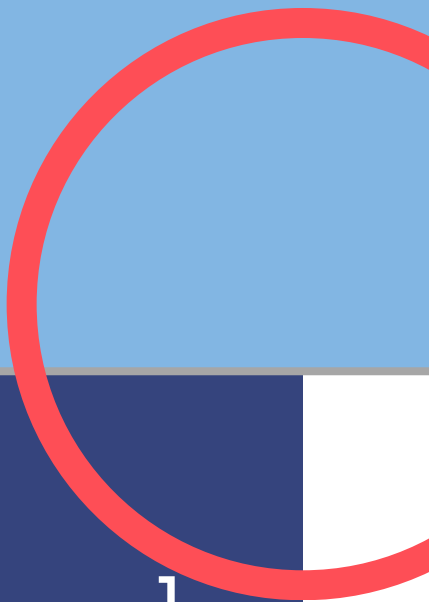
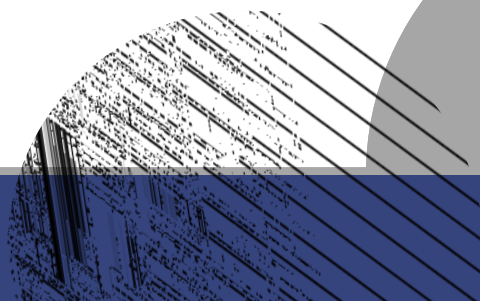
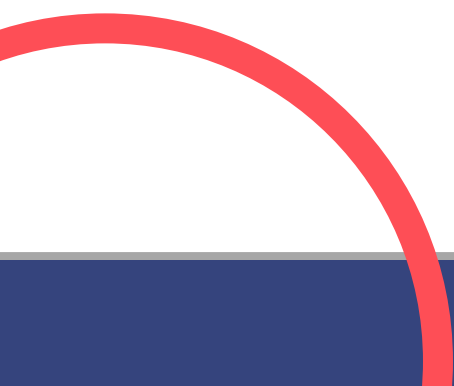


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I like this because...

