TEAC 7011 ASSESSMENT AND INTERVENTION FOR MATHEMATICS AND NUMERACY LEARNING

Credit Points 10

Legacy Code 102324

Coordinator Peter Mcdonald (https://directory.westernsydney.edu.au/search/name/Peter Mcdonald/)

Description A significant aspect of teachers' work is focused on assessment and mathematics classrooms are renowned for their traditional reliance on pen and paper testing. In this subject students will investigate contemporary formative and summative assessment practices of and for learning mathematics. Students will investigate how to use results from assessments including NAPLAN to plan teaching and learning, and provide intervention where appropriate. A range of intervention programs used in Australian schools will be explored and compared.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1682 Master of Special Education; 1720 Master of Inclusive Education; 1830 Graduate Certificate in Primary Math Education; 1847 Master of Education (STEM) or 1911 Master of Education.

Assumed Knowledge

Students must be either within their final semester of the Master of Teaching (Primary) program; Master of Teach (Birth to 12) or enrolled in the Master of Inclusive Education or a qualified primary teacher.

Learning Outcomes

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

1. Identify a range of high quality assessment tasks that are aligned to the Australian Curriculum: Mathematics
2. Select formative and summative assessment tasks that address specific content in the primary mathematics curriculum
3. Analyse assessment data to assist in addressing student needs
4. Propose learning interventions based on assessment data
5. Justify the use of specific intervention programs used in Australian primary mathematics classrooms
6. Compare intervention programs in relation to their effectiveness and feasibility in Australian primary mathematics classrooms

Subject Content

1. Formative and summative assessment practices for the contemporary primary mathematics classroom
2. Assessment practices to promote positive engagement, growth mindset and positive mathematics identities
3. Laying Foundations for Assessment
4. Evidence-based practice
5. Dealing with high-stakes mathematics assessment
6. Which intervention?
7. Interventions and mathematics

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
Essay	1,500 words	25	N	Individual
Presentation	1,500 words	25	N	Individual
Presentation	15 minutes	50	N	Individual

Teaching Periods

Autumn (2024)

Online

Online

Subject Contact Peter Mcdonald (https://directory.westernsydney.edu.au/search/name/Peter Mcdonald/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7011_24-AUT_ON_2#subjects)