



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5139

**Language, Literacy and Numeracy:
Assessment and Response**

Semester 2, 2017

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IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences

School of Education

EDST5139 Language, Literacy and Numeracy: Assessment and Response (6 units of credit)

Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Sue Ollerhead
Office Location: John Goodsell Building, Room 115
Email: s.ollerhead@unsw.edu.au
Phone: 02 9385 8243
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	EDST5139 Language, literacy and numeracy: Assessment and response	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Monday 13:00 - 15:00 OMB 149	Weeks 2-9
Tutorial/s	Monday 15:00 - 16:00 Quad G046	Weeks 2-9
	Wednesday 10:00 - 11:00 John Goodsell LG21	
	Wednesday 14:00 - 15:00 Red Centre 4037	
Other	INSTEP practicum	

Summary of Course

The course will engage in substantive exploration of the relationships between language, literacy, and numeracy, assessment and student learning, drawing on theory, research and practice related to assessing and teaching students with diverse language and literacy backgrounds and skills in a variety of secondary school contexts.

Assessment task (2) has been linked to practicum, enabling students to apply knowledge gained in the course to targeted and authentic LLN strategies.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate knowledge and understanding of the nature and role of language, literacy and numeracy in the secondary mainstream classroom	1,2
2	Demonstrate knowledge and understanding of the key concepts and principles associated with assessment for learning, including self and peer assessment and feedback, and the use of assessment data and process to identify and improve language, literacy and numeracy skills across the curriculum	1,2
3	Develop knowledge of a range of effective assessment and teaching strategies for students with diverse language and literacy backgrounds and skills in the secondary school classroom.	2

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,2
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds	2
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1,2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1,2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1,2

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	2
D. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Throughout their careers, each teacher encounters a wide variety of students who bring with them a broad range of language, literacy and numeracy (LLN) skills and experiences. These basic skills impact their learning. A teacher's ability to assess their students' LLN skills and abilities in relation to the demands of the curriculum and prior learning influences their relationships, interactions, expectations, and success in driving students to achieve significant improvements in learning outcomes. Given this, teachers need a sound understanding of the key concepts and strategies to focus, refine, and reflect on their own practice and those of their colleagues.

5. TEACHING STRATEGIES

The course will use a variety of teaching strategies including explicit instruction and opportunities to engage in questioning, problem solving and reflection because it is important to understand the relationships between theory, research and practice. The course also encourages cooperative learning with extensive opportunities for whole group and small group dialogue and discussion using case studies, role plays, problem solving and research because it is important for students to explore ideas and decide what they mean for effective teaching practices with students with diverse backgrounds in language, literacy and numeracy.

6. COURSE CONTENT AND STRUCTURE

Lecture date	Lecture Topic	Readings
<p>Lecture date: 31 July</p>	<p>1. Introduction: understanding the roles of language, literacy and numeracy (LLN) across the secondary school curriculum</p> <ul style="list-style-type: none"> • Language and Culture • EAL/D students in Australia and EAL/D students with limited schooling • The role of language, literacy and numeracy in schooling <p>ATSIE A.1, 2, 4, 9 ICT C.4 L&N: D.1, 2, 3, 4 NESB: F.3, 4, 6, 11</p>	<p>ACARA (2012) <i>English as an additional language or dialect teacher resource. Overview and EAL/D Learning progression.</i> http://www.acara.edu.au/</p> <p>ACARA Numeracy http://www.australiancurriculum.edu.au/GeneralCapabilities/numeracy/introduction/introduction</p> <p>DEC NSW Literacy Policy https://www.det.nsw.edu.au/policies/curriculum/schools/literacy/PD20050288.shtml</p> <p>DEC NSW Literacy Continuum K-10 http://www.curriculumsupport.education.nsw.gov.au/literacy/</p> <p>DEC Numeracy Policy K-12, https://www.det.nsw.edu.au/policies/curriculum/schools/numeracy/PD20070365.shtml</p> <p>De Courcy, M. (2014) "Linguistic and Cultural Diversity". Chapter 3 in Hyde, Carpenter & Conway (Eds), 2nd edition, <i>Diversity, Inclusion and Engagement</i>. Oxford, OUP</p> <p>Chapters 1 and 3 in Gibbons, P. (2009) <i>English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone</i>, Portsmouth NH: Heinemann.</p> <p>Goos, M. (2007, September). <i>Developing numeracy in the learning areas (middle years)</i>. Keynote address delivered at the South Australian Literacy and Numeracy Expo, Adelaide.</p> <p>Hammond, J. (2012). Hope and challenge in the Australian Curriculum: Implications for EAL students and their teachers. <i>Australian Journal of Language and Literacy</i>. Vol.35 (2), pp. 223-240.</p>

