

EDUC90370 Assessment for Teaching

Credit Points:	6.25								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 85 hours								
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90365 Learners, Teachers and Pedagogy (Prim)</td> <td>March</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90365 Learners, Teachers and Pedagogy (Prim)	March	12.50
Subject	Study Period Commencement:	Credit Points:							
EDUC90365 Learners, Teachers and Pedagogy (Prim)	March	12.50							
Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90369 Professional Practice and Seminar Prim 2</td> <td>Summer Term, Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90369 Professional Practice and Seminar Prim 2	Summer Term, Semester 1, Semester 2	12.50
Subject	Study Period Commencement:	Credit Points:							
EDUC90369 Professional Practice and Seminar Prim 2	Summer Term, Semester 1, Semester 2	12.50							
Recommended Background Knowledge:	None								
Non Allowed Subjects:	None								
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>								
Coordinator:	Mrs Danielle Hutchinson								
Contact:	hud@unimelb.edu.au (mailto:hud@unimelb.edu.au)								
Subject Overview:	<p>In this subject teacher candidates will link assessment to teaching and classroom learning. Links between assessment and the primary school curriculum are examined and connected to evidence-based decision making and developmental frameworks. Candidates will develop an understanding of both objective and subjective assessment strategies suitable for primary school-aged students. The importance and use of various approaches to gathering evidence, interpretation of hierarchies and developmental frameworks, and reporting will be examined and several will be practised. Both informal and formal methods of assessment will be considered. Candidates will develop skills in evaluating assessment and reporting. Skills in combining evidence of learning to form assessment for teaching, recording and reporting purposes will be developed.</p>								
Learning Outcomes:	<p>Upon completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Practise different approaches to collecting evidence of learning and development; # Construct assessment procedures that yield a developmental learning continuum; # Interpret assessment data using formal interpretative frameworks; # Locate students on the continuum; 								

	<ul style="list-style-type: none"> # Identify, design and defend differentiated and focussed intervention strategies for each student; # Link teaching and learning resources to intervention strategies; # Monitor student development on the continuum; # Combine development continua for overall assessments from unit or module to subject and year levels; # Report to stakeholders about student learning and make recommendations for support and intervention.
Assessment:	There are 3 assessment tasks: A test (250 words equivalent) due early/mid semester, 25% An analytical task (1000 words equivalent) due mid semester, 50% A planning task (750 words equivalent) due end of semester, 25% This subject has a minimum hurdle requirement of 80% attendance at all scheduled lectures, tutorials, seminars and workshops.
Prescribed Texts:	Patrick Griffin (Ed) (2014) Assessment for Teaching ISBN 978-1-107-63609-5
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:	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change. # Work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base.
Links to further information:	https://handbook.unimelb.edu.au/view/current/MC-TEACHPR
Related Course(s):	Master of Teaching (Primary)