

## EDUC90409 Assessment for Teaching

<b>Credit Points:</b>	12.5						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.						
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours						
<b>Prerequisites:</b>	Admission to the Master of Teaching (Secondary) <table border="1" data-bbox="387 544 1485 689"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90405 Learners, Teachers and Pedagogy (Sec)</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90405 Learners, Teachers and Pedagogy (Sec)	February	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90405 Learners, Teachers and Pedagogy (Sec)	February	12.50					
<b>Corequisites:</b>	None						
<b>Recommended Background Knowledge:</b>	None						
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt; &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>						
<b>Coordinator:</b>	Mrs Danielle Hutchinson						
<b>Contact:</b>	Danielle Hutchinson: <a href="mailto:hud@unimelb.edu.au">hud@unimelb.edu.au</a> (mailto:hud@unimelb.edu.au)						
<b>Subject Overview:</b>	In this subject students will link assessment to teaching and classroom learning. Links between assessment and curriculum are examined and connected to evidence-based decision making and developmental frameworks. Students will develop an understanding of both objective and subjective assessment strategies. 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. Students 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.						
<b>Learning Outcomes:</b>	<p>Upon completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Practise different approaches to collecting evidence of learning and development;</li> <li># Construct assessment procedures that yield a developmental learning continuum;</li> <li># Interpret assessment data using formal interpretative frameworks;</li> <li># Locate students on the continuum;</li> <li># Identify, design and defend differentiated and focussed intervention strategies for each student;</li> <li># Link teaching and learning resources to intervention strategies;</li> <li># Monitor student development on the continuum;</li> </ul>						

	<ul style="list-style-type: none"> <li># Combine development continua for overall assessments from unit or module to subject and year levels;</li> <li># Report to stakeholders about student learning and make recommendations for support and intervention.</li> </ul> <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <ul style="list-style-type: none"> <li>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</li> <li>2.3 Curriculum, assessment and reporting</li> <li>3.1 Establish challenging learning goals</li> <li>3.6 Evaluate and improve teaching programs</li> <li>5.1 Assess student learning</li> <li>5.2 Provide feedback to students on their learning</li> <li>5.3 Make consistent and comparable judgments</li> <li>5.4 Interpret student data</li> <li>6.1 Identify and plan professional learning needs</li> <li>6.4 Apply professional learning and improve student learning</li> </ul>
<b>Assessment:</b>	Test (60 minutes, 1000 words equivalent) beginning of semester, 20% Assessment writing task (1250 equivalent) mid-semester, 35% Data analysis task (1250 words equivalent) mid-semester, 35% Professional learning task (500 words) end of semester, 10% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	Griffin, P. (Ed). (2014). Assessment for Teaching. Melbourne: Cambridge University Press.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<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"> <li># Be highly-skilled teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners using interventionist practice.</li> <li># Generate and analyse diverse sources of data that can effectively assess student learning and development, and inform teaching.</li> <li># Use evidence to make sound clinical judgments about the nature and implementation of teaching interventions.</li> <li># Demonstrate an understanding of the way in which theory and research informs practice.</li> <li># Effectively engage students, parents, community members, and professional colleagues to support student learning and development.</li> <li># Demonstrate a capacity for leadership and advocacy in education.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)