

# WHAT KIND OF TEACHER ARE YOU?

IT'S A

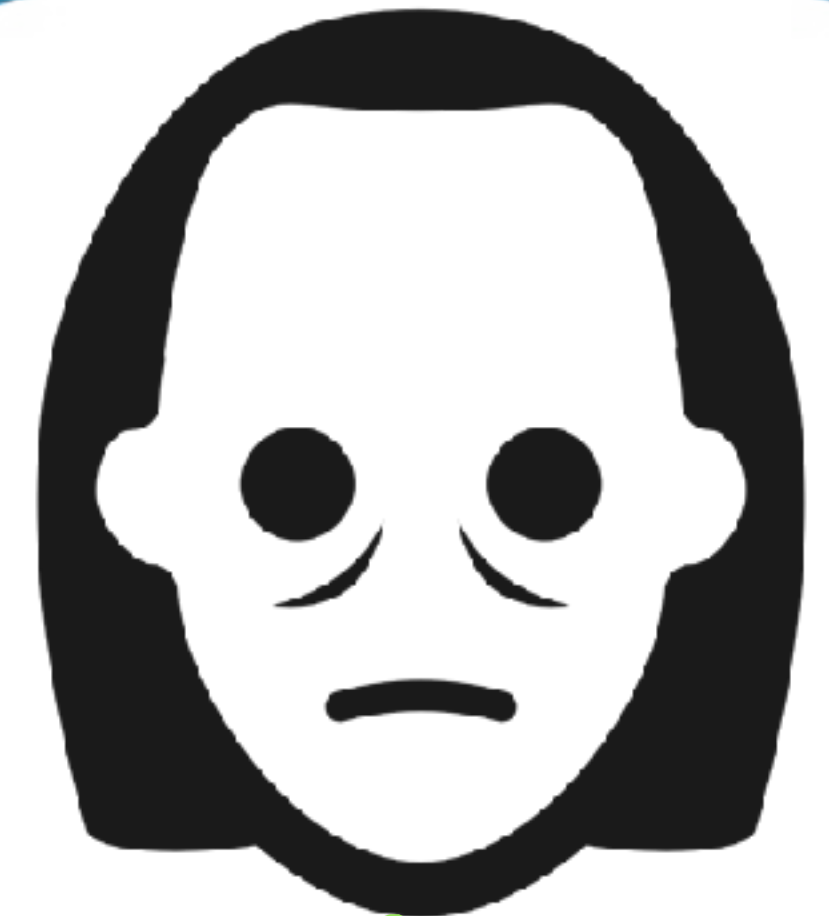
# BIRD

IT'S A

# PLANE?

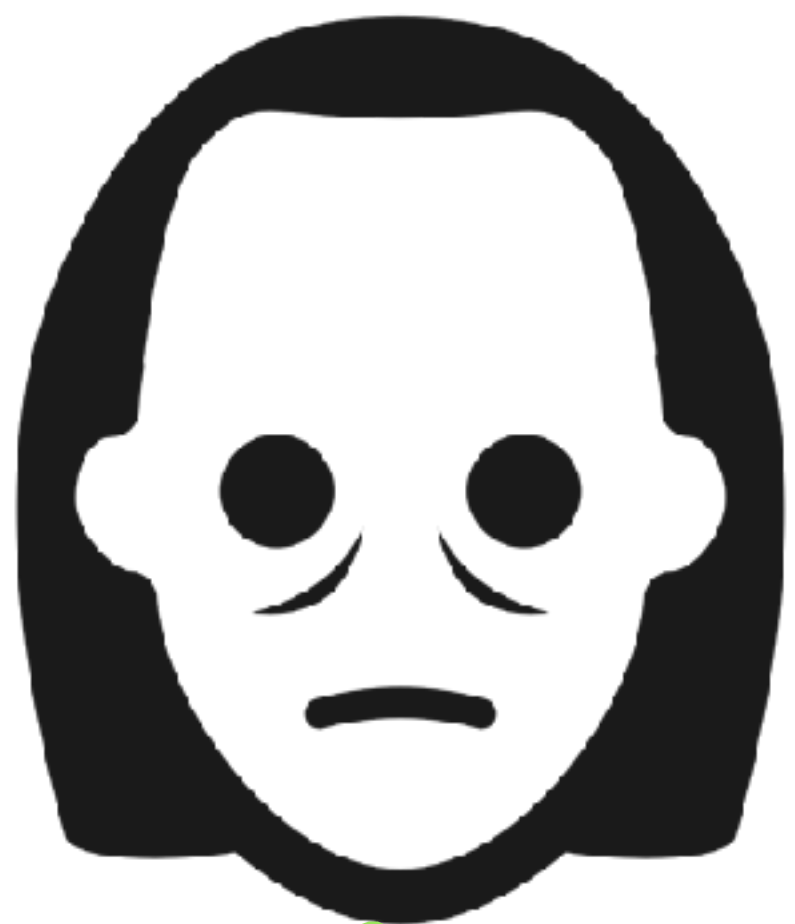


SUPER TEACHER



CRAM





CRAM



learn



regurgitate



NOPE

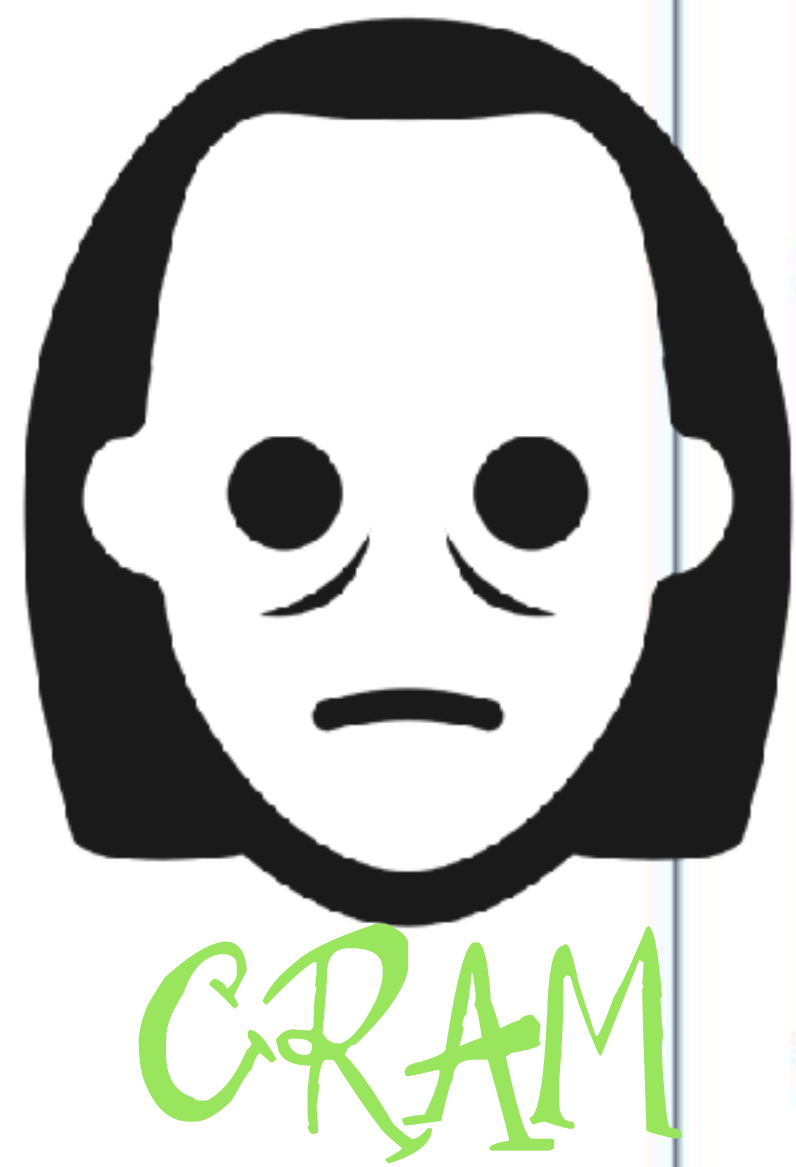
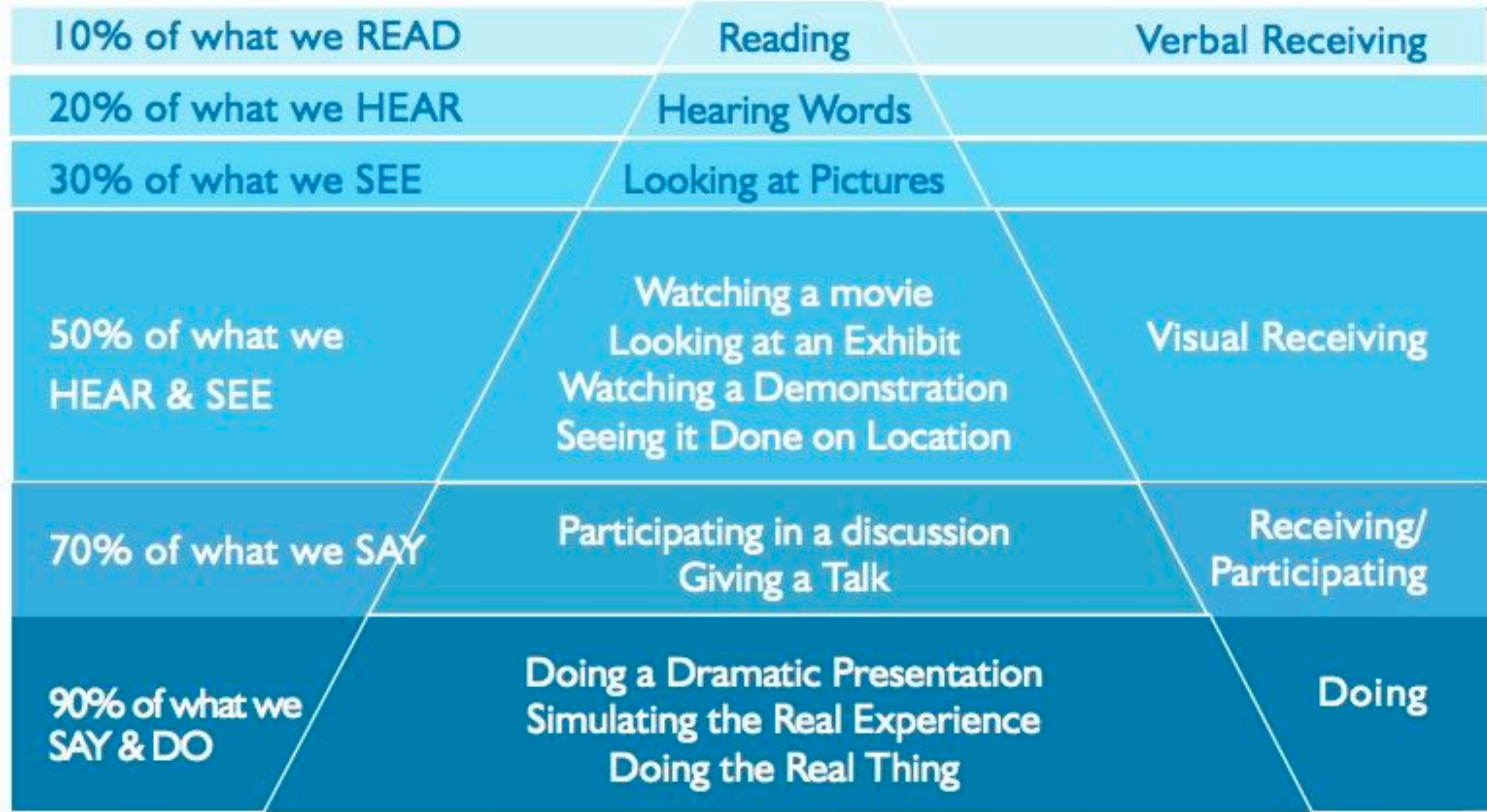


TEST

