

# TEAC 3020 PRIMARY PROFESSIONAL EXPERIENCE 2: WORKING WITH ASSESSMENT DATA FOR INSTRUCTION

**Credit Points** 10

**Legacy Code** 102648

**Coordinator** Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

**Description** This subject focuses on student data and assessment in relation to Pre-service Teachers' curriculum specialisation. As Pre-service Teachers, students will develop the capacity to interpret student assessment data to inform their teaching as well as develop knowledge of formal and informal assessment strategies. The subject has a two week (15 day) placement component, which provides opportunities to examine and interpret student data to inform planning and teaching. It also has one day on campus. Students will employ formal and informal assessment strategies to support student learning and inform teaching. Students are required to analyse their own learning in relation to the Graduate Teacher Standards as a review of the progress of their Learning Portfolio is undertaken in this subject.

**School** Education

**Discipline** Teacher Education: Primary

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 3 subject

**Pre-requisite(s)** TEAC 2048

## Restrictions

Students must be enrolled in the 1876 Bachelor of Education (Primary) or 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education and have successfully completed 160 credit points.

## Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret student English/Literacy or Mathematics/Numeracy data;
2. Explain how English/Literacy or Mathematics/Numeracy assessment data has been applied to their planning and teaching practice;
3. Apply assessment strategies, including informal and formal, diagnostic, formative and summative approaches to monitor and assess student learning;
4. Use informal and formal assessment strategies of student learning to inform teaching;
5. Interact ethically and professionally with staff, students and the broader school community;
6. Reflect on own learning, teaching and feedback from school-based and university-based teacher educators in relation to the Australian Professional Standards for Graduate Teachers;

7. Execute an enthusiastic and positive attitude towards students as individuals and learners.

## Subject Content

- informal and formal assessment strategies (including, diagnostic, formative and summative approaches to assess student learning)
- student learning and assessment data
- observing and recording student learning
- planning cycle- using data and assessment to inform Lesson planning
- Critical self-reflection with reference to The Australian professional Standards for graduate teachers

## Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject:

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
- iii. Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Banner as a Special Requirement.

2. Students must have completed Child Protection Awareness Training (Online) prior to undertaking any visits/placements.

3. Students must have completed the ASCIA anaphylaxis e-training and registered their certificates with Student Central.

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task
Report	800 words	S/US	Y	Individual
Professional Placement Performance	15 days	S/US	Y	Individual
Professional Placement Performance	15 days	S/US	Y	Individual
Portfolio	Update of portfolio begun in subject TEAC 2004 Being a Teacher	S/US	Y	Individual

Prescribed Texts

- Whitton, D., Barker, K., Nosworthy, M., Humphries, J., & Sinclair, C., (2016). Learning for teaching, teaching for learning. (3rd ed.). Southbank, Vic: Cengage.

Teaching Periods

## **Autumn (2023)**

### **Bankstown City**

#### **On-site**

**Subject Contact** Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable ([https://classregistration.westernsydney.edu.au/odd/timetable/?subject\\_code=TEAC3020\\_23-AUT\\_BK\\_1#subjects](https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC3020_23-AUT_BK_1#subjects))