<p>Lecture date: 7 August</p>	<p>2. Assessing language , literacy and numeracy demands across the curriculum</p> <ul style="list-style-type: none"> • Setting learner expectations and monitoring progression • Using questioning and “talk for learning” to develop literacy and numeracy skills • Improving feedback to address literacy and numeracy skills • Developing peer and self assessment • Using information from summative tests in a formative way <p>L&N: D.1, 2, 5, 6, 9, 10, 13, 14, 18 SpEd: E.4, 6</p>	<p>Clarke, S. (2005) Formative assessment in the secondary classroom. Hodder Murray, Chapter 2.</p> <p>William, D. & Leahy, S. (2015). <i>Embedding Formative Assessment: Practical Techniques for K-12 classrooms</i>. West Palm Beach, FL: Learning Sciences International (Chapters 4&5)</p> <p>Woolley, G (2014) “Students with Literacy Difficulties”. Chapter 6 in Hyde, Carpenter & Conway (Eds), 2nd edition, <i>Diversity, Inclusion and Engagement</i>. Oxford, OUP</p>
<p>Lecture date: 14 August</p>	<p>3. Understanding assessment for learning: Its underlying philosophy and key principles</p> <p>Guest lecturer: Professor Chris Davison</p> <ul style="list-style-type: none"> • The relationship between LLN, assessment and student achievement • The use of assessment data to improve student outcomes in literacy and numeracy • Formative vs summative assessment • Underlying rationale and key assumptions of assessment for learning • Enhancing student-centred assessment • The critical role of feedback and feed-forward <p>L&N: D. 9, 10, 13, 14, 15</p>	<p>Black, P. & William, D. (2001) <i>Inside the Black Box: Raising Standards Through Classroom Assessment</i> http://pdk.sagepub.com/content/92/1/81.full</p> <p>National Assessment Program and ACARA websites http://www.nap.edu.au/results-and-reports/how-to-interpret/how-to-interpret.html http://reports.acara.edu.au</p> <p>NSW Board of Studies, ARC : Assessment for Learning <i>in the new Years 7-10 Syllabuses</i>, http://arc.boardofstudies.nsw.edu.au/go/sc/afll/</p> <p>Hattie, J. & Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i>, 77(1), 81-112. http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf</p> <p>William, D. & Leahy, S. (2015). <i>Embedding Formative Assessment: Practical Techniques for K-12 classrooms</i>. West Palm Beach, FL: Learning Sciences International (Chapters 1&2)</p>

