

Assessment in the Thinking Classroom



PRESENTED BY

Kyle Webb



SERIES SESSIONS

Date	Time
February 22, 2024	9:00 AM - 3:30 PM



LOCATION

**Basement Conference Room (GPCSD
Central Office) - 9902 101 St**

FEE

\$150.00

QUESTIONS?

Contact Us:

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Program

It is recommended that teachers have attended an Introduction workshop prior to the assessment workshop.

The assessment workshop is designed for teachers who have been implementing Thinking Classrooms practices and are ready to delve into assessment. In addition to the assessment practices laid out in Building Thinking Classrooms, participants will revisit and explore advanced teacher moves relevant to the other practices explored in the Introduction workshop.

Problem solving is an effective way for students to learn to think mathematically and to acquire deep knowledge and understanding of the mathematics they are learning. Simply problematizing the mathematics curriculum, however, does not help constitute the practice that teachers want or students need. Equally, infusion of problem-based learning into the mathematics curriculum does not help with the transformations we want to see in our classrooms. What we need are a set of tools that, along with good problems, can build thinking classrooms.

In this day of professional learning, we look at a series of such tools, emerging from research, that can help to build an environment conducive to problem-based learning. We will unpack the research behind Thinking Classrooms which demonstrates that a problem-based learning environment and culture can quickly be established, even in classrooms where students resist change.

These topics will be covered in the assessment workshop:

Without Intermediate

- Consolidation
- Autonomy
- Evaluate what you value
- Formative assessment
- Summative assessment

With Intermediate Before

- Evaluate what you value
- Formative assessment
- Summative assessment

**Topics of each workshop are tailored to meet specific needs and may be revised.*

Presenters

Kyle Webb

Kyle Webb works as a Numeracy Learning Consultant in Regina, SK, Canada. Prior to working as a learning consultant, he taught grades 6 through 12 math, science, STEM, and worked as an educational technology teacher coach. Kyle is passionate about mathematics education, especially shaking up the status quo seen in traditional mathematics classrooms. He is a strong advocate for Thinking Classrooms and has worked closely with Peter Liljedahl in recent years diving deeper into the practices while directly supporting hundreds of classrooms and their teachers in implementing the 14 practices. Kyle spends most of his time in classrooms working with teachers and students and believes that rich, contextually based tasks and utilizing concrete and pictorial representations can propel student learning at all levels of mathematics.
