



1group
Create a note
about the
conference
(3 -5sentences)

2 group
Create an add
about the
conference

3 group
Create a short
scientific report
about holding the
conference (3-5
sentences)



Peer assessment among groups by «Two stars– one suggestion» strategy

Action Research «How to develop critical thinking skills in assessing?»»

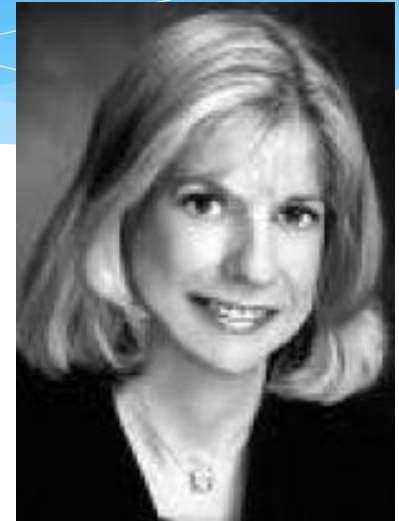


Critical thinking – is ...such a thinking type which is used while task solving, drawing conclusions, probabilistic assessment and decision-making ...

D. Halpern

... Critical thinking aims for convincing arguments

David Cluster



What is critical thinking?

Why is it important to develop critical thinking in assessing?

How to teach students to assess correctly?



The objective:

To develop critical thinking skills in assessing 7-8 grade students.

Relevance:

Criteria-based assessment implies transparency, objectivity, openness in knowledge and skills assessment. It is therefore important for each student to learn how to self-evaluate themselves and other members of the student team, to be able to objectively evaluate any job. Such kind of action is not possible without using of critical thinking skills broadly.

Research questions:

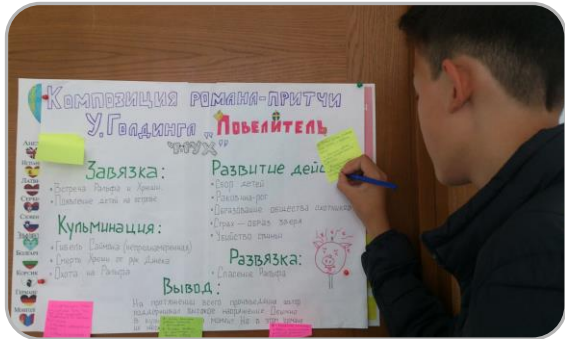
How to develop critical thinking (CT) skills?

How to assess correctly?

How CT skills can be used in assessment?

What can be considered as an argument for CT skills using in assessment?

How important is it to use CT skills in assessment?



Research methods

- surveying – 36 students, 10 teachers;
- interview with focus-group - 20 people: teacher-coordinators and trainers, a psychologist, foreign teachers;
- action-planning and holding lessons with formative assessment;
- observation of every stage of the research;
- discussion-reflection of every stage of research.

Development of critical thinking skills in assessment helped:

- In students' grasp the importance of developing critical thinking skills;
- In applying CT skills while assessing;
- In learning to see weak and strong points of own work and studying in general;
- In making education inclusive.

Students learned:

- Accurately argue own point of view in assessment using details;
- Improve own work by assessing the works of fellow students;
- Apply reasoning skills in writing essays and oral replies, drawing clusters such as Eidos-conspect.



Results:

- teachers practice improvement;
- more effective applying of assessment skill on lesson;
- a better understanding of the lesson material through the development of CT skills when assessing;
- applying CT skills in assessment when writing essays and other oral and written types of work;
- shape a plan of recommendations on making changes into practice;
- make a report which could be useful for other teachers.

Literature

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3. Philosophy and methods of RWST in action/ S.Mirseyitova. Kazakhstan Association of Reading. Series «School of professional reading. ---Almaty: IzdatMarket, 2004.---p. 112.

4. Halpern D. Psychology of critical thinking.

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REFLECTION

What did I understand well?



I liked....

How will I use this in my practice?