<p>Lecture date: 21 August</p>	<p>4. Focus on Numeracy</p> <p>Developing numeracy across the curriculum: demands and opportunities</p>	<p>DEC Numeracy, http://www.curriculumsupport.education.nsw.gov.au/primary/mathematics/numeracy/index.htm</p> <p>Goos, M., Geiger, V., & Dole, S. (2010). Auditing the numeracy demands of the middle years curriculum. In L. Sparrow, B. Kissane & C. Hurst (Eds.), <i>Shaping the future of mathematics education. Proceedings of the 33rd annual conference of the Mathematics Education Research Group of Australasia</i> (pp. 210–217). Fremantle, WA: MERGA.</p> <p>Thornton, S. & Hogan, J. (2005). Numeracy across the curriculum: demands and opportunities. <i>Curriculum and Leadership Journal</i>, 3(16) http://www.curriculum.edu.au/leader/numeracy_across_the_curriculum_9770.html</p>
<p>Lecture date: 28 August</p>	<p>5. Focus on Academic Literacy: Reading</p> <ul style="list-style-type: none"> • Principles for engaging with academic literacy • Integrating language activities with content teaching • Activities for engaging with academic literacy • Supporting academic reading <p>L&N: 1, 5, 7, 9, 10, 13, 15, 17, 19 ICT: C:5 SpEd: E.7 NESB: F.5, 7</p>	<p>Chapter 4 and 5 in Gibbons, P. (2009) <i>English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone</i>, Portsmouth NH: Heinemann.</p> <p>Cross, R. (2012) “An holistic approach for supporting literacy skills for EAL/D learners”, chapter 9 in Henderson, R. <i>Teaching Literacies in the Middle Years</i>. Oxford University Press.</p> <p>“Key elements in learning to read”. Chapter 2 in Winch G, Ross Johnston R, March P, Ljundahl L, Holliday M (2010), 4th edition, <i>Literacy</i>. Oxford, OUP</p>
<p>Lecture date: 4 September</p>	<p>6. Focus on Academic Literacy: Writing</p> <ul style="list-style-type: none"> • Focus on genre • Scaffolding genres in the classroom • The teaching and learning cycle • The genre framework for assessing writing <p>L&N: 1, 5, 7, 9, 10, 13, 15, 17, 19 ICT: C.5 SpEd: E.7 NESB: F.5, 7</p>	<p>Chapter 6 in Gibbons, P. (2009) <i>English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone</i>, Portsmouth NH: Heinemann.</p> <p>Freebody P, and Morgan A-M “Curriculum-specific literacy: Expanding the repertoire”. Chapter 4 in Morgan A-M, Comber B, Freebody P and Nixon H (2014) <i>Literacy in the Middle years: PETAA</i></p> <p>ACARA Literacy, http://www.australiancurriculum.edu.au/GeneralCapabilities/literacy/introduction/introduction</p>

<p>Lecture date: 11 September</p>	<p>7. Focus on Academic Literacy: Oracy</p> <ul style="list-style-type: none"> • The relationship between oracy and literacy • Scaffolding oral language to teach subject content • The importance of quality teacher interaction/strategic questioning • Assessing oracy • Providing oral feedback/feed-forward • Effective classroom strategies <p>L&N: D.1, 2, 5, 7, 8, 11, 13, 14, 15, 18</p>	<p>Chapter 7 in Gibbons, P. (2009). <i>English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone</i>, Portsmouth NH: Heinemann.</p> <p>Manuel, J "Talking and Listening for Learning in English". Chapter 19 in Gannon S, Howie M and Sawyer W (2012 3rd edition) <i>Charged with Meaning</i>, 3rd edition. Phoenix: Putney, Australia</p>
<p>Lecture date: 18 September</p>	<p>8. Focus on Academic Literacy: Vocabulary</p> <ul style="list-style-type: none"> • Everyday vs. subject-specific vocabulary • Vocabulary and student achievement • Assessing vocabulary • Why teaching vocabulary is the responsibility of all teachers • Implications for lesson planning and teaching <p>L&N: D.1, 2, 4, 5, 7- 11, 13, 15, 18 NESB: F.4</p>	<p>Stahl, K., & Bravo, M. (2010). Contemporary classroom vocabulary assessment for content areas. <i>The Reading Teacher</i>, 63(7), 566-578.</p> <p>Hart, B., & Risley, T.R. (2003). The Early Catastrophe. The 30 Million Word Gap by Age 3. <i>American Educator</i>, Spring. http://www.readtosucceedbuffalo.org/documents/30 Million Word Gap.pdf</p> <p>Hauser I (2007) "A Way with Words: Teaching Spelling and Vocabulary in the Middle School. In <i>Literacy Learning: the Middle Years</i> 15:2</p>

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assignment 1 Report	1800 words	40%	1,2	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 5.1	ATSIE A.4, 6 L&N: D.3, 4, 7, 9, 18 NESB: F.4	14 August 2017
Assignment 2 Case Study Analysis	2400 words	60%	1,2,3	1.3, 2.5, 5.1, 5.2, 5.3, 5.4	ICT C.4, 5 L&N D.1-11, 15, 17, 19	25 September 2017

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assignment 1 (Report): Identify, describe and evaluate a range of LLN Assessment Strategies

Research the context of your placement school. Collect information about the school's LLN profile and performance, including any official reports available. Discuss and analyse the following:

- What standardised testing measures are used to collect evidence of student learning at your school? In what ways can/ are they used to inform LLN planning and instruction?
- What formative assessment strategies have you observed in your first few weeks of classroom observations? In what ways do they provide feedback that moves students learning forward with regard to LLN proficiency?

