

Assessment in a Thinking Classroom

Presented By: Peter Liljedahl

Date(s):

Tuesday, November 09, 2021
4:00 PM - 6:30 PM

Tuesday, November 23, 2021
4:00 PM - 6:30 PM

Tuesday, December 07, 2021
4:00 PM - 6:30 PM

Session Location:

Computer of your choice
-, Online, AB

Computer of your choice
-, Online, AB

Computer of your choice
-, Online, AB

Registration Fee:

\$100.00

<https://www.sapdc.ca/register/7393>

Audience: Teachers and Administrators, Division Math or Numeracy leads

Grade Level: K-12

Special Notes:

This session is made possible through funding from Alberta Education.

This session is only available to Alberta residents.

About the Session:

In this series of three sessions we will look at the high impact assessment practices in the thinking classroom framework.

1. **Evaluate what you Value:** In this session we will explore assessment practices that have been shown to radically shape students' behaviours in the thinking classroom. Participants will leave with a template that can be used to assess a wide range of competencies and processes.
2. **Formative Assessment:** In this session we will explore a type of formative assessment that is done by students for students and has been shown to drastically increase student performance on summative assessment.
3. **Summative Assessment:** In this session we will explore several contemporary grading practices including outcomes-based assessment and triangulation of data. The main focus of this session is to learn how to do this practically, efficiently, and effectively.

About the Presenter(s):

Peter Liljedahl

Dr. Peter Liljedahl is an Associate Professor of Mathematics Education in the Faculty of Education and an associate member in the Department of Mathematics at Simon Fraser University in Vancouver, Canada. He is the coordinator of the MSc and PhD Program in Mathematics Education and is a co-director of the David Wheeler Institute for Research in Mathematics Education at Simon Fraser University. He is the former vice-president of the Canadian Mathematics Education Study Group and the current president of the International Group for the Psychology of Mathematics Education. Dr. Liljedahl serves on the editorial boards of ESM, JMTE, MTL, FMEJ, MERJ, and CJSMT and is a senior editor of IJSME. He has authored or co-authored 7 books, 17 book chapters, 26 journal articles, and over 50 conference papers. Dr. Liljedahl is also a member of the executive of the British Columbia Mathematics Teachers Association (BCAMT) and co-editor of their flagship journal, Vector. Dr. Liljedahl is a former high school mathematics teacher who has kept his research interest and activities close to the classroom. His research interests are creativity, insight, and discovery in mathematics teaching and learning; the role of the affective domain on the teaching and learning of mathematics; the professional growth of mathematics teachers; mathematical problem solving; numeracy; and engaging student thinking. He consults regularly with schools, school districts, and ministries of education on issues of teaching and learning, assessment, and numeracy.