



SPED8934

Language and Literacy Interventions for Deaf/Hard of Hearing Learners

Session 2, Online-flexible 2026

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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Contact via 0408 403 829

NextSense Institute

Monday to Friday 9am - 4pm

Course Director

Susan Silveira

susan.silveira@mq.edu.au

Contact via 0477202129

NextSense Institute

Tuesday - Thursday 8am - 4pm

Graduate Studies Coordinator

Tanya Kysa

tanya.kysa@mq.edu.au

Contact via 0484913641

NextSense Institute

Tuesday - Friday 9.30am - 4pm

Administration Coordinator

Celise Morrison

prof.exp@nextsense.org.au

Contact via 0405120463

NextSense Institute

Monday to Friday 9am - 4pm

Credit points

10

Prerequisites

SPED8933 or SPED933

Corequisites

Co-badged status

Unit description

This unit aims to provide students with the knowledge to be competent in assessment as part of an integrated approach to supporting the development and/or remediation of language and literacy abilities in deaf and hard of hearing children. The course provides a foundation for students to relate assessment of children's abilities to intervention and remediation approaches in each of those areas.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Demonstrate knowledge of the principles of assessment in special education

ULO2: Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss

ULO3: Demonstrate knowledge of a range of strategies and programs designed to facilitate/ remediate language and literacy development

ULO4: Demonstrate competence in reporting assessment results and establishing short and long term learning goals

ULO5: Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss

General Assessment Information

Academic Integrity

Students should be aware of and apply the University policy on academic integrity (see: <https://policies.mq.edu.au/document/view.php?id=3>).

Students should be aware of and apply the University advice on Artificial Intelligence (see: <https://students.mq.edu.au/study/assessment-exams/assessments/ai-and-assessment>
<https://policies.mq.edu.au/document/view.php?id=394>)

In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assignment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy.

Assignment preparation guidelines

- Word limits (+/- 10%) are strictly applied and must be adhered to. Work above the word limit will not be marked.
- Allow a left and right-hand margin of at least 2cm in all assignments.
- All assignments should be types using a minimum of Arial, 12-point font and 1.5 spacing.
- Faculty assignment cover sheets are NOT required.
- The assignment title page should include the student's name, student number, unit code, title of the assignment and correct submitted word count.

All assignments must be submitted electronically through Turnitin as a **Word document – do not submit as a pdf. Assignments submitted as pdfs will not be marked.**

Students must use the Turnitin Similarity Report as a learning tool to improve their academic writing and, in consideration of the report outcome, attend to any potential academic integrity issues, prior to submission of the final version of the assignment.

Students are strongly encouraged to upload a draft copy of each assignment to Turnitin at least one week prior to the due date to obtain a Turnitin Similarity Report. The Turnitin Similarity Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

Assignment submission guidelines

All assignments must be submitted electronically. Turnitin plagiarism detection software is used to check all written assignments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking. Submissions must meet the required file type and formatting specifications outlined in the assignment guidelines. Failure to submit work in an acceptable format may result in delays in processing your submission and potential penalties for non-compliance with assignment requirements. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline.

Students should be careful to check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file. It is not the responsibility of unit staff to contact students who have failed to submit assessments. If items of assessment are missing it is the student's responsibility to contact the unit convenor.

For written assignments, the Turnitin Similarity Report must also be submitted using the correct Turnitin submission point at the time of assignment submission.

Online quizzes

Online quizzes are an individual assignment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion.

In submitting responses to an online quiz, students agree that they will:

- have an awareness of, and act in accordance with the Macquarie University Academic Integrity Policy <https://policies.mq.edu.au/document/view.php?id=3>
- adhere to standard principles of ethical behaviour that apply to professionals such as themselves.
- complete the quiz with integrity and honesty and when they do otherwise, understand that they risk causing personal reputational and academic harm.
- demonstrate an understanding of the impact of unethical behaviour on their chosen professional role in supporting people with sensory disability.
- not to participate in any unacceptable academic activities such as cheating, collusion, deception, fabrication, impersonation, obstruction, plagiarism and/or sabotage
- refrain from copying any or all aspects of the quiz using screenshots, photos or other methods.
- refrain from sharing any aspects of the quiz on social media or in other ways.
- not include content in their answer/s that have previously been submitted for academic credit in this or any other unit.
- submit answers which are their own work.
- acknowledge that they are not permitted to directly copy answers from this unit's learning content or copy information from the Internet or from a GAIT source.

