

# Building Thinking Classrooms: Assessment Follow Up (Evening Session)

**PRESENTED BY****Landry Forand****SERIES SESSIONS**

Date	Time
January 11, 2024	5:00 PM - 6:30 PM

**LOCATION****FFCA - Learning Centre - 110 - 7000  
Railway St. SE****FEE****\$25.00****QUESTIONS?****Contact Us:**  
[crc.info@aplc.ca](mailto:crc.info@aplc.ca)  
[403-291-0967](tel:403-291-0967)**REGISTER ONLINE****Visit our website to register:**  
[crcpd.ab.ca](http://crcpd.ab.ca)

## Learning Opportunity

Peter Liljedahl always says, "I don't like to talk about assessment on the first date". So, welcome to the second date!

The implementation of assessment is one of the most transformative of the 14 practices for student learning. This workshop for assessment in the Thinking Classroom will be a lecture style (ironically) and showcase how to implement formative and summative assessment practices in the classroom. Additionally, the design and utility of learning maps for curricular tasks and assessment will be shared. There will be some time for sharing and collaborating with one another as well.

Topics covered.

- Outcome based assessment
- Learning maps for outcomes
- Curricular tasks with assessment
- Formative assessment
- Summative assessment

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## Presenters

**Landry Forand**

*Landry Forand (he/him) serves as a Learning Specialist within the Rocky View School Division, where he collaborates with educators, classrooms, and schools spanning from kindergarten to grade 12. With a keen focus on numeracy, assessment practices, and Thinking Classroom pedagogy, Landry brings enthusiasm and dedication to his work. From facilitating district-wide professional learning initiatives to providing personalized support for teachers and students, he plays a multifaceted role in advancing educational excellence.*

*Currently pursuing his master's in administration and policy at StFX University, Landry's research centers on assessment strategies and teacher workload. Through a thesis-based approach, he aims to contribute insights that can inform effective educational leadership and policy development.*

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