School of Education

EDST4080
Special Education: Inclusive Strategies

Term 3 2021

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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 people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST4080 Special Education: Inclusive Strategies (6 units of credit)
Term 3 2021

2. STAFF CONTACT DETAILS

Course Coordinator:	Iva Strnadová
Office Location:	Morven Brown Building, G23
Email:	i.strnadova@unsw.edu.au
Availability:	Via email

3. COURSE DETAILS

Course Name	Special Education: Inclusive Strategies
Credit Points	6 units of credit (uoc)
Workload	Includes 150 number of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html#EDST4080T3

SUMMARY OF COURSE

This course provides an overview of the field of special and inclusive education. It surveys the characteristics, training, and educational needs of students with a disability. The course emphasizes accommodating students with a disability in inclusive settings, including legal mandates and regulations; characteristics and educational needs of students with a disability; and evidenced-based practices which can be used with these students in the general education classroom.

By the end of the course, students will have a broad overview of the field and its key concepts, issues, and the relevant Department of Education policies. They will be conversant with the main categories of students with a disability and know some ways of accommodating for these students in the inclusive classroom.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- New readings and resources have been included.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate proficiency in the knowledge of the current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse students in NSW.	1,2
2	Understanding of differentiated instruction and layered curricula	2
3	Demonstrate the ability to apply research-based decision making to select appropriate programming options for students with diverse needs.	1,2
4	Develop strategies to implement Board of Studies (BOS) syllabus documents including Life Skills outcomes and content, and additional literacy and numeracy support.	2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds	2
1.4.1	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	2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1,2
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	1,2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process	1,2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1,2
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers	1,2

NATIONAL PRIORITY AREA ELABORATIONS

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

In line with the UNSW Guidelines on Learning that Inform Teaching at UNSW, the learning and teaching philosophy behind this course is that students are actively engaged as they discuss current beliefs and learn new things. Course material is designed to be relevant to students' experience and assessment is intended as part of learning. In this course, students are required to take responsibility for their own learning.

5. TEACHING STRATEGIES

- small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- explicit teaching including lectures and a range of teaching strategies to foster interest and support learning
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate
- the completion of online modules and activities

These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module Beginning	**Topic**	**Readings** Supplementary readings will be available on Moodle and chapters will be relevant to multiple weeks
Week 1 **13th September**	**Special and inclusive education: Legislation, policies, principles, evidence-based practices** **Students with learning disabilities** Characteristics, learning needs, strategies to use in a classroom	**Mandatory:** Strnadová, I., & Foreman, P. (2022). Introducing inclusion in education. Chapter 1. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). *Inclusion in Action*. (6th ed., pp. 2-51). Cengage Learning: Australia. Arthur-Kelly, M., & Foreman, P. (2022). Legislation and policies supporting inclusive practice. Chapter 2. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). *Inclusion in Action*. (6th ed., pp. 52-87). Cengage Learning: Australia.
Week 2 **20th September**	**Students on the Autism Spectrum** Characteristics, learning needs, instructional strategies, interventions	**Mandatory:** Leonard, C., & Conway, R. (2022). Curriculum, learning, teaching and assessment adjustments. Chapter 4. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (accepted). *Inclusion in Action*. (6th ed., pp. 135-195). Cengage Learning: Australia.

Week 3 **27th September**	**Students with Intellectual Disabilities** Characteristics, learning needs, instructional strategies, interventions	**Mandatory:** Cumming, T. M., & Arthur-Kelly, M. (2022). Planning effective teaching strategies. Chapter 5. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). *Inclusion in Action*. (6th ed., pp. 135-195). Cengage Learning: Australia.
Week 4 **4th October**	Labour Day, Public Holiday **- but study from home this week** **Students with hearing and vision impairments** Characteristics, learning needs, teaching and classroom accommodations PLEASE NOTE THAT you will complete your lecture online by going through one Iris training module. [Therefore, there will be NO LECTURE on Monday 4th October.] **The Iris training module that you will complete is:** **Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities** https://iris.peabody.vanderbilt.edu/module/v02-successsight/ **Your lecture attendance will be counted based on submission of completed assessment in the course Moodle**. **Please make sure you submit the completed assessment in the course Moodle PRIOR to the following lecture.**	**Mandatory:** Davies, M. (2022). Secondary school inclusion. Chapter 12. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). *Inclusion in Action*. (6th ed., pp. 533-584). Cengage Learning: Australia.
Week 5 **11th October**	**Students with communication disorders. Using assistive technology in high school classrooms.** Assessment for AAC devices and Assistive Technology, Behaviour and Communication Disabilities, Teaching strategies, Response to Intervention	**Mandatory:** Sutherland, D. (2022). Developing communication skills. Chapter 8. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (accepted). *Inclusion in Action*. (6th ed., pp. 318-357). Cengage Learning: Australia.

Week 6	**Flexibility week**	
Week 7 **25th October**	**Students with mental health issues** The prevalence and characteristics of mental health problems in adolescence; supportive and resilient learning environment; mental health first aid; practical teaching/management strategies; what's new in mental health and schools.	**Mandatory:** Conway, R., & Foggett, J. (2022). Encouraging positive interactions. Chapter 6. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (accepted). *Inclusion in Action*. (6th ed., pp. 237-284). Cengage Learning: Australia.
Week 8 **1st November**	**Identification and misidentification of EALD vs students with special education needs**	**Mandatory:** Dally, K., & Raltson, M. (2022). Understanding and supporting literacy competence. Chapter 9. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (accepted). *Inclusion in Action*. (6th ed., pp. 358-400). Cengage Learning: Australia.
Week 9 **8th November**	**Effective school-home collaboration** **Effective collaborations with other professionals (e.g., SLSOs, speech therapists, health professionals)**	**Mandatory:** Arthur-Kelley, M., Strnadová, I., & Howes, M. (2022). Practising inclusion in diverse school communities. Chapter 3. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (accepted). *Inclusion in Action*. (6th ed., pp. 88-133). Cengage Learning: Australia.
Week 10 **15th November**	**Schooling transitions for students with disabilities**	**Mandatory:** Strnadová, I., & Wehmeyer, M. (2022). Transitions, self-determination and twenty-first-century skills. Chapter 7. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (accepted). *Inclusion in Action*. (6th ed., pp. 285-317). Cengage Learning: Australia.