Special Consideration / Late Penalties

Applications for extensions must be made via [Service Connect](#).

Late submission penalty

Unless a Special Consideration request has been submitted and approved, **a 5% penalty (of the total possible mark) will be applied each day to late submissions, up until the 7th calendar day (including weekends)**. After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided for students who experience a technical issue.

Important to note:

- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs) will be addressed by the unit convenor in a Special consideration application.
- Students should not request an informal arrangement from their tutor, lecturer or Unit Convenor (or equivalent).
- Where an application for Special Consideration is approved and the outcome is an extension to the due date of a task, submissions that are received after the new due date

will be subject to late penalties that are calculated from the new due date. This only applies where the outcome is an extension to the due date – see the [Special Consideration Policy](#) for a schedule of all possible outcomes.

- A Special Consideration outcome may result in a new question or topic. Applications must be made via Service Connect.

Assignment marking

- Word limits are strictly applied. Work 10% above the word limit will not be marked. Work below the word count may attract a penalty.
- All assignments are marked using a marking scheme or a rubric.
- Marking of all assignments is moderated by the Unit Convenor.
- Turnitin plagiarism detection software is used to check all written assignments.

University Policy on Grading

- Assignments will be awarded grades ranging from HD to F according to guidelines set out in the [University's Grading System](#) and [University Assessment Policy](#).
- To attain a pass or higher grade in Professional Experience a student must obtain a satisfactory in both the Professional Experience component **and** a pass or higher grade in the academic component. For Professional Experience units the Professional Experience Evaluation Report is marked as Satisfactory or Unsatisfactory. The Macquarie Teaching Performance Assessment (MQTPA - in final WIL/PEX units) is marked as Not met, Met or Exceeds.

Results

Results shown in iLearn, or released directly by the Unit Convenor, are not confirmed because they are subject to final approval by the University. Once approved, final results will be sent to student email addresses and will be made available in [eStudent](#). For more information visit [Service Connect](#).

Withdrawing from this unit

If you are considering withdrawing from this unit, please contact the Graduate Studies Coordinator Tanya Kysa on 0484913641 or student.enquiries@nextsense.org.au, prior to withdrawing, for advice related to your progression. You can also seek academic advice via [Service Connect](#) before withdrawing, as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Online test	20%	No	23 August 2026	Individual	No	Open
Online quiz	35%	No	13 September 2026	Individual	No	Open
Language Assessment Report	45%	No	25 October 2026	Individual	No	Open

Online test

Assessment Type [1](#): Problem-based task

Indicative Time on Task [2](#): 10 hours

Due: **23 August 2026**

Weighting: **20%**

Groupwork/Individual: Individual

Short extension [3](#): No

AI Approach: Open

Test of content

On successful completion you will be able to:

- Demonstrate knowledge of the principles of assessment in special education

Online quiz

Assessment Type [1](#): Problem-based task

Indicative Time on Task [2](#): 20 hours

Due: **13 September 2026**

Weighting: **35%**

Groupwork/Individual: Individual

Short extension [3](#): No

AI Approach: Open

Quiz on Literacy Assessment

On successful completion you will be able to:

- Demonstrate knowledge of the principles of assessment in special education
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate language and literacy development

- Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss

Language Assessment Report

Assessment Type ¹: Professional task

Indicative Time on Task ²: 20 hours

Due: **25 October 2026**

Weighting: **45%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Open

Interpretation of the results of a language assessment. (2000 words)

On successful completion you will be able to:

- Demonstrate knowledge of the principles of assessment in special education
- Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate language and literacy development
- Demonstrate competence in reporting assessment results and establishing short and long term learning goals
- Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- [Academic Success](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

Delivery and Resources

Required and recommended texts

Assessment in Special and Inclusive Education by Ysseldyke, Chaparro and VanDerHeyden,

14th Edition (2023) (ISBN-13: 978-1-4164-1202-1)

Journal of Deaf Studies and Deaf Education. Volume 29, Issue SI, February 2024. Special Issue: Family-Centered Early Intervention Deaf/Hard of Hearing (FCEI-DHH). [Link to articles.](#)

Information about the iLearn site

This unit has a full web presence through iLearn. All requirements for this unit begin Session 2 Week 1, 2026. Students are expected to access the iLearn site and engage with unit materials regularly during session 2.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, please refer to the comprehensive list of support services [here](#).

