

Jeanette Murphy – Day 1 Lane Clark: Where thinking and learning meet

Pre Data/Post Data

Focus/Thinking	Brainstorming ...What do I think I know?
What are the criteria? What is the difference between base criteria; a rubric, and a developmental continuum?	<p>Criteria: means of levelling – where to from here? Provides a baseline for knowledge/understanding of the given task/activity.</p> <p>Rubric: defined expectations levelled according to the ‘creator’ or ‘creators’. No hidden agenda</p> <p>Developmental continuum: undefined levels – start/end point</p> <p>Differences: Criteria that can be set accordingly. Expectations of the task are known by all. Rubrics can be created before, during and/or after the task/activity. STANDARDS are known,</p>
What are the critical characteristics of effective criteria?	<p>Critical Effective Criteria:</p> <ul style="list-style-type: none">• Language (verbs) are specific and shared understanding known• Start-end points• Rating scale of some kind• Where to from here for development
How is criteria developed?	<p>Knowledge and understanding of the task/activity at hand Verbs are specific; task is known; expectations are fully understood Teacher/Kidspeak</p>
Why use criteria with your learners?	<ul style="list-style-type: none">• Kidspeak – student involvement and ownership• Familiarisation of criteria language• Helps develop explicit expectations• Students understand...<ul style="list-style-type: none">○ What stages/processes they must go through to complete the task○ Design MATTERS!