

## EDUC90777 Literacy Assessment and Learning

<b>Credit Points:</b>	6.25								
<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: 18 hours Total Time Commitment: 85 hours								
<b>Prerequisites:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90377 Advanced English Literacies</td> <td>July</td> <td>6.25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90377 Advanced English Literacies	July	6.25
Subject	Study Period Commencement:	Credit Points:							
EDUC90377 Advanced English Literacies	July	6.25							
<b>Corequisites:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90771 Professional Practice &amp; Seminar Prim 4</td> <td>Semester 2</td> <td>6.25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90771 Professional Practice & Seminar Prim 4	Semester 2	6.25
Subject	Study Period Commencement:	Credit Points:							
EDUC90771 Professional Practice & Seminar Prim 4	Semester 2	6.25							
<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>	Dr Carmel Sandiford								
<b>Contact:</b>	<a href="mailto:carmel.sandiford@unimelb.edu.au">carmel.sandiford@unimelb.edu.au</a> (mailto:carmel.sandiford@unimelb.edu.au)								
<b>Subject Overview:</b>	<p>This subject will highlight the significance of literacy assessment and teaching to meet the individual learning needs of primary school students.</p> <p>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.</p> <p>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.</p>								
<b>Learning Outcomes:</b>	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Review research studies that highlight literacy interventions designed to target students' learning needs;</li> <li># Develop skills in analysing and interpreting a range of assessment and diagnostic data to make informed judgements about students' learning needs;</li> </ul>								

	# Design interventionist teaching to meet students' diverse learning needs.
<b>Assessment:</b>	There are 2 assessment tasks: An analytical paper (800 words) due mid semester (40%) A report on discussion of practice (1200 words) due at the end of the semester (60%) This subject has a minimum hurdle requirement of 80% attendance at all scheduled lectures, tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	Collection of readings.
<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>	On completion of this subject teacher candidates will be able to: <ul style="list-style-type: none"> <li># Understand the significance of assessment and research evidence as the basis of informed practice.</li> <li># Be flexible in their literacy teaching to meet students' learning needs;</li> <li># Assume responsibility for supporting all learners.</li> </ul>
<b>Links to further information:</b>	<a href="http://education.unimelb.edu.au/study_with_us/become_a_teacher/primary">http://education.unimelb.edu.au/study_with_us/become_a_teacher/primary</a>
<b>Related Course(s):</b>	Master of Teaching (Primary)