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://students.mq.edu.au/support/technology/systems/ilearn> . You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding iLearn technical help. Assistance is available from IT Helpdesk ph: 02 98504357 and 1800 67 4357 or log a request at onehelp@mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all assessment tasks, and for the use of Turnitin submission for ALL tasks.
- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

Unit Schedule

Week	Date	Topic/ Activities

1	Jul 27	Topic 1: Principles of assessment · The link between assessment and instruction: The instructional cycle · Assessment defined · Assessment vs testing · Types of educational assessment decisions · RIOT Format: Online lecture and required reading
2	Aug 3	Topic 2: Principles of assessment (2) · Test reliability and validity · Evaluating a test · Test scores and interpretation · Assessment terminology Format: Online lecture, required reading and additional optional viewing: CELF P-3 and CELF 5.
3	Aug 10	Topic 3: Administration of language and literacy assessments · Impact of hearing loss on spoken language development – why language assessment is important. · Framework for language assessment · Domains for language assessment · Impact of hearing loss on language learning Format: Online lecture, required reading, and additional optional viewing: PPVT 5. (Note: Assessment 1 Quiz opens 14th August, closes week 4 23rd August: Principles of Assessment)

4	Aug 17	Topic 4: <i>Administration and interpretation of literacy assessments</i> · Phonemic and phonological awareness and decoding assessment tools · Vocabulary and syntax assessment tools · Comprehension assessment tools · Systematic vocabulary and reading instruction - o Literacy assessment procedures - o Selection of assessment and application - o Analysing, reporting and responding to assessment results Format: Online lecture, required reading and additional optional viewing: YARC, CC2 and DiRT, and SPED8933 lectures.
5	Aug 24	Topic 5: <i>Literacy assessment for d/hh children—the application of principles of assessment</i> · Designing and applying an assessment strategy for monitoring literacy development and designing intervention Format: Online lecture, required reading and additional activity.

6	Aug 31	Topic 6: Goal setting · Teacher of the Deaf Elaborations of the Australian Professional Standards for Teachers · The instructional cycle • Assessing language skills • Communicating assessment results • Planning and implementing programs • Diagnostic teaching • Evaluating student outcomes and resources • Goal setting and IEPs Format: Online lecture, required and additional optional viewing: Writing SMART Goals (Note: Assessment 2 Quiz opens 4th Sept, closes week 7, 13th September- Language and Literacy Assessment)
7	Sept 7	Topic 7: Specific Teaching Strategies for intervention · Planning and implementing programs- embedding goals into mainstream programs · Strategies to promote audition and language development · Pragmatic checklist · Designing lesson plans Zoom Meeting 7th September: Using Assessment Data to Identify Goals Format: Online lecture, required reading and Zoom meeting.

8	Sept 14	Topic 8: <i>Intervention for school aged students</i> · Diagnostic teaching · Evaluating student outcomes and resources · Remedial approach to teaching Format: Online lecture, required reading and additional optional viewing: Completing reports with assessment data. (Note: Assessment Task 3 available 18th September)
Recess	Sept 21	
Recess	Sept 28	
9	Oct 5	Topic 9: <i>Early intervention considerations</i> · Family Centred Early Intervention · Early support monitoring protocol · Approaches to fostering early literacy acquisition · Play Format: Online lecture, required reading,
10	Oct 12	Topic 10: <i>Principles and strategies for teaching and remediating literacy development</i> · Instructional issues in literacy development. · Approaches to fostering early literacy acquisition · Specific remediation strategies · Metacognition Zoom meeting 13th October: creating activities based on goals, assignment questions. Format: Narrated PPT, suggested readings, and Zoom meeting.

11	Oct 19	Topic 11: <i>Consultation and Collaboration in Assessment and Intervention</i> - Communicating with peers and stakeholders - Coaching strategies - Inter- and trans-disciplinary teamwork Format: Online lecture and required reading. (Assessment task 3 Due 25th October)
12	Oct 26	Topic 12: <i>Considering issues in language assessment and development for students with diverse backgrounds</i> - Assessment strategies and instruments for assessing students with ESL - Assessment strategies and instruments for assessing students with additional disabilities - Indicators for intervention/remediation Format: On-line lecture
13	Nov 2	Topic 13: <i>Considering issues in language assessment and development for students who use sign language</i> - Assessment strategies and instruments for assessing Auslan development - Indicators for intervention/remediation Format: On-line lecture

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)

- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit connect.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Ask a Study Coach](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Unit information based on version 2026.01R of the [Handbook](#)