7. RESOURCES

Course text available in e-book

Required Readings (e-book or hard copy available)

- *Disability Standards for Education* (2005)
- Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). *Inclusion in Action*. (6th ed.). Cengage Learning: Australia.

Recommended Readings

- Australian Research Alliance for Children & Youth, (2013), *Inclusive education for students with disability: A review of the best evidence in relation to theory and practice.* available at: http://www.aracy.org.au/publications-resources/command/download_file/id/246/filename/Inclusive_education_for_students_with_disability_-_A_review_of_the_best_evidence_in_relation_to_theory_and_practice.pdf
- Dixon, R., Woodcock, S., Tanner, K., Woodley, L., & Webster, A. (2017). *Teaching in Inclusive School Environments* (2nd ed.). David Barlow Publishing.
- Hyde, M., Carpenter, L., & Dole, S. (Eds.). (2017). *Diversity, inclusion and engagement* (3rd ed.). South Melbourne, VIC: Oxford University Press.
- Mitchell, D., Sutherland, D. (2014). *What Really Works in Special and Inclusive Education* (3rd ed.). Routledge.

Electronic resources

Australian Association of Special Education (AASE):
www.aase.edu.au

Australian Disability Clearing House on Education and Training:
www.adcet.edu.au

Layered Curriculum:
http://help4teachers.com

The following links may also be beneficial

NESA - Information on students with a disability and syllabuses:
www.boardofstudies.nsw.edu.au/special_ed/

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Evidence-based Practice Guide	3,000 words	45%	1,3	1.5.1, 1.6.1, 3.7.1, 4.1.1 7.3.1	B1-5, B9, B11-13 C5-6, C9 D1-2, D8, D11 E1-13 F11-13	Friday 15th October 2021 by 5pm
Assessment 2 Information Booklet for High School Teachers	10 - 15 pages	55%	1-4	1.3.1,1.4.1, 1.5.1, 1.6.1, 3.1.1, 3.7.1, 4.1.1, 7.3.1	A1-5, A11-13 B1-5, B9, B11-13 C5-6, C9 D1-2, D8, D11 E1-13	Friday 26th November 2021 by 5pm

Submission of assessments

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. 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. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment 1 – Evidence-based practice guide (45%)

This assessment will help you to:

- develop familiarity with the evidence-based practices in special and inclusive education,
- develop critical thinking skills,
- improve research and evaluation skills

Your assessment 1 task is to create an Evidence-based Practice Guide for beginning teachers, in which you demonstrate how selected evidence-based practices (EBPs) could be used in a high school classroom where there are students with special educational needs included. ***Select one area of skills that you wish to address in your guide*** (e.g., communication skills, social skills, literacy, numeracy, self-determination).

Your evidence-based practice guide must contain ***a minimum of 4 evidence-based practices***. Here are a few examples of EBPs that fall under an area of skill, but there is much more out there:

Communication skills
- Picture Exchange Communication System (PECS)
- Technology-aided instruction and intervention
- Functional communication training

Social skills
- Social narratives
- Video modelling
- Social skills training
- Self-management
- Peer-mediated instruction and intervention

Literacy
- Computer-Assisted Instruction (CAI)
- Direct Instruction
- Phonological awareness and phonological processing

Numeracy
- Direct Instruction
- Sequential Instruction
- Constructivist/ inquiry-based approaches

Self-determination
- Self-directed IEP
- "Whose Future Is It Anyway?"

Transitions to post-school life
- Student Participation in the IEP Meeting
- Using Community Based Instruction to teach employment skills

In regard to ***the structure of the assessment***, begin the guide with an introduction that describes the importance of having a solid knowledge base of research-based teaching strategies and interventions. The practices you include can be strategies (proactive) or interventions (reactive). For each strategy/ intervention you include, please be sure to provide:

- a complete description of the practice, including when/why it would be used,
- implementation instructions detailed enough that a beginning teacher could follow the directions and use the strategies,
- a summary of the evidence supporting the practice for the area you decided to focus on.

Please make also sure to acknowledge the population for which an EBP is effective.

The EBPs practices should be well-aligned with each other.

The evidence you provide should be from peer-reviewed journal articles from the last ten years (that is from 2012-2021). Articles must be sourced from high-quality peer-reviewed journals. You should include a minimum of ten (10) references.

The Evidence-based Practice Guide should be 3,000 words long; the word count does not include the list of references. Please do not include tables, diagrams, bullet points, or "step 1, 2, 3" in this assessment to explain what steps teachers should take when implementing each EBP; instead, use a narrative to describe this.

The guide should be **written in APA 7th edition style;** see the course Moodle site for more guidance.

Assessment 2 – Information booklet for high school teachers (55%)

Each student will develop an information booklet for high school teachers focused on **one** of the following topics:

Topic 1 Creating an inclusive learning environment for all in high schools: Responding to the strengths and needs of students with diverse disabilities, students from Aboriginal and Torres Strait Islander backgrounds, and students from diverse linguistics, cultural, religious, and socioeconomic backgrounds

This booklet should explain what inclusive education is, and what schools and teachers can do to be inclusive.

Your booklet should include (but not be limited to) the following:

- strategies for the inclusion of students with diverse disabilities in the educational life of classrooms and schools,
- strategies for the inclusion of Indigenous students in the educational life of classrooms and schools,
- strategies for the establishment of partnerships with parents and community for the education of students with disabilities,
- strategies for the establishment of partnerships with Aboriginal parents and communities for the education of Aboriginal students,
- strategies for the establishment of partnerships with parents and community for the education of students from culturally and linguistically diverse backgrounds.

Topic 2 Applying Universal Design for Learning (UDL) in a high school class: Guidelines for mainstream high school teachers

This booklet should explain the three principles of UDL and how the three UDL principles can be used across the four curricular components.