# CONE OF LEARNING (EDGAR DALE)

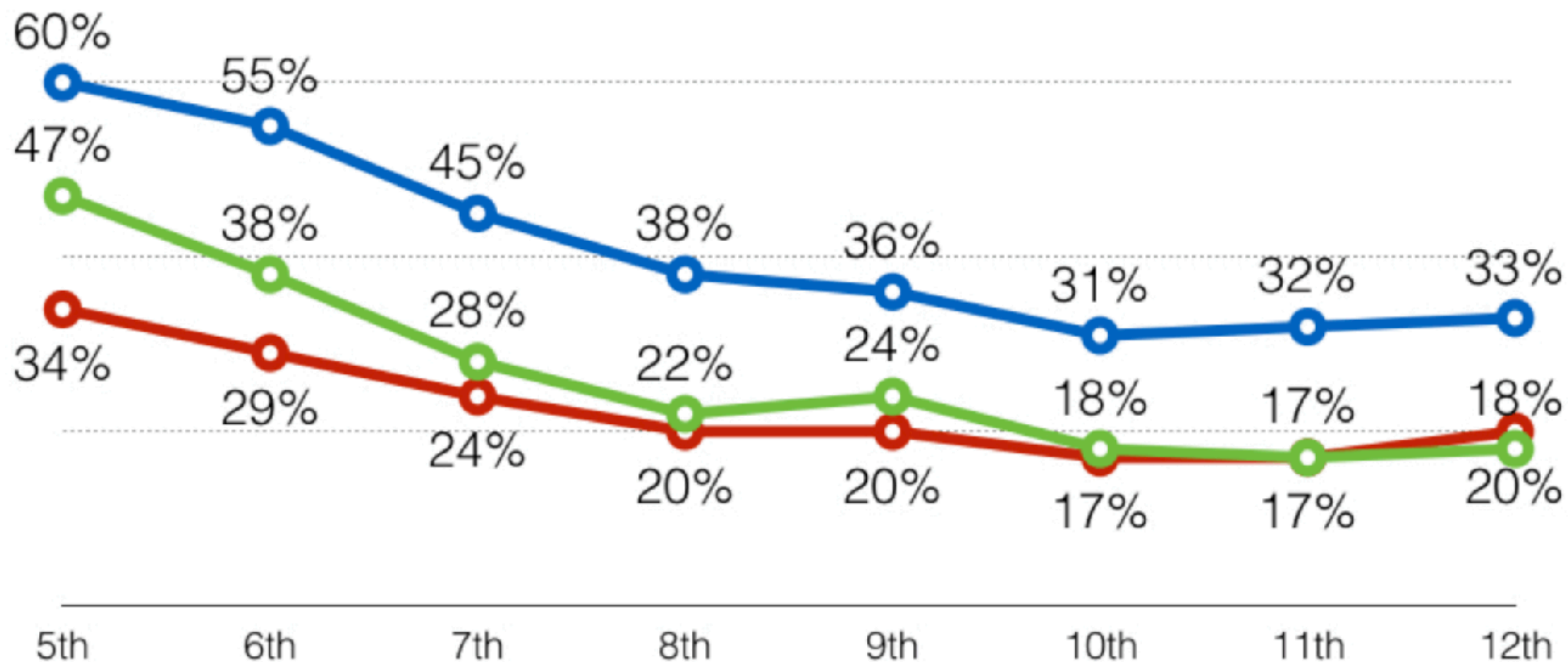
After 2 Weeks  
we tend to remember

Nature of Involment



## Percentage of Students Who Strongly Agree, By Grade (n = 928,888)

- In the last 7 days, I have learned something interesting at school
- I have fun at school
- At this school, I get to do what I do best every day





CHALK



Blah, blah!