Identify, describe and justify any additional assessment strategies you would use to enhance and support the LLN needs of the students you will be working with in your INSTEP program.

Assignment 2 (Case study analysis): Design and evaluate a plan for effective instruction to meet the LLN needs of a specific student.

Choose one of the three case studies provided. Using the experience you have gained through working with the students on your INSTEP placement, **analyse** and discuss what you would find to be the case study's student's most significant challenges in terms of reading, writing and oracy learning in and through English. Describe the assessment strategies you would use to determine these.

Explain the pedagogical strategies you used to respond to your students' LLN needs and challenges while working with them on a weekly basis. Account for your strategies by referring to the literacy, numeracy and assessment principles outlined in this course.

Reflect on the possible outcomes of the LLN strategies you would implement with your student. In what different ways could students respond to these strategies? How would you evaluate the success of your strategies? Where possible, relate your reflections to the work you have done with your INSTEP students over the past eight weeks. In what ways has your work added to your knowledge of effective LLN pedagogy as a developing teacher?

Please note that you are required to present your analysis according to accepted academic conventions. A list of all references cited in the report should be included at the end in alphabetical order.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assessment One	<i>Written</i>	<i>Within three weeks of submission</i>
Assessment Two	<i>Written</i>	<i>Within three weeks of submission</i>

8. RESOURCES

Prescribed texts

Gibbons, P. (2009). *English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone*, Portsmouth NH: Heinemann.

William, D. & Leahy, S. (2015). *Embedding Formative Assessment: Practical Techniques for K-12 classrooms*. West Palm Beach, FL: *Learning Sciences International*

Required and recommended readings

In addition to the set text each student enrolled in the course is expected to read several specific articles each week – a list of required and recommended weekly readings is provided on Moodle.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5139 LANGUAGE, LITERACY AND NUMERACY

Student Name:
 Assessment Task 1

Student No.:
 Date:

SPECIFIC CRITERIA	(-) ←	→	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Relevant and appropriate observations of the school's LLN profile Relevant and appropriate observations re formative assessment and its impact on student learning. for intervention based on student learning needs 			
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Demonstrates an astute analysis of the school's LLN profile Demonstrates clear understanding the role of assessment in enhancing LLN learning Provides evidence of the nature of effective formative feedback for LLN 			
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> A range of relevant professional/research literature supports the arguments Professional/research sources are current and respected in their field Response shows understanding of BOSTES support materials on Assessment for Learning strategies 			
Structure and organisation of response <ul style="list-style-type: none"> The response is well-structured and organised to show application as well as description of the strategies Clarity and coherence of response to the task 			
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references Clarity and consistency in presenting tables and diagrams Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. 			
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME			

Lecturer
 Recommended: /20 (FL PS CR DN HD)

Date
 Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5139 LANGUAGE, LITERACY AND NUMERACY

Student Name:
 Assessment Task 2

Student No.:
 Date:

SPECIFIC CRITERIA	(-) ←	→ (+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Adequacy of the response to all component parts of the question or issue Relevance of assessment techniques to identify student strengths, interests & learning needs 		
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Suitability and justification of techniques/strategies/theories/models used in the intervention Depth and clarity of analysis 		
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Evidence of a range of literature relevant to literacy and numeracy support Detailed and appropriate references used. Used APA referencing conventions and formatting. Provided URLs where possible and feasible. Used research-based sources that are the most relevant. Referenced wider reading beyond the sources provided within the course 		
Structure and organisation of response <ul style="list-style-type: none"> Appropriateness of structure for a report or a proposal Clarity and coherence of response to the task, including final conclusion and appendices 		
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references Clarity and consistency in presenting tables and diagrams Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. 		
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME		

Lecturer
 Recommended: /20 (FL PS CR DN HD)

Date
 Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**