Your booklet should include (but not be limited to) the following:

- tips how to present the material in a variety of ways to engage and teach students of all abilities, including those with disabilities as well as those who are gifted and talented,
- examples from your subject area,
- examples of teaching materials you would use,
- tips for preparing assessment criteria.

For this topic, you can:

- EITHER provide guidelines on applying the Universal Design for Learning in a high school class irrespective of subject area for mainstream high school teachers (but including some examples from your subject area)
- OR you can develop guidelines on applying the Universal Design for Learning in a high school class in your subject area. If you decide to go with this second option, you still need to provide “an introduction”/ “general information” about the Universal Design for Learning. This does not need to be extensive but needs to provide high school teachers with foundations of the Universal Design for Learning in general.

Each information booklet should:

- be written in user-friendly language for high school teachers,
- have a clear structure, using headings and subheadings (please make sure that you include contents page),
- have introduction on the topic of the information booklet,
- provide advice to teachers based on evidence-based practice,
- provide useful examples and tips for teachers,
- list of resources (e.g., peer-reviewed book, journal articles, DVDs, websites) that you would recommend to high school teachers,
- list of references that you used in order to create the information booklet. The references should be from peer-reviewed journal articles from the last ten years (that is from 2012-2021). Articles must be sourced from high-quality peer-reviewed journals. You should include a minimum of ten (10) references.

This type of task is very practical, and you will definitely use it in your future practice; however, it is also a type of assessment that is really hard to put number of pages on. If you are struggling with estimating the amount of work required, then about 3,000 words is right. The word count does not include the list of references.

The guide should be **written in APA 7th edition style;** see the course Moodle site for more guidance.

This must be **your** original work!

The information booklet for high school teachers should be submitted through Turnitin on the course's Moodle website.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST4080 SPECIAL EDUCATION: INCLUSIVE STRATEGIES

Student Name: Student No.:
Assessment Task 1: **Evidence-based practice guide**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research, and practice. • Clarity and accuracy in use of key terms and concepts in the researched area.					
Depth of analysis and/or critique in response to the task • This assessment contains key information and sources on this topic and will generate a comprehensive Evidence-based Guide. • Discusses relevant evidence-based practices in depth; the evidence-based practices are relevant to selected area of skills and are well-aligned with each other. • Well-written, avoids vague statements.					
Familiarity with and relevance of professional and/or research literature used to support response • All sources demonstrate careful consideration of credibility, variety and perspectives. • All components of annotation comprehensively addressed for all citations.					
Structure and organization of response • Appropriateness of overall structure of response. • Clarity and coherence of organisation, including use of numbering, referencing.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references – APA 7th edition. • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 45%**

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
EDST4080 SPECIAL EDUCATION: INCLUSIVE STRATEGIES

Student Name: Student No.:
Assessment Task 2: **Information booklet for high school teachers**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research, and practice. • Clarity and accuracy in use of key terms and concepts in special education/inclusive education/disability studies. • Clear connection between your information booklet's topic and provided advise and examples.					
Depth of analysis and/or critique in response to the task • Depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings. • Depth of analysis of information provided to high school teachers. • Introduction on the topic in your information booklet. • Provided advice to teachers based on evidence-based practice. • Useful examples and tips for teachers.					
Familiarity with and relevance of professional and/or research literature used to support response • Familiarity with the topic of your information booklet. • List of related and appropriate references recommended to high school teachers for further reading. • List of references that you used to create your information booklet.					
Structure and organisation or response • Appropriateness of overall structure of response. • Clarity and coherence of organization.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references - – APA 7th edition. • Clarity and consistency in presenting your information booklet. • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 55%**

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.**

Assessment 1: Evidence-Based Practice Guide
Rubric

Criterion	High distinction	Distinction	Credit	Pass	Fail
Understanding of the question or issue and the key concepts involved: • Understanding of the task and its relationship to relevant areas of theory, research, and practice. • Clarity and accuracy in use of key terms and concepts in the researched area. **Weighting:** 25%	Deep, insightful understanding of the task is creatively demonstrated with a strong relationship to relevant areas of theory. Choices of evidence-based practice are well-justified, demonstrating broad knowledge of the subject area. Use of terminology demonstrates accurate, self-reflective, and respectful usage. Reflective insights into relevant theory, practice and research are creatively and seamlessly woven into the balance of the essay. Evidence-based practices are well-matched with the selected skill area according to the latest research trends. The chosen challenge and solutions are creatively explored and critiqued. The populations and contexts the evidence-based practices are demonstrably effective for are acknowledged.	Deep understanding of the task is demonstrated with a strong relationship to relevant areas of theory. Choices of evidence-based practice are appropriately justified. Use of terminology demonstrates accurate, self-reflective, and respectful usage. Evidence-based practices are well-matched with the selected skill area according to the latest research trends. The populations and contexts the evidence-based practices are demonstrably effective for are acknowledged.	Understanding is demonstrated and choices of evidence-based practice are appropriately justified. Use of terminology demonstrates accurate and respectful usage. Evidence-based practice and skill area links are relevant/accurate according to current research. The populations the evidence-based practices are demonstrably effective for are acknowledged.	Understanding of key concepts is generally adequate but may only be superficial or have some minor gaps to be filled with further reading and engagement with course materials. Possible minor errors in terminology, but generally demonstrates accurate and respectful usage. Evidence-based practices are generally relevant/ accurate according to research but may benefit from additional development. Some matches between the evidence-based practices and skills require better justification or may be require more up-to-date research. The populations the evidence-based practices are demonstrably effective for are acknowledged.	The assignment demonstrates significant gaps in understanding of the relevant concepts. There are problematic inaccuracies with regard to the key concepts involved. May contain problematic/incorrect use of key terminology. Language may be too obscure to be clearly and accurately deciphered. May include surface level reference to a few domains of theory, research, and practice, but these may be misrepresented and/or misunderstood. Evidence-based practices and skill development area may be inaccurately paired; the skill area or evidence-based practices themselves may not be widely relevant to inclusive education and/or high school teachers. All evidence-based practices may not be clearly or accurately described. One or more of the practices may not be evidence-based.