AND

TALK



# FORTRESS OF LEARNING

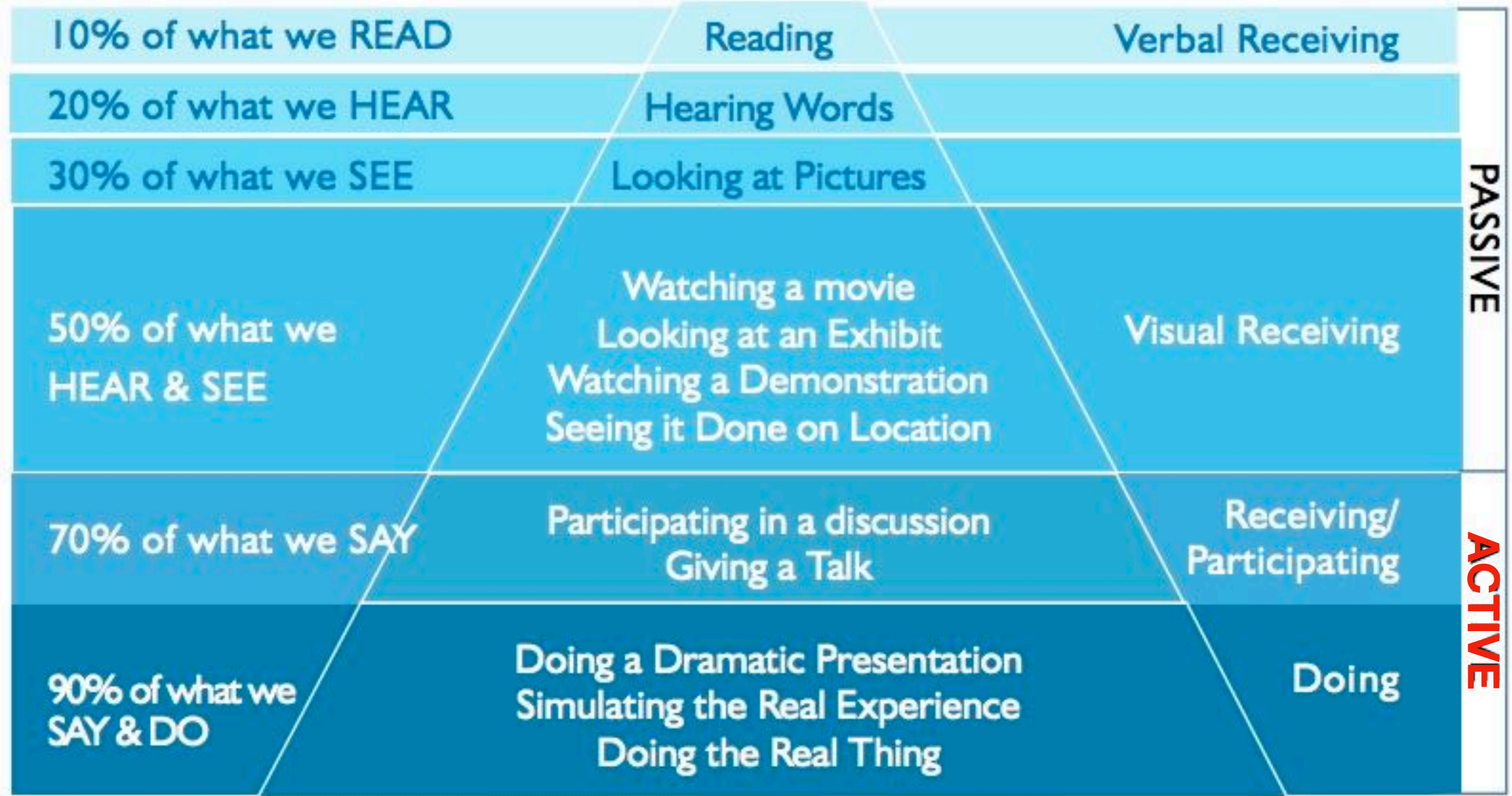




# CONE OF LEARNING (EDGAR DALE)

After 2 Weeks  
we tend to remember

Nature of Involment



# A QUESTION TO PONDER!

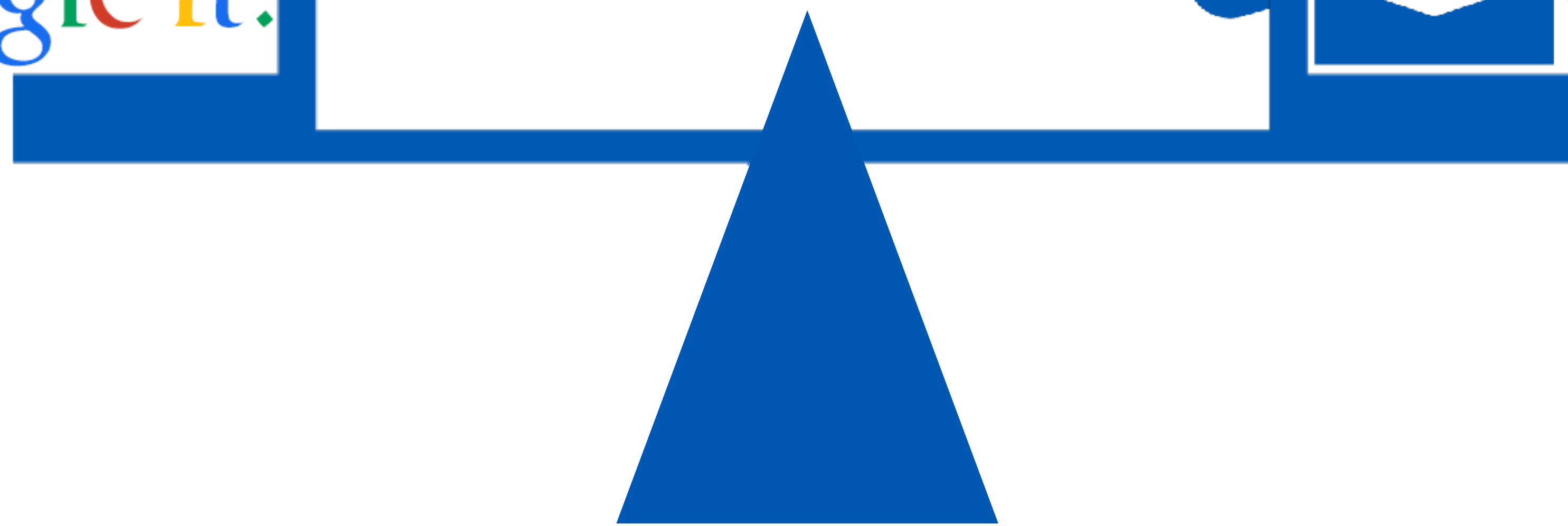
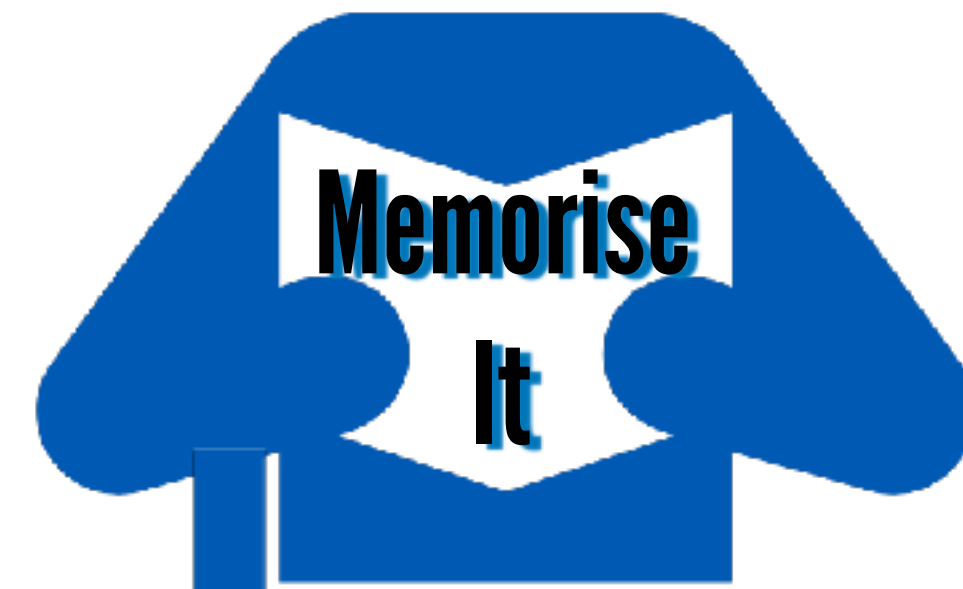


HOW IMPORTANT IS MEMORY  
IN THE 21<sup>ST</sup> CENTURY?