Prep Time, Make From Scratch, Grab and Go

Prep Time, Make From Scratch, Grab and Go

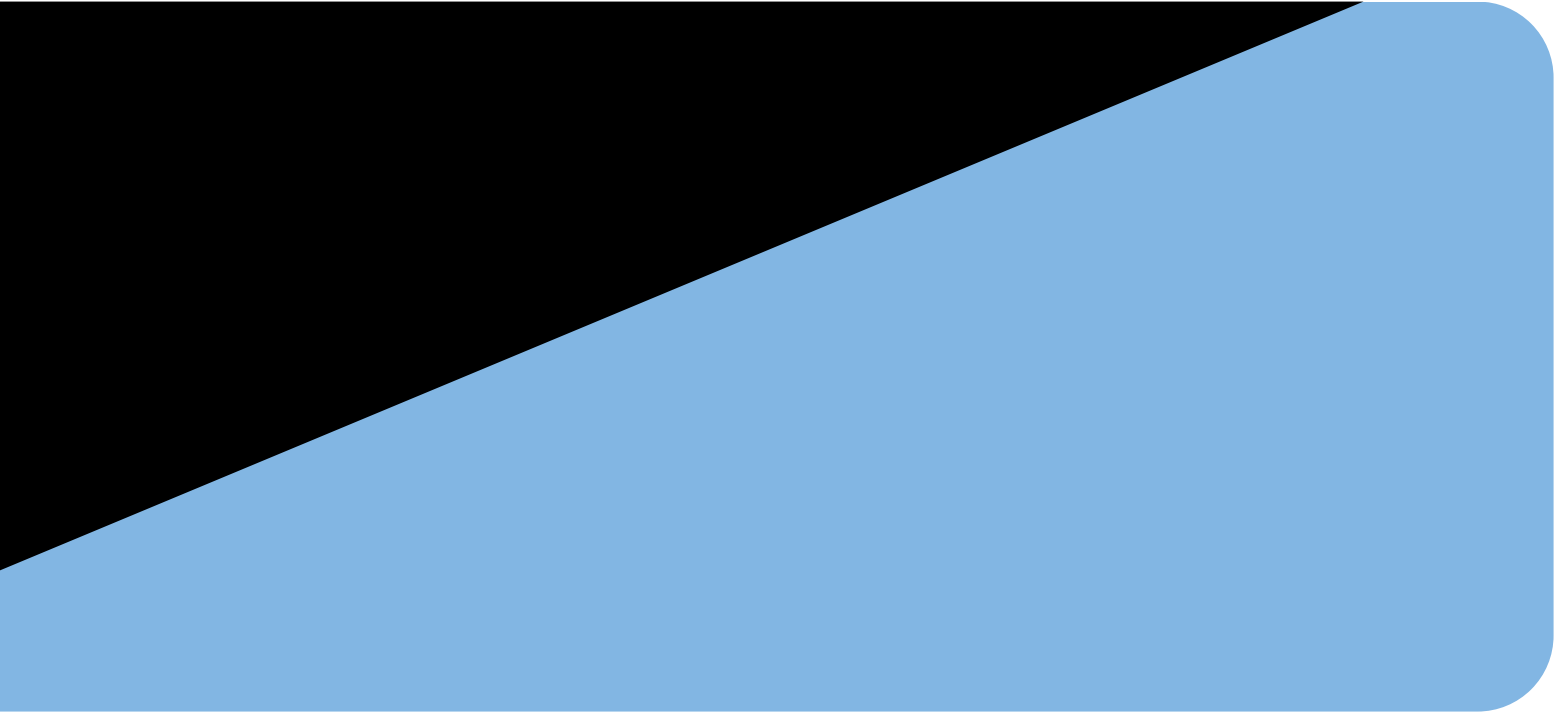
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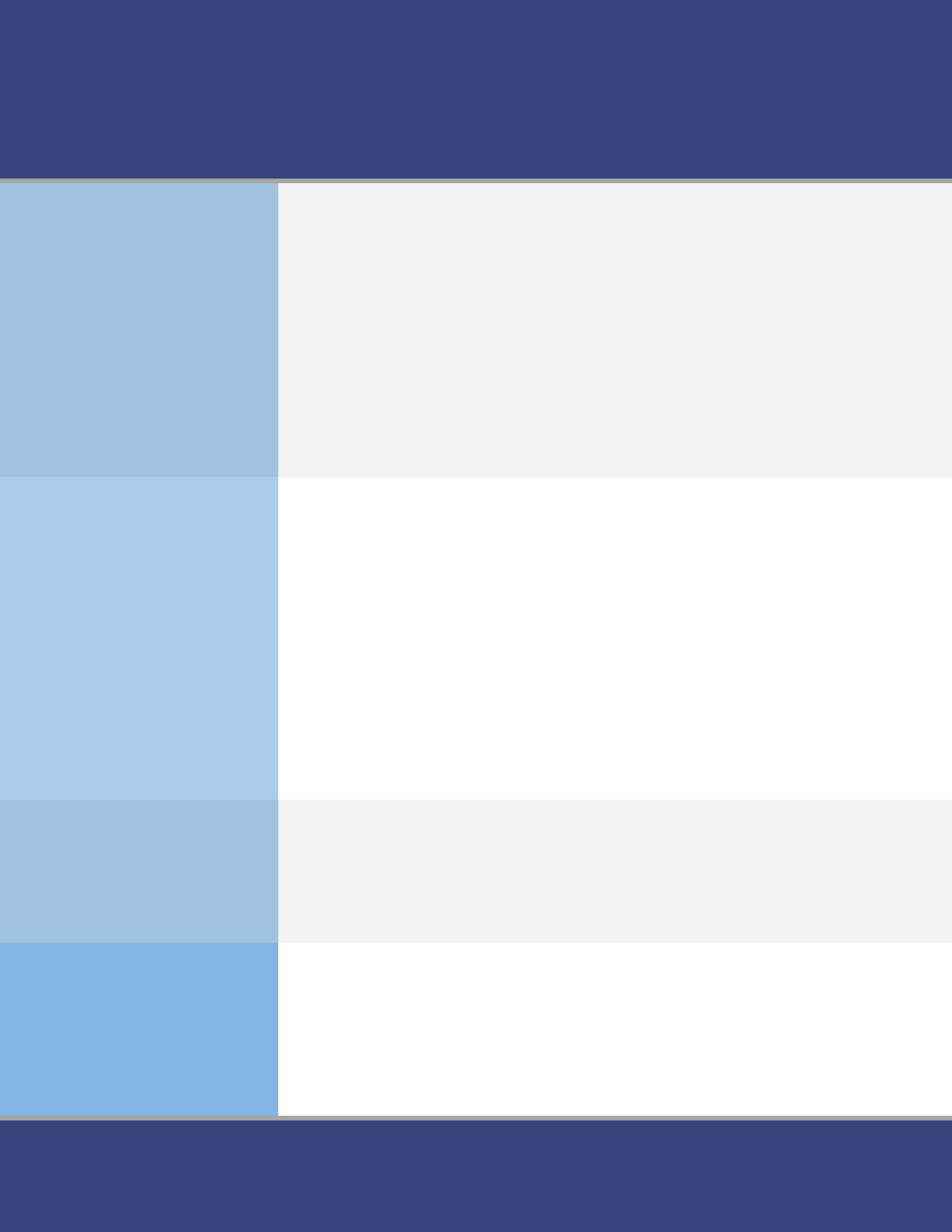
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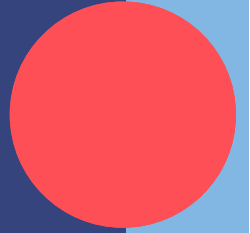
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Why we included this:

