard style. • 2 or more academic sources used, mostly relevant. 	<ul style="list-style-type: none"> • Generally well written and structured, limited organisation of ideas and arguments. • Acknowledgment of some academic sources where appropriate, using Harvard style. • 2 academic sources used, mostly relevant. 	<ul style="list-style-type: none"> • Limited written expression, problems with structure and organisation of ideas and arguments. • Limited acknowledgment of academic sources/and or Harvard referencing not completed.
Reflective analysis: emerging beliefs/philosophies about effective 21st-century literacy instruction 15%	<ul style="list-style-type: none"> • Clear and concise. • Strong evidence of detailed engagement with reading. • A very informed perspective. 	<ul style="list-style-type: none"> • Clear and concise. • Solid evidence of detailed engagement with reading. • A well-informed perspective. 	<ul style="list-style-type: none"> • Clear and concise. • Some evidence of detailed engagement with reading. • A well-informed perspective. 	<ul style="list-style-type: none"> • Clear. • Some evidence of detailed engagement with reading. • An informed perspective. 	<ul style="list-style-type: none"> • Limited evidence of detailed engagement with reading.