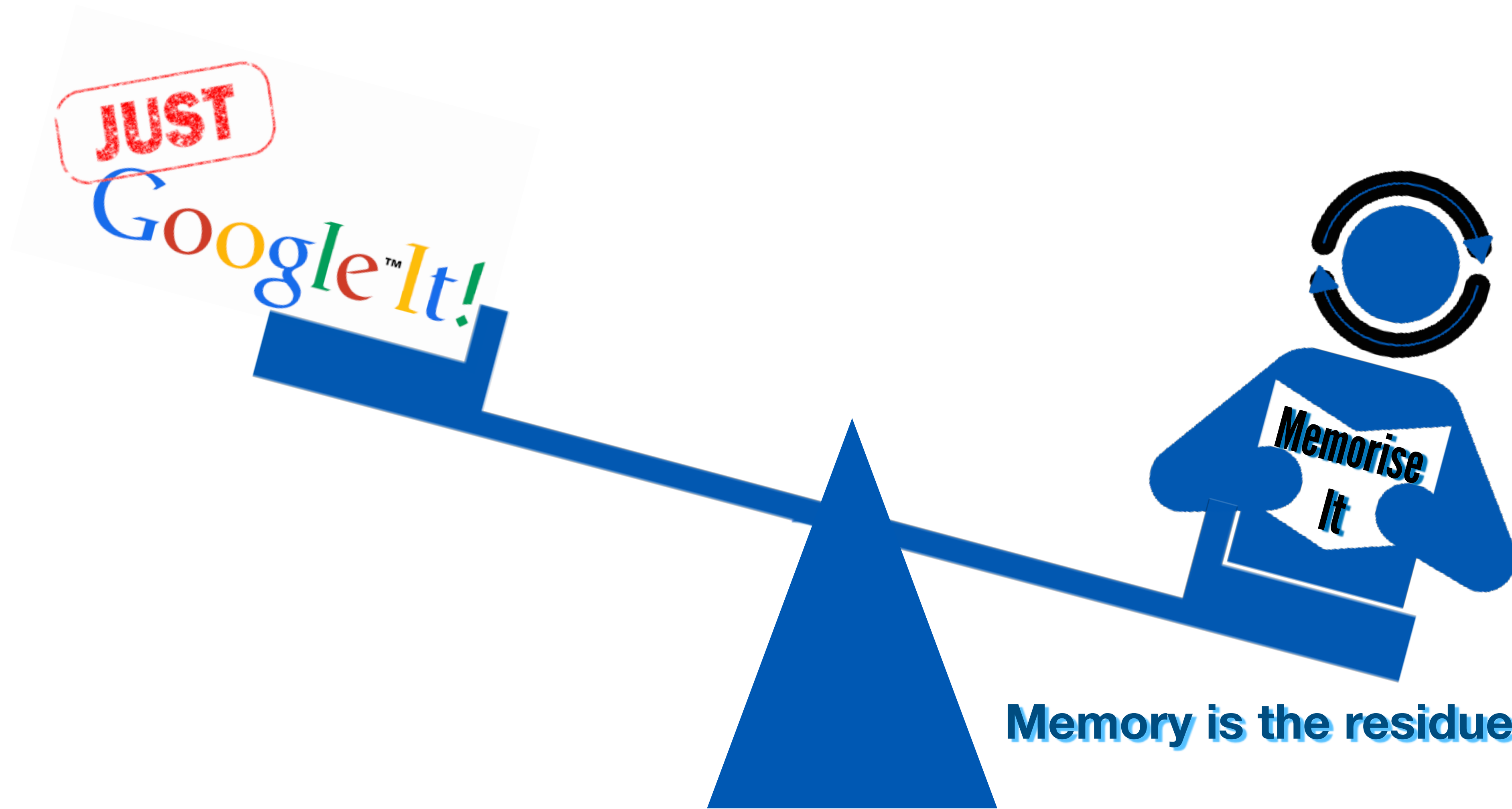
**JUST**

Google™ It!





# A QUESTION TO PONDER



Memory is the residue of thinking!

**NO THINKING = NO LEARNING**

Today's technology provides easy access to answers, but if we focus only on the answers and not thinking, questioning and solving, we rob students (and ourselves) of great learning experiences.