Highlights:



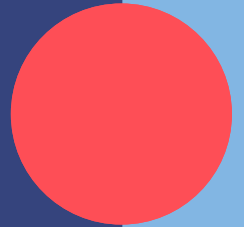
Why We Included this: This book provides several strategies and examples on how to generate classroom conversations, assessment practices, and some more.

Highlights:

- Chapter 1, p. 3 • You can find a contrast between assessment and summative assessment and the importance of formative assessment to classroom activities.
- Part II, Examples of Classroom Assessment, p. 10 • Examples of formative assessment, lesson, and the other problem-solving formative feedback and sample work for students to critique.
- **grab-and-go:** p. 14 • You can find a guide on how to use the grab-and-go activities.
- p. 15, Table 2.2 Task genres for conceptual development and Table 2.3 Task genres for problem-solving lessons in classroom activities.
- p. 16 guide to formative assessment of student graphs.
- p. 19 example of a preliminary assessment for a problem-solving lesson.
- p. 45 Using Self-assessment for Individual Students

Why we included this: An in-depth description of how formal assessment is implemented is provided by the author. Finally, he describes the achievement of the students using formal assessment.

Highlights:

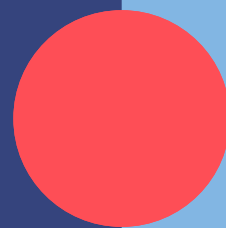




Why we included this: It explores the experiences of students with Google Forms and Desmos as technology-based formative assessments. The students enjoyed using technology in the classroom, making math more visual and tactile.

This thesis will give you nice examples, ideas and a framework

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C a g g a e e a c c e c e c e a d a e a c

Be e , S. a d Ca e , G. (1995)

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Why we included this: T e a g e e a e f e f e
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G e , G. a d S , D. (1990)

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Highlights:

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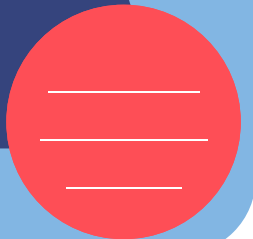


