



## SUSAN M. BROOKHART

Susan M. Brookhart has spent the last 20 years studying and writing about classroom assessment practices and is known internationally. She specializes in combining research-based strategies and practical applications, working with classroom teachers and school administrators to customize strategies for their locations. Brookhart is an independent educational consultant based in Helena, Montana. She is an ASCD Faculty member and a senior research associate in the School of Education at Duquesne University. Brookhart has authored numerous books that Saskatchewan educators have used to impact their classroom practice, including her latest works: *How to Design Questions and Tasks to Assess Student Thinking*; *Grading and Group Work*; *How do I assess individual learning when students work together?*; and *How to Create and Use Rubrics for Formative Assessment and Grading*.



# Creating Learning Cultures

October 20-21, 2016 | Saskatoon, Saskatchewan

INSTRUCTION | ASSESSMENT | HONOURING DIVERSITY

## Keynote Presentation

### Assessment of Higher-Order Thinking Skills

Goals for student learning typically require students to not only understand a body of knowledge, but also be able to use it in some way. Participants will develop skills in designing questions and tasks that require students to use higher-order thinking. Participants will use a framework to vary three aspects of a task – cognitive level, task structure and difficulty – in order to assess intended knowledge and skills precisely.

## Concurrent Sessions

### Feedback That Feeds Forward

Feedback is only effective if it is a catalyst for change in student learning. Effective feedback is timely, descriptive and specific to both the work and the student's needs. In effective feedback episodes, both the teacher and student learn something. Effective feedback is coupled with immediate opportunities for students to use it. Participants in this session will analyze examples of feedback and learn feedback strategies that help students answer the question, "Where am I now, and what do I do next?"

### Learning Targets:

#### Helping Students Aim for Understanding

The first thing students need to learn is what it is that they are supposed to be learning. Sharing learning targets and criteria for success is the fundamental formative assessment method, upon which all the others depend. Learning targets are often characterized as simply instructional objectives in student-friendly language. This is not true! A learning target is only a target if students are aiming for it, and a learning target is tied to what students actually do in an individual lesson. Participants in this session will discover strategies for helping students answer the question, "What am I supposed to be learning?"

#### Student Self-Assessment and Goal Setting

A goal is something a student intends to learn – not a general wish for the future or a resolution to study harder. Effective teachers help their students set "just right" goals, at the appropriate level of difficulty and specificity for each student. Participants in this session will discover strategies for helping students answer the question, "Where do I want my learning to go?"

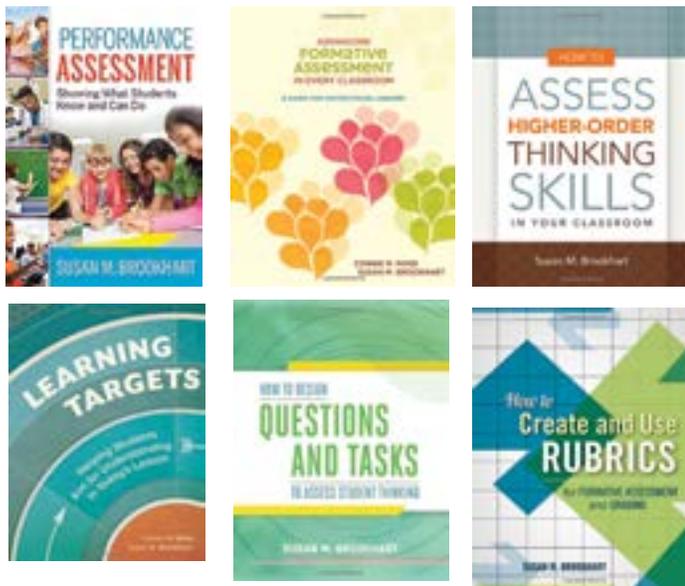
#### Performance Assessment

In performance assessment, students perform a task that requires they demonstrate a process, create a product, or both. The performance is evaluated by observation and judgment based on established criteria. In fact, behind most learning standards, even those that seem completely didactic, stands the assumption that students are learning facts and concepts based because they are useful for something. Performance assessment takes that next step, gauging how well students can use their knowledge.

I'm so happy to be coming to Saskatchewan. I hope you will learn from me, and I look forward to learning from all of you. I'll be addressing five topics in the area of classroom assessment, giving strategies and examples from my work with other educators. The assessment of higher-order thinking skills is a theme that runs through all of my offerings at this conference. The assessments we set for our students give them clues to what we want them to learn. If we want students to think, we must ask them to do it.

If we set up a formative learning cycle that begins with students knowing what it is they are supposed to learn, have them do meaningful work, give feedback targeted to the learning goals and tools for student self-assessment and goal setting, students can become assessment-capable. When we share assessment responsibilities in the classroom, students learn how to learn.

I look forward to sharing with all of you!



## Registration Information

### Cost:

Early Bird (before July 1) \$262.50

(after July 1) \$341.25

Group Rate (5+) \$262.50

Cost includes: Breakfast, lunch, refreshments and conference materials.

Please register online at [www.stf.sk.ca](http://www.stf.sk.ca).

Payment must accompany registration.

### Refund policy:

\$35 refund less than a month prior to start date.

50 percent refund between two and 10 business days prior to the start date.

No refund will be issued within 48 hours of the start date.

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