Where Assessment Meets Thinking and Learning

A symbiotic relationship exists between thinking, learning and criterion-based formative and summative assessment and evaluation. Criteria, void of thinking, result in little more than quantity statements and/or statements of subjective quality language. Neither stretches the learner in his performance, and the latter results in confusion and often a need for moderation. When a learner is provided with criteria, but is not given the opportunity to develop deep knowledge and understanding of their elements through the infusion of the learning process, the criteria use is compromised and the end result becomes so much less than it could be. It’s about the thinking process. It’s about the learning process. It’s about the relationship between assessment, thinking and learning.

Indeed – it’s where assessment meets thinking and learning!

Would you like to design criteria that embeds rigour and promotes the development of deep knowledge and deep understanding?
Would you like to design completely objective criteria that guarantees consistent judgments?
Would you like to create criteria that meets the personalised needs of your learners?
Would you like your learners to independently self assess, evaluate, set, monitor and prove goals against evidence?
Would you like to embed assessment criteria seamlessly into the design of cross-curricular units or subject specific lessons or units of study?

If you answered yes to any of these questions then this session is for you!

VENUE: Corowa Public School, 244 Honour Ave.
DATE: Fri. 17th thru Sat. 18th March, 2017
COST: $250 per person
TO REGISTER: EMMA.REEVES@det.nsw.edu.au

Workshop Outcomes

• develop your understanding of the 'critical characteristics of criteria'
• develop your understanding of content, skill and process criteria as three distinctly different types of criteria
• develop your understanding of how to guide your learners in their independent use of criteria
• address and alleviate concerns / challenges associated with criteria use
• explore the relationship between brain research and criteria
• explore the relationship between thinking and learning, assessment and evaluation
• develop your understanding of checklists, rubrics and developmental progressions
• explore a process which guides learners toward the independent development of criteria
• use your new knowledge and understanding to develop criteria that truly enables and empowers your learners