Depth of analysis and/or critique in response to the task: • This assessment contains key information and sources on this topic and will generate a comprehensive Evidence-based Guide. • Discusses relevant evidence-based practices in depth; the evidence-based practices are relevant to selected area of skills and are well-aligned with each other. • Well-written, avoids vague statements. **Weighting:** 25%	The guide critically analyses key concepts, principles, and issues, incorporating breadth and depth into their synthesis of ideas and perspectives. Complexities relating to various identity factors and their influence of people's experiences, perspectives, and possible solutions are integrated into the foundations of the essay's arguments. Clear and logical implications are drawn from insights on inclusive education, rights, and quality of life for people with intellectual disabilities. The position taken around the issue and suggested solutions is well-developed and insightful, critically evaluating the depth and complexity that exists within the area of research. Conclusions are extensively linked with an impressive breadth of ideas from research. Ideas from academic literature are synthesised to inform robust and insightful conclusions.	The guide addresses key concepts, principles and issues with insightful interpretation and synthesis of ideas and perspectives. Complexities relating to various identity factors and their influence of people's experiences, perspectives and possible solutions underpin the thread of argument. This complexity plays a critical role in the presentation of ideas and conclusions. The position taken around the issue and suggested solutions is developed and somewhat insightful, acknowledging depth and complexity that exists within the area of research. Conclusions are linked with some of the ideas from research. Ideas from academic literature are synthesised and inform insightful conclusions.	The guide addresses key concepts, principles and issues with some interpretation and synthesis of ideas and perspectives. Complexities relating to various identity factors and their influence of people's experiences, perspectives and possible solutions may be acknowledged. This complexity helps to inform ideas and logical conclusions. The position taken around the issue and suggested solutions is somewhat developed, acknowledging depth and complexity that exists within the area of research. Conclusions are linked with some of the ideas from research. Ideas from academic literature are outlined with some interpretation.	The guide addresses key concepts, principles, and issues descriptively rather than engaging in any depth of critique or linking the ideas together cohesively to draw logical conclusions. Complexities relating to various identity factors and their influence of people's experiences, perspectives and possible solutions may be superficially acknowledged. The position taken around the issue and suggested solutions is primarily simplistic, rather than acknowledging the depth and complexity that exists within the area of research. Conclusions are inconsistently tied to some of the information discussed. Ideas from academic literature are outlined superficially and unquestioningly.	The guide attempts to address key concepts, principles, and issues, but there are many gaps in the analysis and argument, flawed conclusions, or misrepresented ideas. Complexities relating to various identity factors and their influence of people's experiences, perspectives and possible solutions are inadequately acknowledged. In general, ideas may be addressed superficially, rather than critically engaging by synthesising ideas from multiple sources, contexts, or perspectives to draw creative conclusions. The position taken around the issue and suggested solutions is simplistic, with major gaps, misunderstandings, or flaws. Conclusions are inconsistently tied to some of the information discussed, but significant gaps hinder the progression and logic of the argument. Ideas from academic literature are outlined superficially.

Familiarity with and relevance of professional and/or research literature used to support response: • All sources demonstrate careful consideration of credibility, variety and perspectives. • All components of annotation comprehensively addressed for all citations. **Weighting:** 20%	The guide demonstrates insightful and creative use of credible, relevant sources to support ideas that are situated within the academic discourse in inclusive education. Literature is highly relevant and elegantly curated to support the flow of ideas. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context.	The guide demonstrates insightful use of credible, relevant sources to support ideas that are situated within the academic discourse in inclusive education. Literature is relevant and curated to support the flow of ideas. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context.	The guide demonstrates some careful selection of research for the essay and applies insights from these articles and course readings with a degree of skill. All literature is suitable to the task. The guide draws with varying detail and depth from across selected academic research, including course materials.	Some selected literature may be of relevance or suitability, but in general the main body of consulted literature is adequate for the task. An adequate number of articles have been consulted according to the minimum standard of the task, however some may be less effective choices to support the guide's position. The recommendations may rely on a surface reading of some articles or be overly dependent on a small number of articles without adequately integrated links beyond.	Argument is inadequately contextualised and grounded within current academic discourse. Does not cite the required range of academic literature. Some articles may not meet criteria. Alternatively, or additionally, the recommendations in the guide may rely primarily on one or two of articles or some weak evidence, which need to be analysed in further depth and supported by further research literature.

Structure and organization of response: • Appropriateness of overall structure of response. • Clarity and coherence of organisation, including use of numbering, referencing. **Weighting:** 15%	The structure and organisation of the guide are exceedingly effective, showing logical cohesion of ideas and reflection. Use of subheadings and other structural features seamlessly and creatively guide the reader through a clear path of argument and analysis.	The structure and organisation of the guide are clear, showing logical cohesion of ideas and reflection. Use of subheadings and other structural features smoothly guide the reader through a clear path of argument and analysis.	The structure and organisation of the guide is clear, showing logical cohesion of ideas and reflection. Use of subheadings and other structural and visual features guide the reader along the writer's line of argument, perhaps with a few minor disruptions or inconsistencies.	The structure and organisation of the guide may require additional attention in order to support clarity of argument. There are some concerns around overall structures such as introduction, paragraph organisation, or conclusion, which may hinder effective communication of analysis and content understanding. Use of subheadings and other structural features is generally adequate but would benefit from further attention.	The structure and organisation of the guide needs work to improve clarity and logical cohesion of ideas. For example, run-on sentences, inadequately organised paragraphs, poorly applied relevant academic textual structure conventions may impede the message. Significant concerns around overall structures such as introduction, section and paragraph organisation, or conclusion hinder effective communication of analysis and content understanding. The format and structure may disregard key exclusions and considerations expressed in the task description, such as the use of a narrative rather than bullet points to explain the chosen practices.

