



Learner and Teacher Agency

Differentiation by Design Workshop 6 (Remote via MS Teams): Reflection, Reading and Research Guide: Assessment

Learning intention: To know, understand and be able to differentiate assessment tasks.

Date: September 3, 2020 at 5.00 – 7.00pm

Reading and Viewing Guide:

Claxton, G. (2011). *The Learning Powered School*. TLO Limited

Farrall, J. (2020). Teacher and Learner Agency.
<https://www.janetfarrall.com.au/teacher-resources>

Marzano, R. (2013). 'Art and Science of Teaching Cognitive Verbs and the Common Core' in *Educational Leadership*, Vol. 71, Pages 78-79
<http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Cognitive-Verbs-and-the-Common-Core.aspx>

MYP Command Terms.

<https://www.woostercolts.com/cms/lib/NV02000980/Centricity/Shared/pdf/ib/ibmyp/ibmyp-command-terms.pdf>

Queensland Curriculum & Assessment Authority (QCAA). (2018, January). *Glossary of Cognitive Verbs*. QCAA. https://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf

Thinkdrive, (2019). Queensland, ITC Publications <https://itthinkdrive.com.au/>

Essential Questions:

1. What is the difference between knowing and understanding?
2. What is the difference between applying and analysing?
3. What is the difference between analysing and evaluating?
4. How might assessment tasks be differentiated to meet the needs of highly able students or students struggling to meet the standard?

Refer also Questivities™: Assessment

J. Farrall, September, 2020