**I WONDER**



he

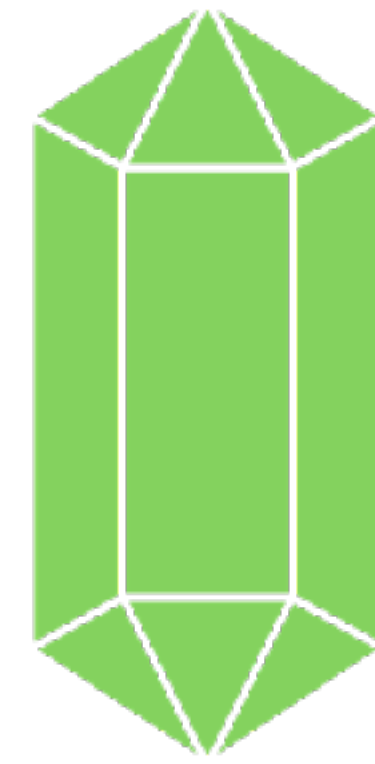
XCESSIVE

use of

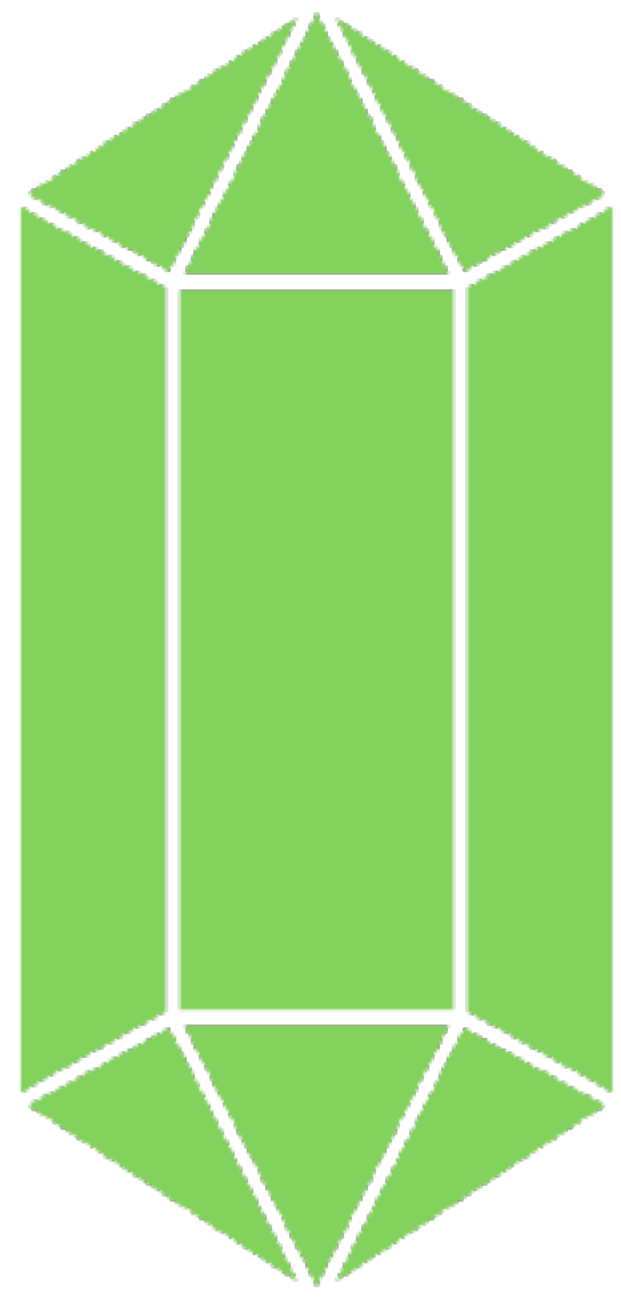
standardised

ests

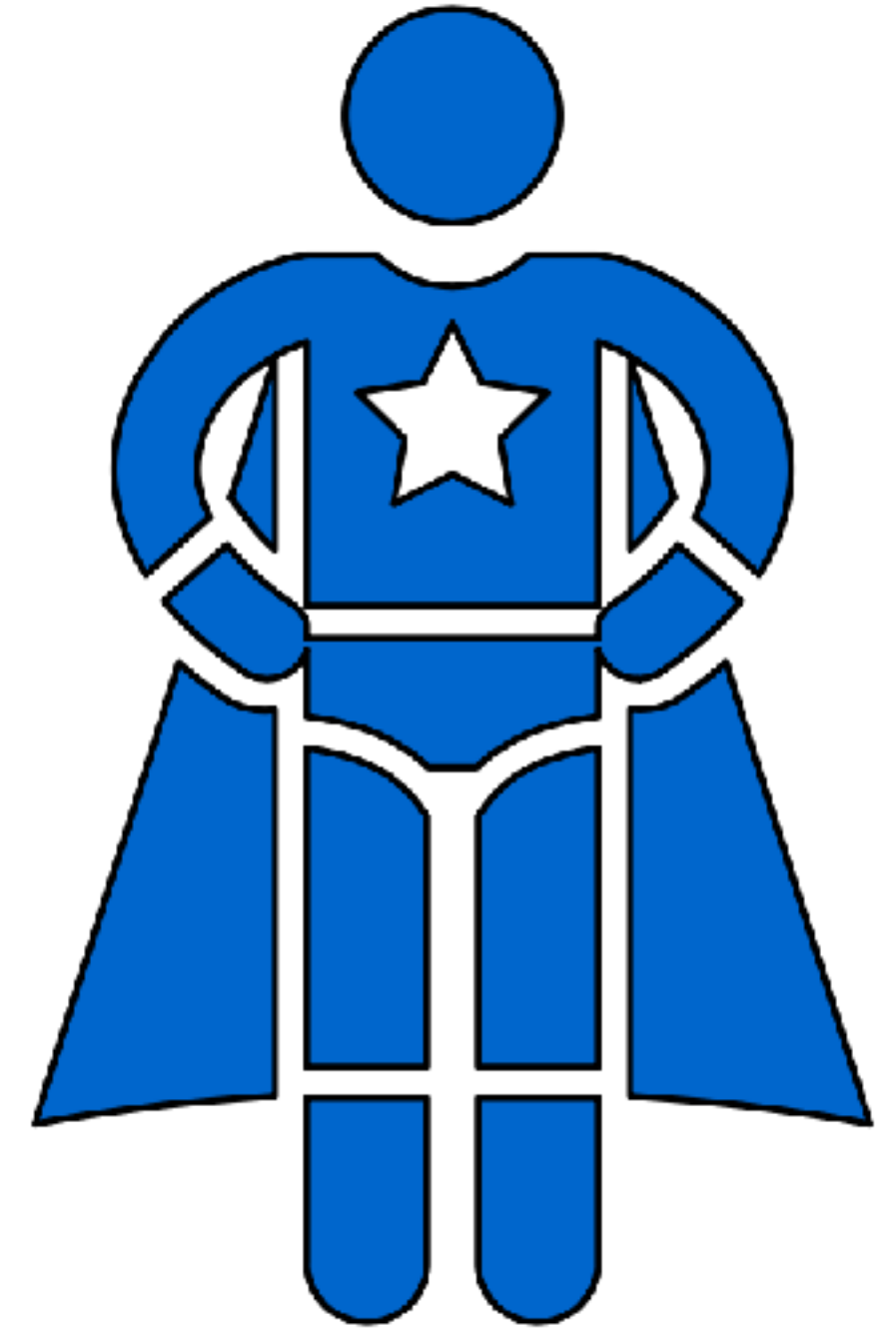
# TESTS



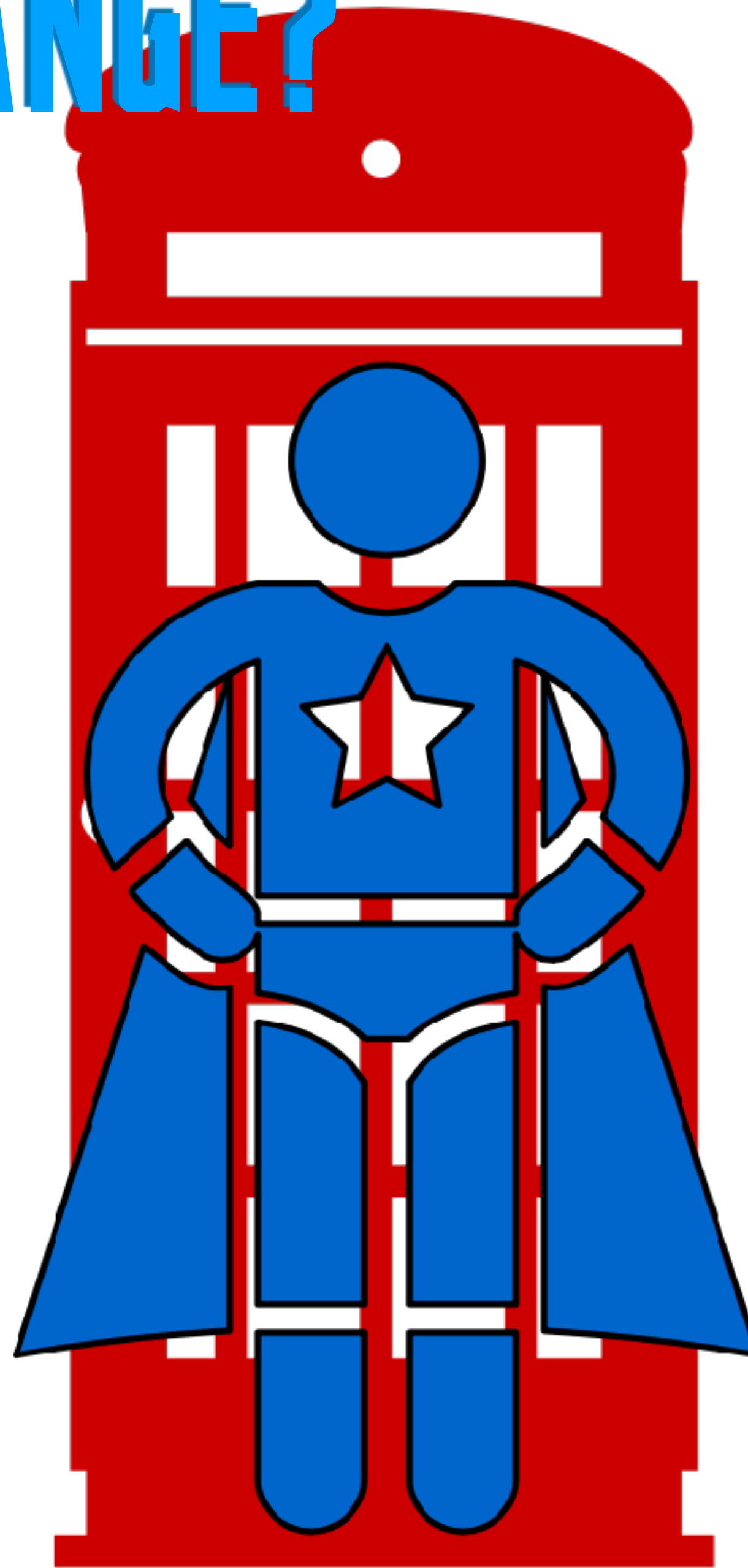
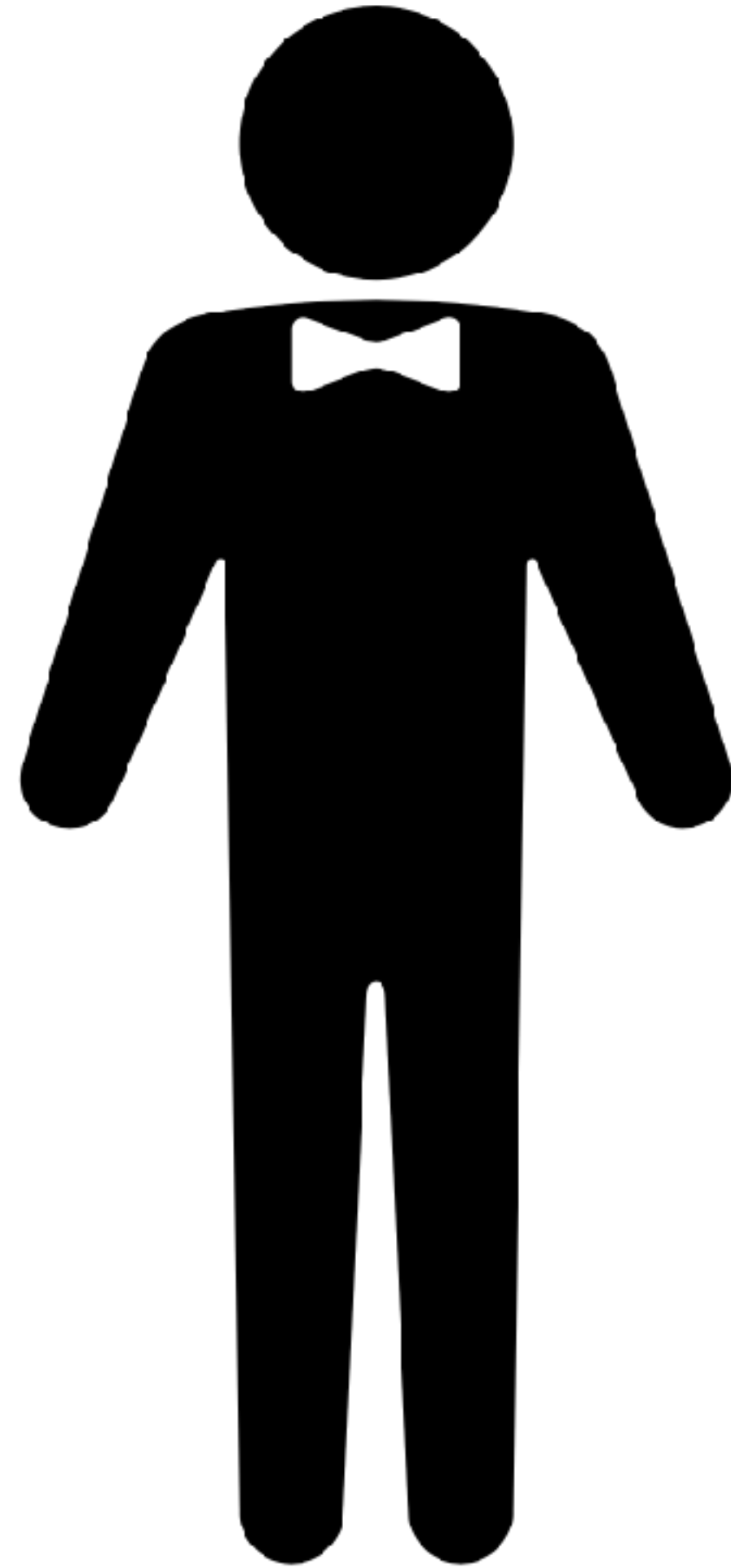
- **Summative assessment**
- ***Evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark***