Presentation of response according to appropriate academic and linguistic conventions: • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references – APA 7th Edition • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length **Weighting:** 15%	The guide demonstrates the use of graceful language that skilfully communicates meaning to readers with clarity and fluency and is virtually error-free. Presentation, formatting, and stylistic choices are creative and effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are impeccable. Seamless paraphrasing is elegantly integrated, according to APA conventions, within the structure of the argument. When paraphrasing is inadequate, quotes are used and correctly attributed. Language is judiciously selected for the context, flow of argument and tone to fluently enhance insightful and creative communication.	The guide demonstrates the skilful use of language to communicate meaning to readers with clarity and accuracy. Presentation, formatting, and stylistic choices are highly effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are thorough and virtually error-free. Seamless paraphrasing is integrated, according to APA conventions, within the structure of the argument. When paraphrasing is inadequate, quotes are used and correctly attributed. Language is judiciously selected for the context, flow of argument and tone to enhance communication.	The guide communicates meaning to readers with clarity and accuracy. Care needs to be taken not to overly rely on quoting directly from academic texts. Presentation, formatting, and stylistic choices are effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing may contain only minor errors. Effective paraphrasing is integrated, according to APA conventions, within the structure of the argument. When paraphrasing is inadequate, quotes are used and correctly attributed. The language shows general regard for audience and purpose. with adequate use of an academic style and register.	The written style is readable, with some inconsistencies and areas of confusion. Care needs to be taken not to overly rely on quoting directly from academic texts. Correctly attributed paraphrasing is preferred to demonstrate your deep understanding of the texts and offer greater opportunities for research synthesis. Use of the UNSW Academic Skills Support Service is recommended to better meet the written textual requirements, including effective and appropriate communication, and adherence to APA 7th referencing style.	An obscure or confused written style obstructs readability of the guide. Common errors include: Incorrect and poorly attributed ideas which derive from academic literature/course materials; incorrect quoting (e.g., no page numbers, punctuation issues); paraphrasing without referencing; references copied from the internet or books, without checking APA 7th style guide adherence; in-text referencing does not adhere to APA 7th style; colloquial language; run-on sentences, over-use of commas when full stops are required; inadequate editing (spelling errors, vocabulary taken out of context and losing meaning). The UNSW Academic Skills Support Service is available to support you to better meet the written textual requirements, including effective and appropriate communication, and adherence to APA 7th referencing style and formatting is recommended.

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee

Assessment 2 – Information Booklet
Topic 1 – Inclusive Environments in High Schools
Rubric

Criterion	High distinction	Distinction	Credit	Pass	Fail
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research, and practice. • Clarity and accuracy in use of key terms and concepts in special education/inclusive education/disability studies. • Clear connection between your information booklet's topic and provided advise and examples. **Weighting:** 25%	Deep, insightful understanding of the task is creatively demonstrated with a strong relationship to relevant areas of theory. Examples, advice and inclusions in the selected booklet are well-justified, demonstrating broad knowledge of the subject area exceeding task requirements Use of terminology demonstrates accurate, self-reflective, and respectful usage. Reflective and useful insights into relevant theory, practice, and research (related to a creative array of sections and topics) are communicated through advice and examples that are highly relevant to the intended audience.	Deep understanding of the task is demonstrated with a strong relationship to relevant areas of theory. Examples, advice and inclusions for the selected booklet topic are appropriately justified and highly relevant to the intended audience. Use of terminology demonstrates accurate, self-reflective, and respectful usage.	Booklet demonstrates understanding of the chosen topic and the theory, concepts and research underpinning it. Examples, advice, and inclusions for the selected booklet topic are justified and generally relevant to the intended audience. Use of terminology demonstrates accurate and respectful usage.	Understanding of key concepts is generally adequate but may only be superficial or have some minor gaps to be filled with further reading and engagement with course materials. Possible minor errors in terminology, but generally demonstrates accurate and respectful usage. Advice and examples relating to all required sections are generally relevant, with only minor inconsistencies, such as inconsistent pairing between advice, research, and examples.	The assignment demonstrates significant gaps in understanding of the relevant concepts. There are problematic inaccuracies with regard to the key concepts involved. The response may contain problematic use of key terminology; the language may be too obscure for the intended audience to easily understand; may include surface level reference to a few domains of theory and practical advice, without giving useful examples; advice and examples may be inaccurate, irrelevant, or lacking in adequate research foundations; requires revision for understanding of core concepts.

Depth of analysis and/or critique in response to the task • Depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings. • Depth of analysis of information provided to high school teachers. • Introduction on the topic in your information booklet. • Provided advice to teachers based on evidence-based practice. • Useful examples and tips for teachers. **Weighting:** 25%	The booklet's introduction creatively and insightfully critically analyses key concepts, principles, and issues, incorporating breadth and depth into their synthesis of ideas and perspectives. The complexities of school communities and contextual experiences of students, families, and staff are a core consideration within in examples and advice. Advice and recommended practices for inclusion are evidence-based and contextually appropriate and valuable. They are selected according to unique research insights. Logical and insightful advice, examples, and solutions are communicated creatively and clearly.	The booklet's introduction addresses key concepts, principles and issues with insightful interpretation and synthesis of ideas and perspectives. The complexities of school communities and contextual experiences of students, families, and staff are considered in advice and examples. Advice and recommended practices for inclusion are evidence-based and contextually appropriate and valuable. They are selected according to research insights. Logical and relevant advice, examples, and solutions are communicated practically and clearly.	The booklet's introduction addresses key concepts, principles and issues with some interpretation and synthesis of ideas and perspectives. Advice and examples adequately acknowledge the complexity of school communities. Advice and recommended practices for inclusion are evidence-based and contextually relevant. Logical and relevant advice, examples, and solutions are shared.	The booklet's introduction addresses key concepts, principles, and issues descriptively rather than engaging in any depth of critique or linking the ideas together cohesively to draw logical conclusions. Advice and examples adequately acknowledge the complexity of school communities. Advice and recommended practices for inclusion are evidence-based and contextually appropriate.	The booklet attempts to address key concepts, principles and issues, but there are many gaps in the analysis, flawed conclusions, or misrepresented ideas. Advice and examples may not adequately acknowledge the complexity of school communities. Recommended practices for inclusion may not be evidence-based or be otherwise contextually inappropriate. In general, ideas may be addressed superficially, rather than critically engaging by synthesising ideas from multiple sources, contexts, or perspectives to draw logical and analytical conclusions.

