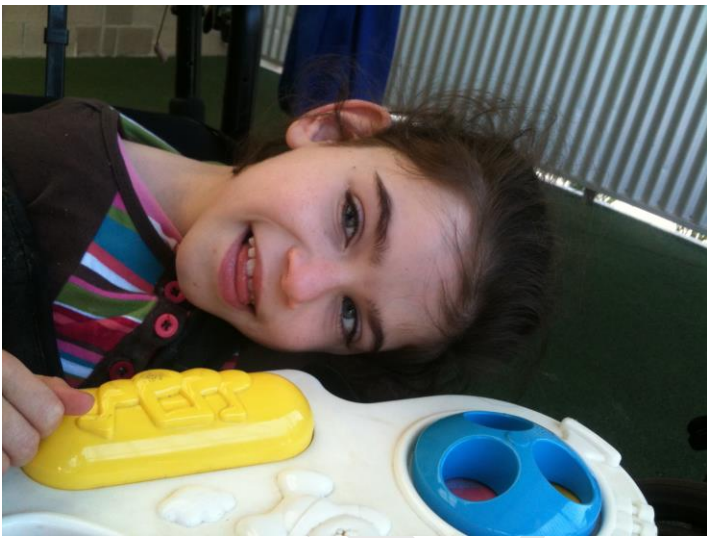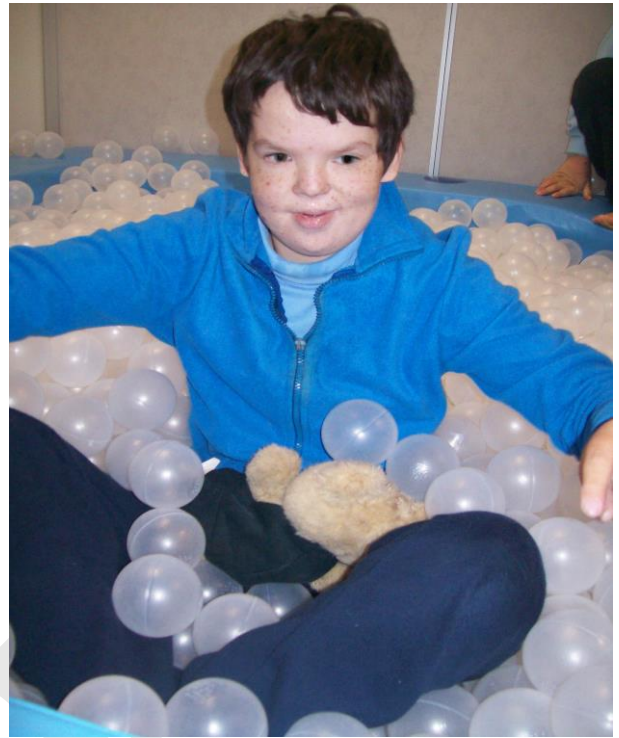This Booklet is currently in DRAFT form

LCS

LitCon *Special*

A Gordon Education Centre initiative designed for students with intellectual disability or significant cognitive delay.

About LitCon Special

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Literacy involves students in: listening; reading; viewing; speaking; writing and creating oral, print, visual and digital texts; and using and modifying language for different purposes in a range of context.

Australian Curriculum, Assessment and Reporting, Authority (n.d.) literacy general capabilities viewed on 7 February 2013, www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Literacy

LitCon *Special* is an online comprehensive literacy planning, assessment and reporting tool for teachers of students with intellectual and or significant cognitive disabilities.

Who is it for?

Educators and families of students with intellectual disability or significant cognitive delay.

What are the benefits?

- Educators are able to map where students are developing within each domain of literacy. Providing them with a zone of proximal development on what a student has already mastered and what she or he can achieve when provided with educational support.

- Educators are able to access more information (pedagogy) about the target level within each literacy continuum.

- **LitCon *Special*** is linked to the student's NEP/IEP/ILP and Reporting format.

- Educators and families are able to have input to Education Plans and view progress on a term by term basis.

- **LitCon *Special*** assesses the student's level of progression and achievement within each domain of literacy. This data can be viewed as a graph, which educators can use as a form of reporting to students, families and educators.

What are the features?

LitCon *Special* is structured into eight levels (stages of development), which are used to assess the student's capabilities;

- Adult Interaction
- Awareness
- Recognition
- Making Connections
- Practice
- Transference
- Functional
- Independent.

The levels of progression are outlined within the following four literacy domains;

- Reading and Viewing
- Writing
- Listening and Understanding
- Speaking.

With every student having varying capabilities for learning, **LitCon *Special*** can demonstrate progress across some or all of these domains.

All levels and domains are linked to the Australian Curriculum.

An example of the Reading Domain

Features   Resources   FAQs   Contact Us

Class List   Reports   Admin   Sam Pool≡

Home › Class › Enter Reading

Enter 2014 Reading Results » TEST Max

Term 1   Term 2   Term 3   Term 4

Print Recognition ◄

1. Adult Interaction
Adults are providing explicit exposure to print within the home / school / community environment.

More Information

2. Awareness
Aware of familiar pictures, signs and packaging. Holds the book the right way and starts from front.

Phonics ◄

1. Adult Interaction
Students are exposed to letters and words within a print rich environment.

More Information

2. Awareness
Students are exposed to letters and words that relate to their environment. Beginning to show awareness of first letter of own

Comprehension ◄

1. Adult Interaction
Adults expose students to a variety of familiar objects/photos/symbols and stories.

More Information

2. Awareness
Understand that stories and symbols provide messages. Responds to aspects of the text from memory or pictures triggered

Visual Literacy ◄

1. Adult Interaction
Adults are providing explicit exposure to real objects and logos (logographs)/symbols within the home / school / community environment.

More Information

2. Awareness
Aware that a visual can represent an object /person /activity e.g. toilet or iPad app symbol.

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