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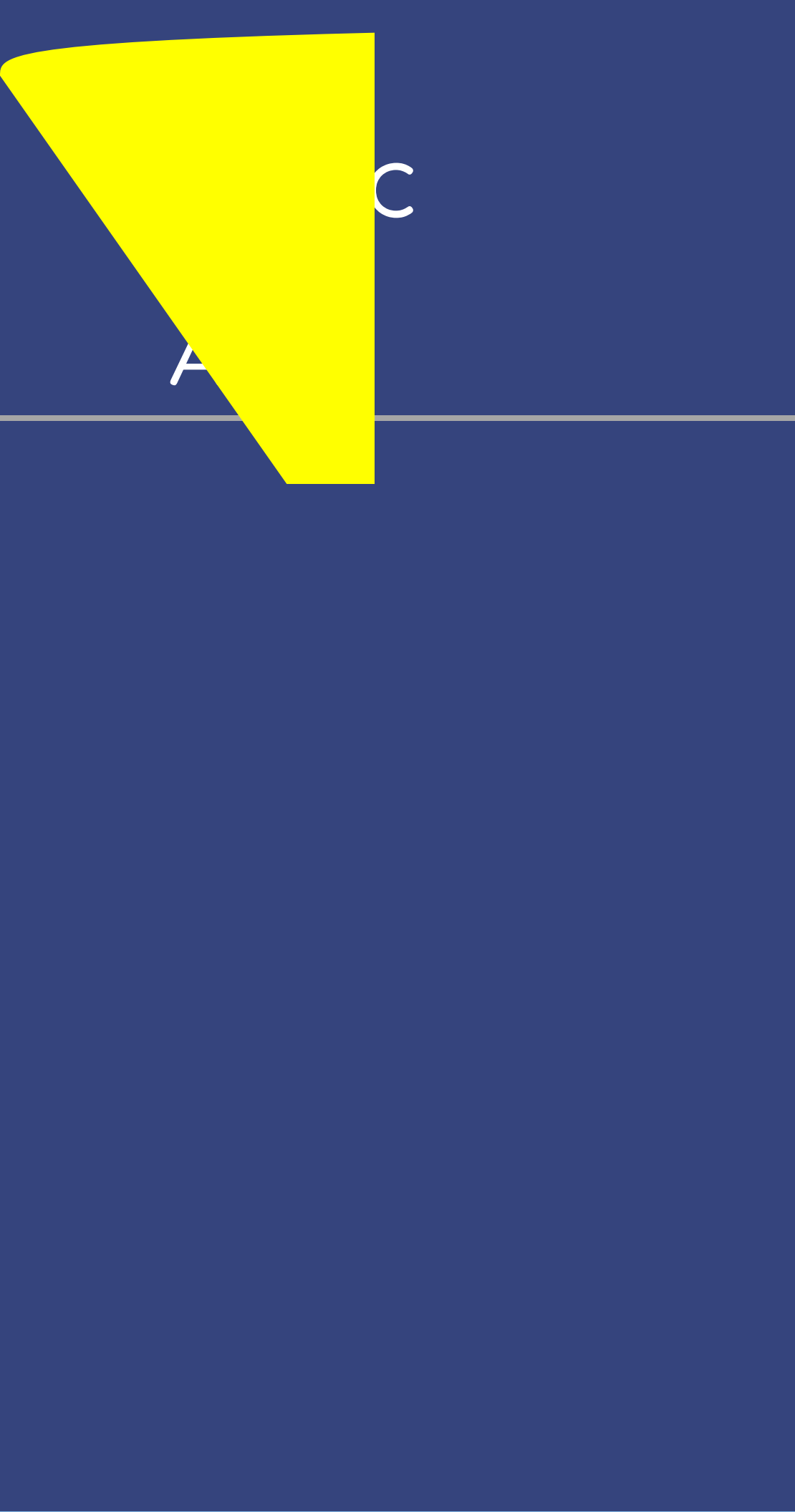
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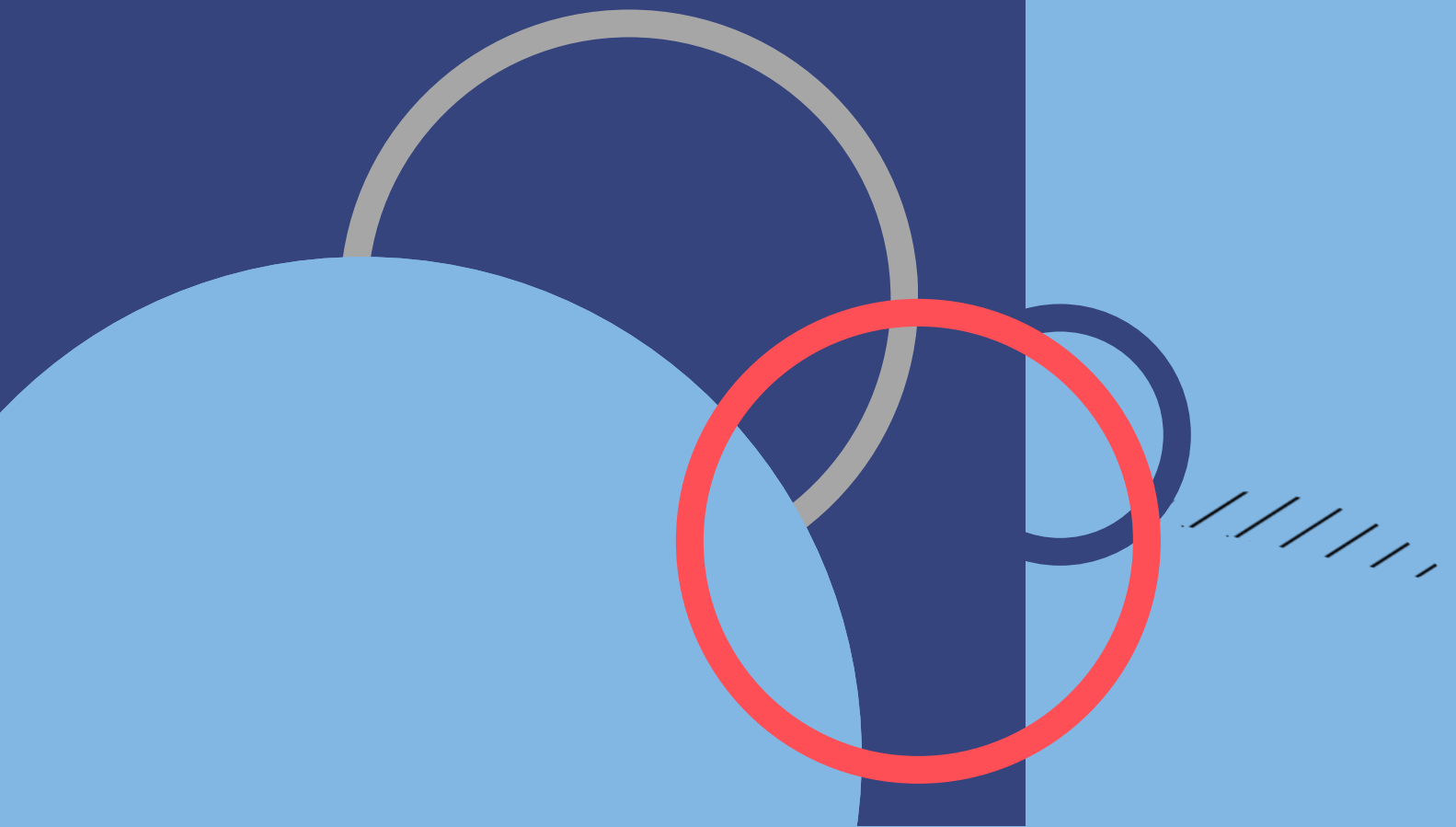
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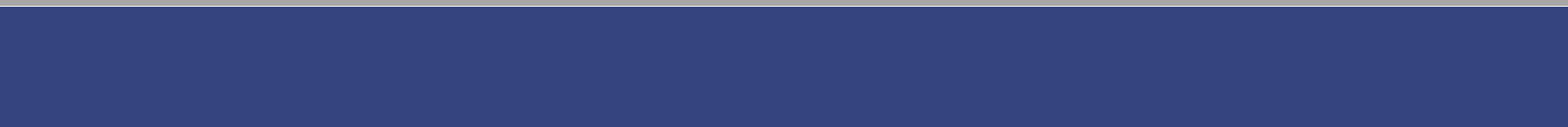




RESOURCE SECTION: POSTERS

Page: 25





Why we included this:



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... , . (2011)