Familiarity with and relevance of professional and/or research literature used to support response: • Familiarity with the topic of your information booklet. • List of related and appropriate references recommended to high school teachers for further reading. • List of references that you used to create your information booklet. **Weighting:** 20%	The booklet demonstrates consistent, deeply insightful, and creative use of credible, relevant sources to support ideas that are situated within the academic discourse in inclusive education. Literature is highly relevant and elegantly curated to support the flow of ideas. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context. Suggested resources are highly appropriate to the audience, varied, and have been selected and shared with regard for a range of contextual variations in school and teacher requirements. Includes inclusive research that authentically incorporates and is guided by the specific and nuanced perspectives and needs of a wide variety of relevant stakeholders in inclusive school communities.	The booklet demonstrates insightful use of credible, relevant sources to support ideas that are situated within the research in inclusive education. Literature is highly relevant and curated to the support the flow of ideas. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context. May include inclusive research that authentically incorporates and is guided by the specific and nuanced perspectives and needs of a wide variety of relevant stakeholders in inclusive school communities.	The booklet demonstrates some careful selectivity in the identification of a research base for the booklet and applies insights from these articles and course readings with a degree of skill. All literature, including suggested teacher resources, is unquestionably suitable to the task. The booklet draws with varying detail and depth from across selected academic research, including course materials. May include inclusive research that authentically incorporates and is guided by the specific and nuanced perspectives and needs of a wide variety of relevant stakeholders in inclusive school communities.	Some selected literature may be of borderline relevance or suitability, but in general the main body of consulted literature is adequate for the task. An adequate number of articles and parent resource recommendations have been consulted according to the minimum standard of the task, however of these, some may be less effective choices support the overall booklet's position and arguments. The booklet may over-rely on a surface reading of some articles or be overly dependent on a small number of articles without adequately integrated links beyond. Some suggested resources may need to be re-evaluated for suitability for the intended audience.	Argument not adequately contextualised and grounded within current academic discourse. Does not cite the required range of academic literature. Some articles may not meet criteria. For example, reference to research material and ideas presented in the course may be absent. Alternatively, or additionally, the arguments in the booklet may rest primarily one or two of articles or some weak evidence, which may need to be analysed in further depth and supported by further research literature.

Structure and organization of response: • appropriateness of overall structure of response • clarity and coherence of organization **Weighting:** 15%	The structure and organisation of the booklet are exceedingly effective, showing logical cohesion of ideas and reflection. Use of subheadings and other structural and visual features seamlessly and creatively guide the reader through the topics addressed in the booklet.	The structure and organisation of the booklet are clear, showing logical cohesion of ideas and reflection. Use of subheadings and other structural and visual features smoothly guide the reader through the topics addressed in the booklet.	The structure and organisation of the booklet are clear, showing logical cohesion of ideas and reflection. Use of subheadings and other structural and visual features guide the reader through the topics addressed in the booklet, perhaps with a few minor disruptions or inconsistencies.	The structure and organisation of the booklet may require additional attention in order to support clarity of argument. It is possible that at this level some concerns around overall structures such as the introduction, paragraph and section organisation, or conclusion may at times hinder effective communication of analysis and content understanding components of the task. Use of subheadings and other structural and visual features is generally adequate but would benefit from further attention in order due to inconsistencies and lack of cohesive structural theme.	The structure and organisation of the booklet needs work to improve clarity and logical cohesion of ideas. For example, run-on sentences, inadequately organised paragraphs, poorly applied relevant academic writing, and formal communication structure conventions may impede the message. Significant concerns around overall structures such as the introduction, paragraph and section organisation, or conclusion hinder effective communication of analysis and content understanding components of the task.

Presentation of response according to appropriate academic and linguistic conventions: • clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references – APA 7th Edition • clarity and consistency in presenting the information booklet • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word limit **Weighting:** 15%	The booklet demonstrates the use of graceful language that skilfully communicates meaning to readers with clarity and fluency and is virtually error-free. Presentation, formatting, and stylistic choices are creative and effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are flawless or nearly flawless. Seamless paraphrasing is elegantly integrated, according to APA conventions, within the structure of the booklet sections. When paraphrasing is inadequate, quotes are used and correctly attributed.	The booklet demonstrates the use of skilful use of language to communicates meaning to readers with clarity and accuracy. Presentation, formatting, and stylistic choices are highly effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are thorough and virtually error-free. Seamless paraphrasing is integrated, according to APA conventions, within the structure within the structure of the booklet sections. When paraphrasing is inadequate, quotes are used and correctly attributed.	The booklet demonstrates the use of skilful use of language to communicates meaning to readers with clarity and accuracy. Care needs to be taken not to overly rely on quoting directly from academic texts. Presentation, formatting, and stylistic choices are highly effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing may contain only minor errors. Seamless paraphrasing is integrated, according to APA conventions, within the structure within the structure of the booklet sections. When paraphrasing is inadequate, quotes are used and correctly attributed.	The written style is readable, with some inconsistencies and areas of confusion. Care needs to be taken not to overly rely on quoting directly from academic texts. Correctly attributed paraphrasing is preferred to demonstrate your deep understanding of the texts and offer greater opportunities for research synthesis. The presentation of response according to appropriate academic and linguistic conventions may benefit from supported improvement. Use of the UNSW Academic Skills Support Service to better meet the written textual requirements, including effective and appropriate communication, and adherence to APA 7th referencing style and formatting is recommended.	An obscure or confused written style obstructs readability of the booklet. Common errors include: obscure language and jargon without clarification for teachers new to the subject; incorrect, poorly attributed, or unattributed ideas which derive from academic literature/course materials; incorrect quoting (e.g., no page numbers, punctuation issues); paraphrasing without referencing; references copied from the internet or books, without checking APA 7th style guide adherence; in-text referencing does not adhere to APA 7th style guide; colloquial language; run-on sentences: over-use of commas when full stops are required; incorrect or poorly executed paragraph structure, or lack of paragraphing; inadequate editing (spelling errors, vocabulary taken out of context and losing meaning); written text not re-read prior to submission to ensure clear flow of ideas; excessive use of the passive voice.

