

Assessment 2013 - Report on Embedding literacy and numeracy : instructions and template

Produce a written report on embedding literacy and numeracy in your programme context. Use the detailed marking schedule and template provided, and include examples of student assessment results; mapped texts, tasks and assessments; and lesson plans.

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

An electronic, editable version of the template is available.

Report on Embedding Literacy and Numeracy in [name of programme or course]

From:

Part A :

Due Date:

Introduction:

Programme (or course) overview: [Briefly describe the key features of the programme or course - name, duration, delivery mode, and typical student profile. Approx 100 words]

Literacy and numeracy demands of the programme: [Identify and discuss the complexity and amount of reading material, writing tasks and numeracy in the programme/course you teach. How much reading, writing, speaking and listening and numeracy is involved? How varied and complex is the reading material? What about the numeracy and writing tasks? (100 - 200 words)]

Analyse (map) at least two typical texts against the Reading Progressions and outline what you will do to help students manage these texts and strengthen their reading skills.

Map two tasks used to teach writing and/or numeracy and/or speaking and listening skills against the relevant Learning Progressions. Outline what you will do to help students manage these tasks and strengthen their literacy or numeracy skills.

Outline the literacy and numeracy demands of the programmes or of the jobs (at entry level) that students typically pathway to. What 'steps' on the Reading, Writing and Numeracy strands of the Learning Progressions, do you think learners need to be at by the end of your programme, to pathway successfully? 100 – 200 words].

Gathering initial information about students' literacy and numeracy skills: [Describe how you gathered initial information about your students' reading, writing and numeracy skills at the beginning of the programme. If you have access to the Literacy and Numeracy for Adults Assessment Tool (LNAAT), explain which assessment tools you used and why. Approx 100 words]

Using good assessment practice: [Describe what did you do to follow good assessment practice when introducing any diagnostic assessments. For example, how did you set learners at ease and explain the purpose of assessments? How did you help students understand the relevance of literacy and numeracy skills in the programme and for their future employment or study? How did you give them feedback about their results and explain what would happen next? Include any resources or handouts you used. Approx 100-200 words]

Actual wording, handouts, or PPTs to explain purpose of assessment and relevance of L & N; and feedback to learners on their results, can be included in the body of the report or as an appendix.

Initial assessment results: [Summarise learners' literacy and numeracy diagnostic assessment results. For example, identify the range of skills in the class, any students with high needs, and any common areas of difficulty or need. Provide samples of annotated initial assessments for the whole class and individual results for two students with high-moderate literacy and/ or numeracy skills. *200-300 words plus annotated assessment results for class as a whole and two individual students included in the body of the report*]

Plan for embedding literacy and numeracy teaching in the programme (or a specific course)

[Identify at least five relevant specific literacy and numeracy learning outcomes for the programme/whole class. These should be from at least three strands of the Learning Progressions: reading; writing; speaking and listening; and numeracy. These can be given as bullet points.

Outline your plan for teaching/embedding these learning outcomes across the programme or course. Identify when or where the learning outcomes will be taught during the programme.

Briefly explain how these learning outcomes and your plan will enhance your students' learning. How do they relate to the theory of adult teaching, and /or theories of teaching adult literacy and numeracy skills that informs your practice? Provide references to these theories using APA 6th edition referencing format.100-200 words]

Plans (ILPs) for addressing the needs of two individual students with weak literacy and/or numeracy skills [Identify at least three appropriate literacy and numeracy learning outcomes for two individual students, based on their initial literacy and numeracy assessment results and the programme/course demands. How will you address these needs? Outline any external support services or interventions for the two students. Describe how you will adjust your teaching to ensure they receive appropriate literacy and numeracy teaching in the whole class situation. 100-200 words for each student]

Part B:**Due date:****Literacy and numeracy teaching strategies**

[Summarise the teaching strategies you will use to address the learning outcomes identified in Part A in a classroom/group context. 100-200 words].

Examples of Literacy/Numeracy lesson plans: [Include three lesson plans in the body of the report. These should each have a specific literacy or numeracy learning objective, outline the teaching sequence and learning activities

Describe anything you do to adapt the activities for the two individual learners, to ensure they receive appropriate support].

Implement the three lessons.

Evaluation of lessons: [Write a brief reflection on what worked well, anything that didn't, or you would change for next time 100- 200 words].

Part C: Reassessment**Due date:**

[After a suitable period of time, reassess your learners. You may use L & N information from contextualised assessments or tasks, and the LNAAT, if you have access to this tool.

Include samples of the two individual learners' work or assessments, and the class' or other reassessment results in the body of the report.

Discuss these results – have the learners made progress? Why do you think the learners' showed/didn't show gains. 100-200 words]

Part D: Conclusion

[Reflect on your work to embedding the teaching of literacy and numeracy skills across the programme/course. What aspects went well? What could be improved or done differently next time? 100-200 words]