EDUC90777 Literacy Assessment and Learning

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 62.5 hours total commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	

Subject	Study Period Commencement:	Credit Points:
EDUC90377 Advanced English Literacies	Not offered 2013	6.25

Corequisites:

Subject	Study Period Commencement:	Credit Points:
EDUC90771 Professional Practice & Seminar Prim 4	Not offered 2013	6.25

Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry.The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison website: http://www.services.unimelb.edu.au/disability.
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Subject Overview:	This subject will highlight the significance of literacy assessment and teaching to meet the individual learning needs of primary school students. Topics will include: the social and cognitive factors that impact on primary school students' literacy development and a review of related research; the key role of assessment in profiling students' learning and the importance of targeted interventions in literacy. Teacher candidates will undertake an analysis of a range of assessment practices used to identify the literacy needs of students, including diagnostic and standardised tests and the evaluation of various forms of work samples against state curriculum standards. They will investigate literacy teaching programs and approaches, differentiated for particular student groups within classroom contexts, which may then be generalised to curriculum implementation for improved outcomes more broadly.
Objectives:	On completion of this subject teacher candidates will be able to: # Review research studies that highlight literacy interventions designed to target students' learning needs; # Develop skills in analysing and interpreting a range of assessment and diagnostic data to make informed judgements about students' learning needs; # Design interventionist teaching to meet students' diverse learning needs.
Assessment:	There are 2 assessment tasks: An analytical paper (500 words) due mid semester, 25% A report on discussion of practice (1500 words) due at the end of the semester, 75%

Prescribed Texts:	Collection of readings.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject teacher candidates will be able to: # Understand the significance of assessment and research evidence as the basis of informed practice. # Be flexible in their literacy teaching to meet students' learning needs; # Assume responsibility for supporting all learners.
Links to further information:	http://education.unimelb.edu.au/study_with_us/become_a_teacher/primary
Related Course(s):	Master of Teaching (Primary)