	Language is judiciously selected for the context, and sentence structure, flow of argument and tone fluently enhance insightful and creative communication.	Language is judiciously selected for the context, and sentence structure, flow of argument and tone fluently enhance communication.	The language shows general regard for audience and purpose without nearly impeccable use of an academic style and register.		The presentation of response according to appropriate academic and linguistic conventions may benefit from supported improvement. The UNSW Academic Skills Support Service is available to support you to better meet the written textual requirements, including effective and appropriate communication, and adherence to APA 7th referencing style and formatting is recommended.

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Assessment 2 – Information Booklet
Topic 2 – UDL Implementation in High Schools
Rubric

Criterion	High distinction	Distinction	Credit	Pass	Fail
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research, and practice. • Clarity and accuracy in use of key terms and concepts in special education/inclusive education/disability studies. • Clear connection between your information booklet's topic and provided advise and examples. **Weighting:** 25%	Deep, insightful understanding of the task is creatively demonstrated with a strong relationship to relevant areas of theory. Examples, advice and inclusions in the selected booklet are well-justified, demonstrating broad knowledge of the subject area exceeding task requirements. The three UDL principles and the four curriculum components are creatively interlinked with the booklet's structure and uniquely insightful recommendations. Use of terminology demonstrates accurate, self-reflective, and respectful usage. Reflective and useful insights into relevant theory, practice, and research (related to a creative array of sections and topics) are communicated through advice and examples that are highly relevant to the intended audience.	Deep understanding of the task is demonstrated with a strong relationship to relevant areas of theory. Examples, advice and inclusions for the selected booklet topic are appropriately justified and highly relevant to the intended audience. The three UDL principles and the four curriculum components are thoroughly addressed within the booklet's structure and highly relevant recommendations. Use of terminology demonstrates accurate, self-reflective, and respectful usage.	Booklet demonstrates understanding of the chosen topic and the theory, concepts and research underpinning it. Examples, advice, and inclusions for the selected booklet topic are justified and generally relevant to the intended audience. The three UDL principles and the four curriculum components are addressed within the booklet's structure and recommendations. Use of terminology demonstrates accurate, and respectful usage.	Understanding of key concepts is generally adequate but may only be superficial or have some minor gaps to be filled with further reading and engagement with course materials. The booklet addresses the three UDL principles and the four curriculum components, but the depth of investigation and reflection may be superficial or inconsistent. Possible minor errors in terminology, but generally demonstrates accurate, and respectful usage. Advice and examples relating to all required sections are generally relevant, with only minor inconsistencies, such as inconsistent pairing between advice, research, and examples.	The assignment demonstrates significant gaps in understanding of the relevant concepts. There are problematic inaccuracies with regard to the key concepts involved. The response may contain problematic use of key terminology; the language may be too obscure for the intended audience to easily understand; may include surface level reference to a few domains of theory and practical advice, without giving useful examples; advice and examples may be inaccurate, irrelevant, or lacking in adequate research foundations; requires revision for understanding of core concepts.

Depth of analysis and/or critique in response to the task • Depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings. • Depth of analysis of information provided to high school teachers. • Introduction on the topic in your information booklet. • Provided advice to teachers based on evidence-based practice. • Useful examples and tips for teachers. **Weighting:** 25%	The booklet's introduction creatively and insightfully critically analyses key concepts, principles, and issues, incorporating breadth and depth into their synthesis of ideas and perspectives. The complexities of school communities and contextual experiences of students, families, and staff are a core consideration within in examples and advice. Advice and recommended practices for inclusion are evidence-based and contextually appropriate and valuable. They are selected according to unique research insights. Logical and insightful advice, examples, and solutions are communicated creatively and clearly.	The booklet's introduction addresses key concepts, principles and issues with insightful interpretation and synthesis of ideas and perspectives. The complexities of school communities and contextual experiences of students, families, and staff are considered in advice and examples. Advice and recommended practices for inclusion are evidence-based and contextually appropriate and valuable. They are selected according to research insights. Logical and relevant advice, examples, and solutions are communicated practically and clearly.	The booklet's introduction addresses key concepts, principles and issues with some interpretation and synthesis of ideas and perspectives. Advice and examples adequately acknowledge the complexity of school communities. Advice and recommended practices for inclusion are evidence-based and contextually relevant. Logical and relevant advice, examples, and solutions are shared.	The booklet's introduction addresses key concepts, principles, and issues descriptively rather than engaging in any depth of critique or linking the ideas together cohesively to draw logical conclusions. Advice and examples adequately acknowledge the complexity of school communities. Advice and recommended practices for inclusion are evidence-based and contextually appropriate.	The booklet attempts to address key concepts, principles, and issues, but there are many gaps in the analysis, flawed conclusions, or misrepresented ideas. Advice and examples may not adequately acknowledge the complexity of school communities. Recommended practices for inclusion may not be evidence-based or be otherwise contextually inappropriate. In general, ideas may be addressed superficially, rather than critically engaging by synthesising ideas from multiple sources, contexts, or perspectives to draw logical and analytical conclusions.