- **Method for the retrieval of memory**

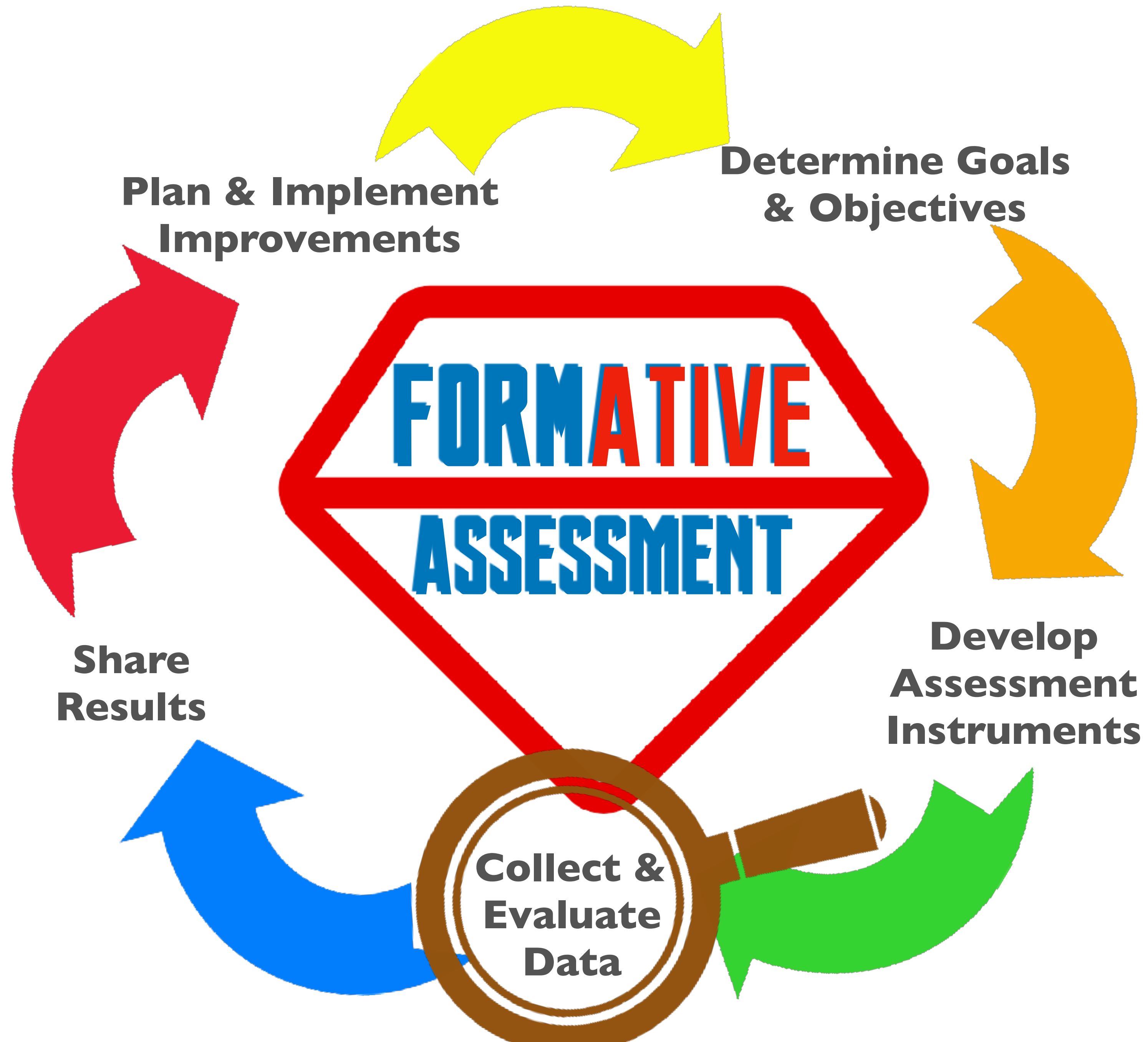


# *KRYPTONITE*



# HOW DO WE CHANGE?





# EVIDENCE

Class Assessment Record Sheet

Term: 1

Subject: Science

Order

**Key to Assessment:**  
 1 Little or no grasp of the concept  
 2 Beginning to have understanding  
 3 Reasonable grasp  
 4 Firm grasp

**Learning Objectives**

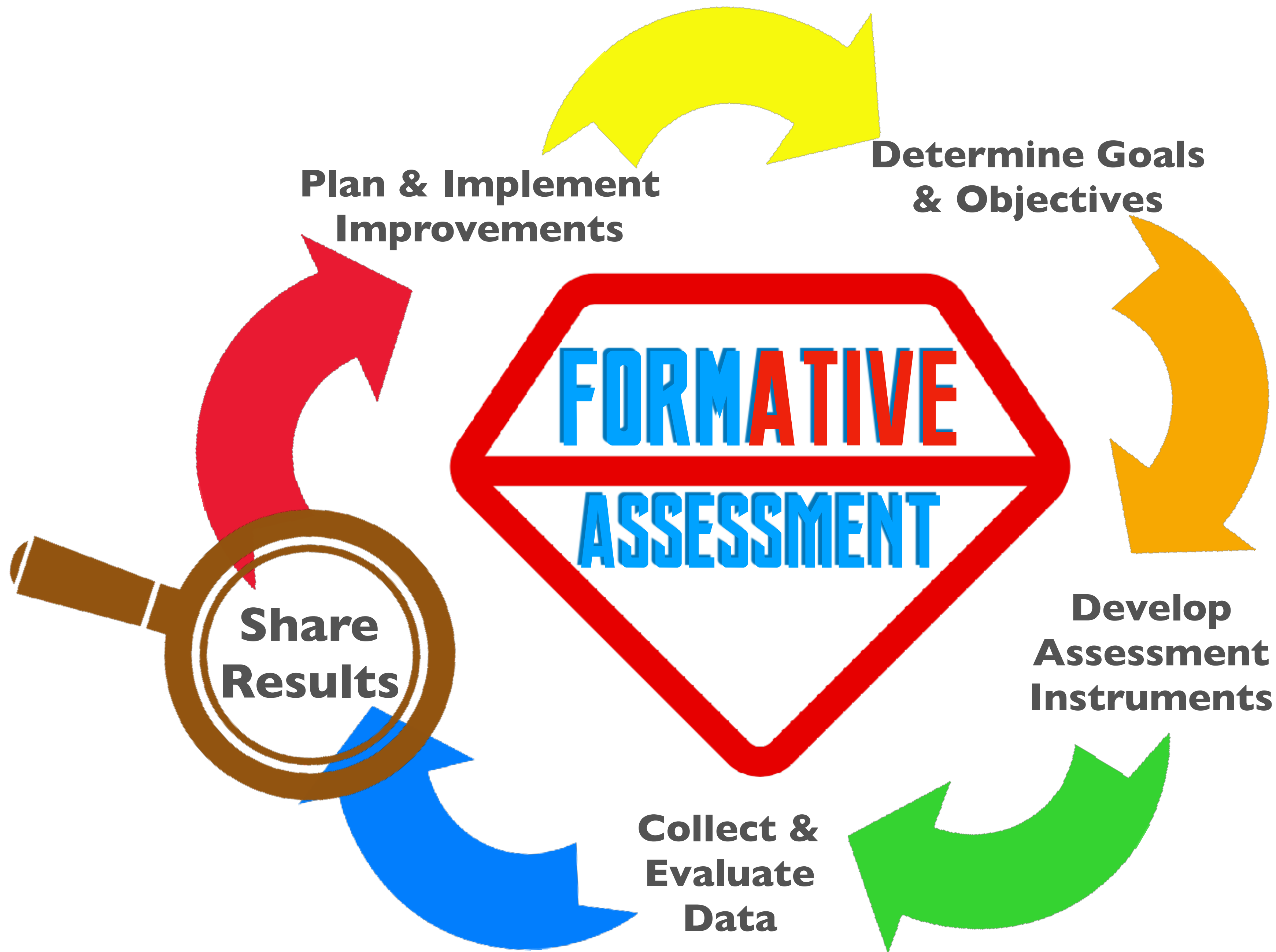
	Name 1	Name 2	Name 3	Name 4	Name 5	Name 6	Blank
1 Recall the three states of matter	Green	Green	Green	Yellow	Yellow	Green	
2 Explain what evidence is and identify some examples	Green	Green	Green	Red	Yellow	Green	
3 Explain what the particle theory is	Green	Green	Green	Red	Yellow	Green	
4 Describe how smells and colours move from one place to another	Green	Green	Green	Red	Yellow	Green	
5 Explain what causes gas pressure	Green	Green	Green	Yellow	Yellow	Green	
6 Explain and describe the texture of rocks	Green	Green	Green	Yellow	Yellow	Green	Black
7 Recall the characteristics of some rocks	Green	Green	Green	Yellow	Yellow	Green	
8 Describe what happens when rocks are chemically weathered	Green	Green	Green	Yellow	Yellow	Green	
9 Recall the conditions under which physical weathering happens	Green	Green	Green	Yellow	Yellow	Green	
10 Describe what happens to pieces of rock when they are transported	Green	Green	Green	Yellow	Yellow	Green	
11 Explain how sedimentary rocks are formed	Green	Green	Green	Yellow	Yellow	Green	
12 Explain why sediments sometimes form layers	Green	Green	Green	Yellow	Yellow	Green	
13 Describe how igneous rocks are formed	Green	Green	Green	Yellow	Yellow	Green	
14 Explain and describe the texture of some metamorphic rocks	Green	Green	Green	Yellow	Yellow	Green	

arning

Subject: Science

	Level of Understanding - teacher	Level of Understanding - student	Objectives
1			
2			
3			Recall the three states of matter
4			Explain what evidence is and identify some examples
5			Explain what the particle theory is
6			Describe how smells and colours move from one place to another
7			Explain what causes gas pressure
8			Explain and describe the texture of rocks
9			Recall the characteristics of some rocks
10			Describe what happens when rocks are chemically weathered
11			Recall the conditions under which physical weathering happens
12			Describe what happens to pieces of rock when they are transported
13			Explain how sedimentary rocks are formed
14			Explain why sediments sometimes form layers
15			Describe how igneous rocks are formed
16			Recall the names and describe the texture of some metamorphic rocks
17			Explain what scientific theory is