Familiarity with and relevance of professional and/or research literature used to support response: • Familiarity with the topic of your information booklet. • List of related and appropriate references recommended to high school teachers for further reading. • List of references that you used to create your information booklet. **Weighting:** 20%	The booklet demonstrates consistent, deeply insightful, and creative use of credible, relevant sources to support ideas that are situated within the academic discourse in inclusive education. Literature is highly relevant and elegantly curated to support the flow of ideas. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context. Suggested resources are highly appropriate to the audience, varied, and have been selected and shared with regard for a range of contextual variations in school and teacher requirements. Includes inclusive research that authentically incorporates and is guided by the specific and nuanced perspectives and needs of a wide variety of relevant stakeholders in inclusive school communities.	The booklet demonstrates insightful use of credible, relevant sources to support ideas that are situated within the research in inclusive education. Literature is highly relevant and curated to the support the flow of ideas. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context. May include inclusive research that authentically incorporates and is guided by the specific and nuanced perspectives and needs of a wide variety of relevant stakeholders in inclusive school communities.	The booklet demonstrates some careful selectivity in the identification of a research base for the booklet and applies insights from these articles and course readings with a degree of skill. All literature, including suggested teacher resources, is unquestionably suitable to the task. The booklet draws with varying detail and depth from across selected academic research, including course materials. May include inclusive research that authentically incorporates and is guided by the specific and nuanced perspectives and needs of a wide variety of relevant stakeholders in inclusive school communities.	Some selected literature may be of borderline relevance or suitability, but in general the main body of consulted literature is adequate for the task. An adequate number of articles and parent resource recommendations have been consulted according to the minimum standard of the task, however of these, some may be less effective choices support the overall booklet's position and arguments. The booklet may over-rely on a surface reading of some articles or be overly dependent on a small number of articles without adequately integrated links beyond. Some suggested resources may need to be re-evaluated for suitability for the intended audience.	Argument not adequately contextualised and grounded within current academic discourse. Does not cite the required range of academic literature. Some articles may not meet criteria. For example, reference to research material and ideas presented in the course may be absent. Alternatively, or additionally, the arguments in the booklet may rest primarily one or two of articles or some weak evidence, which may need to be analysed in further depth and supported by further research literature.

Structure and organization of response: • appropriateness of overall structure of response • clarity and coherence of organization **Weighting:** 15%	The structure and organisation of the booklet are exceedingly effective, showing logical cohesion of ideas and reflection. Use of subheadings and other structural and visual features seamlessly and creatively guide the reader through the topics addressed in the booklet.	The structure and organisation of the booklet are clear, showing logical cohesion of ideas and reflection. Use of subheadings and other structural and visual features smoothly guide the reader through the topics addressed in the booklet.	The structure and organisation of the booklet are clear, showing logical cohesion of ideas and reflection. Use of subheadings and other structural and visual features guide the reader through the topics addressed in the booklet, perhaps with a few minor disruptions or inconsistencies.	The structure and organisation of the booklet may require additional attention in order to support clarity of argument. It is possible that at this level some concerns around overall structures such as the introduction, paragraph and section organisation, or conclusion may at times hinder effective communication of analysis and content understanding components of the task. Use of subheadings and other structural and visual features is generally adequate but would benefit from further attention in order due to inconsistencies and lack of cohesive structural theme.	The structure and organisation of the booklet needs work to improve clarity and logical cohesion of ideas. For example, run-on sentences, inadequately organised paragraphs, poorly applied relevant academic writing, and formal communication structure conventions may impede the message. Significant concerns around overall structures such as the introduction, paragraph and section organisation, or conclusion hinder effective communication of analysis and content understanding components of the task.

Presentation of response according to appropriate academic and linguistic conventions: • clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting the booklet • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word limit **Weighting:** 15%	The booklet demonstrates the use of graceful language that skilfully communicates meaning to readers with clarity and fluency and is virtually error-free. Presentation, formatting, and stylistic choices are creative and effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are flawless or nearly flawless. Seamless paraphrasing is elegantly integrated, according to APA conventions, within the structure of the booklet sections. When paraphrasing is inadequate, quotes are used and correctly attributed.	The booklet demonstrates the use of skilful use of language to communicates meaning to readers with clarity and accuracy. Presentation, formatting, and stylistic choices are highly effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are thorough and virtually error-free. Seamless paraphrasing is integrated, according to APA conventions, within the structure within the structure of the booklet sections. When paraphrasing is inadequate, quotes are used and correctly attributed.	The booklet demonstrates the use of skilful use of language to communicates meaning to readers with clarity and accuracy. Care needs to be taken not to overly rely on quoting directly from academic texts. Presentation, formatting, and stylistic choices are highly effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing may contain only minor errors. Seamless paraphrasing is integrated, according to APA conventions, within the structure within the structure of the booklet sections. When paraphrasing is inadequate, quotes are used and correctly attributed.	The written style is readable, with some inconsistencies and areas of confusion. Care needs to be taken not to overly rely on quoting directly from academic texts. Correctly attributed paraphrasing is preferred to demonstrate your deep understanding of the texts and offer greater opportunities for research synthesis. The presentation of response according to appropriate academic and linguistic conventions may benefit from supported improvement. Use of the UNSW Academic Skills Support Service to better meet the written textual requirements, including effective and appropriate communication, and adherence to APA 7th referencing style and formatting is recommended.	An obscure or confused written style obstructs readability of the booklet. Common errors include: obscure language and jargon without clarification for teachers new to the subject; incorrect, poorly attributed, or unattributed ideas which derive from academic literature/course materials; incorrect quoting (e.g., no page numbers, punctuation issues); paraphrasing without referencing; references copied from the internet or books, without checking APA 7th style guide adherence; in-text referencing does not adhere to APA 7th style guide; colloquial language; run-on sentences: over-use of commas when full stops are required; incorrect or poorly executed paragraph structure, or lack of paragraphing; inadequate editing (spelling errors, vocabulary taken out of context and losing meaning); written text not re-read prior to submission to ensure clear flow of ideas; excessive use of the passive voice.

	Language is judiciously selected for the context, and sentence structure, flow of argument and tone fluently enhance insightful and creative communication.	Language is judiciously selected for the context, and sentence structure, flow of argument and tone fluently enhance communication.	The language shows general regard for audience and purpose without nearly impeccable use of an academic style and register.		The presentation of response according to appropriate academic and linguistic conventions may benefit from supported improvement. The UNSW Academic Skills Support Service is available to support you to better meet the written textual requirements, including effective and appropriate communication, and adherence to APA 7th referencing style and formatting is recommended.

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.