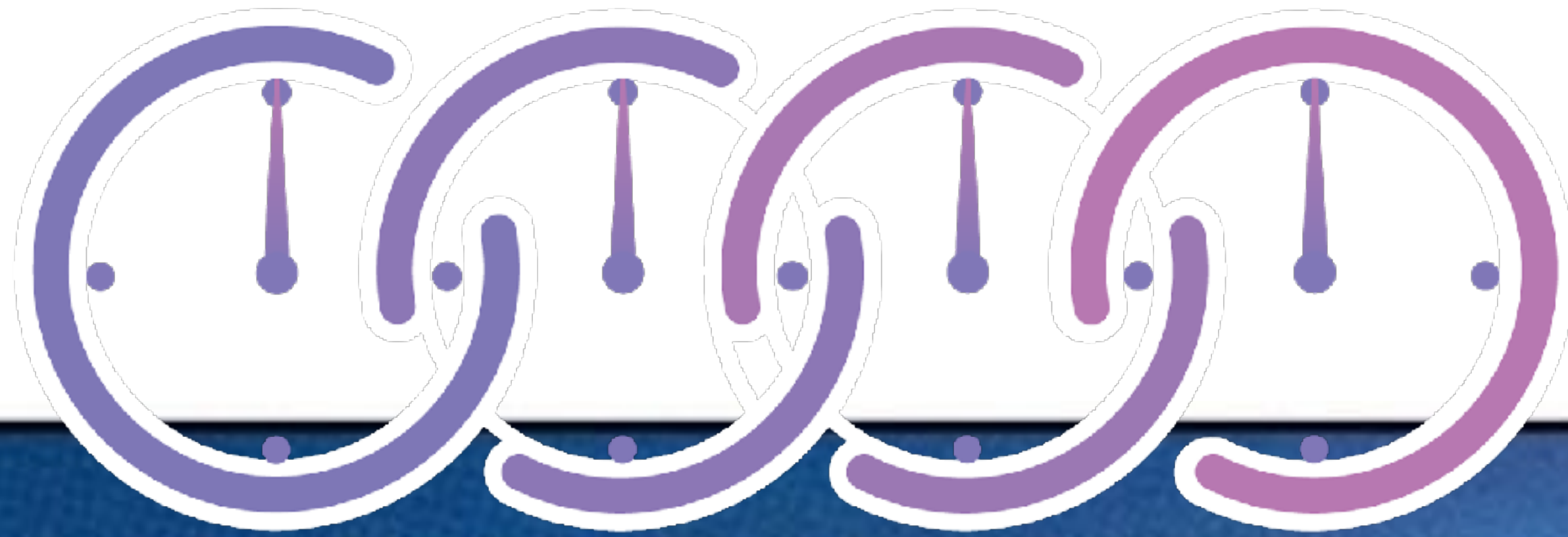






# RING OF POWER

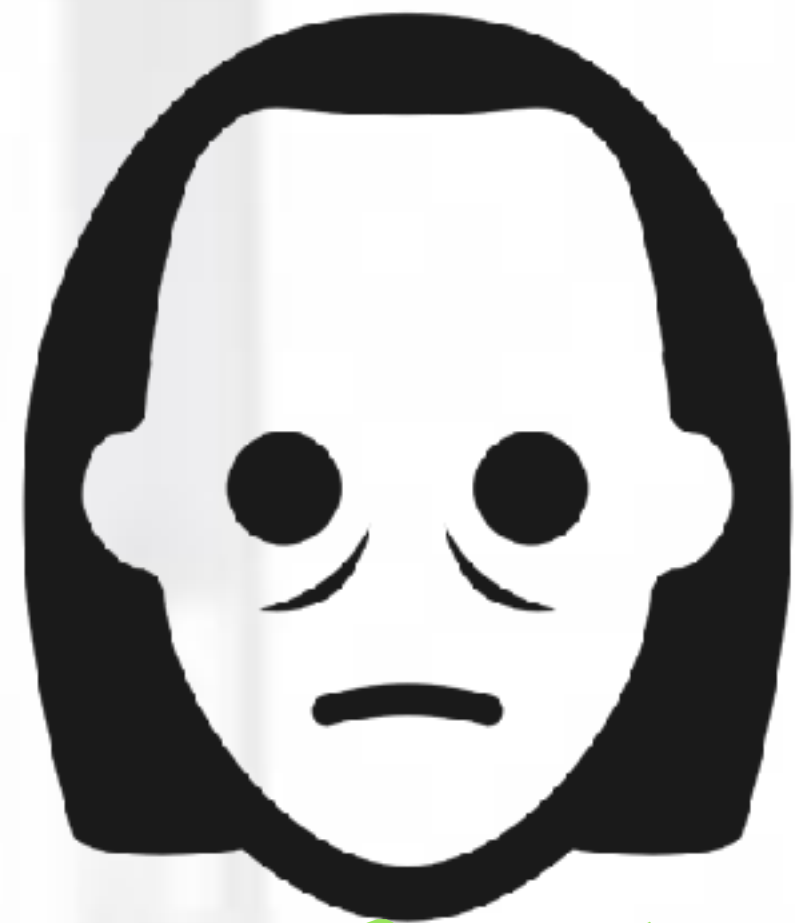




"WHEN TEACHERS DO  
FORMATIVE ASSESSMENT  
EFFECTIVELY, STUDENTS  
LEARN AT ROUGHLY  
DOUBLE THE RATE THAN  
THEY DO WITHOUT IT."

DYLAN WILIAM





CRAM



TEST

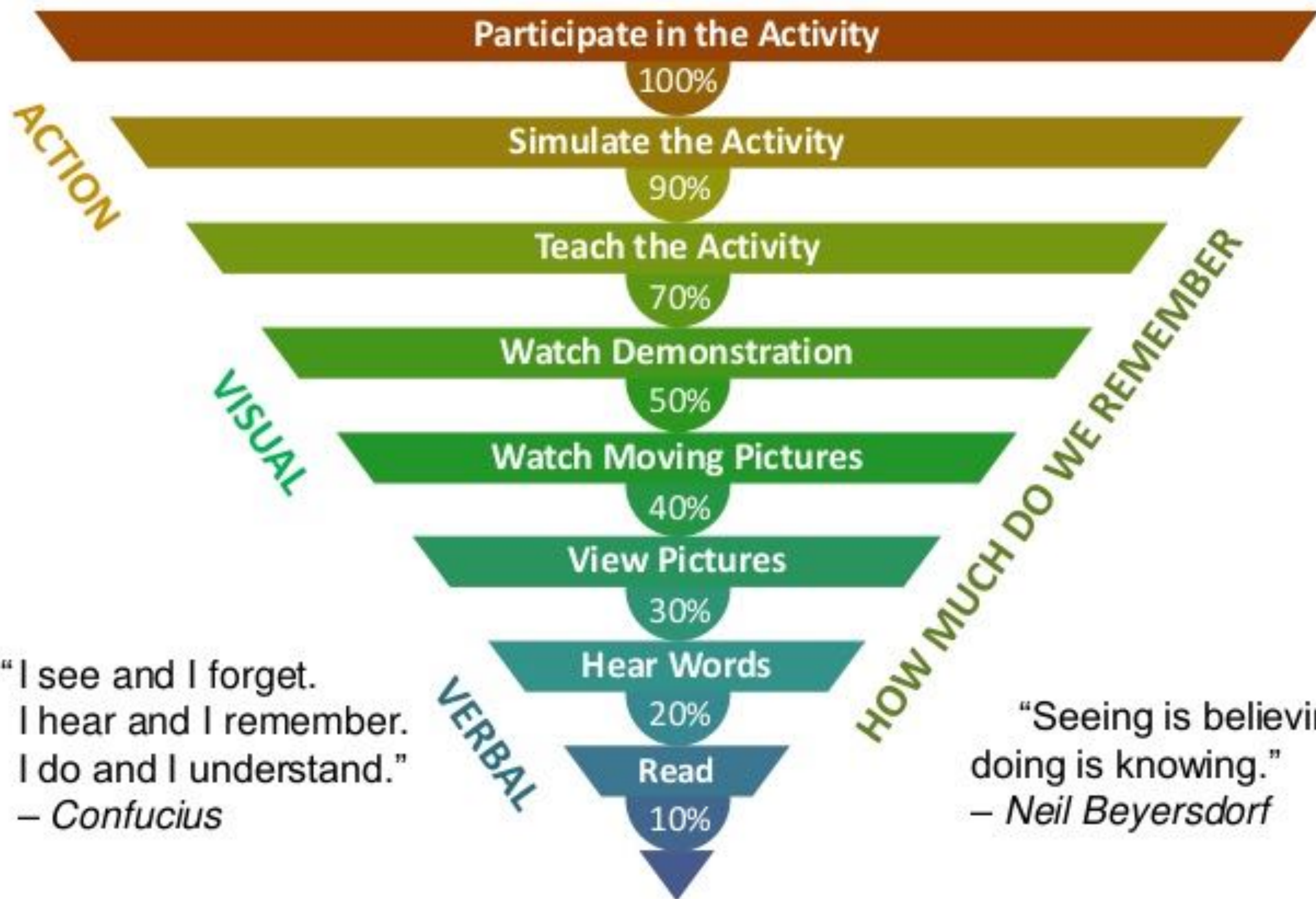




# FORMATIVE ASSESSMENT



# How We Learn and How Much We Remember



“I see and I forget.  
I hear and I remember.  
I do and I understand.”  
– Confucius

“Seeing is believing,  
doing is knowing.”  
– Neil Beyersdorf