

The criteria specifications are to be read in conjunction with the document *Professional judgement in the GTPA*.

| PLANNING                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collect, interpret and use a variety of student data for diagnostic, formative and summative purposes.                                                                                                                                                                                                                                                                                                           |
| Establish students' current level of performance, desired level of performance, and readiness for learning.                                                                                                                                                                                                                                                                                                      |
| Use the official curriculum and other relevant materials to plan connected teaching and learning sequences.                                                                                                                                                                                                                                                                                                      |
| Identify opportunities for explicit teaching of general capabilities including literacy and numeracy in the curriculum.                                                                                                                                                                                                                                                                                          |
| TEACHING                                                                                                                                                                                                                                                                                                                                                                                                         |
| Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning.                                                                                                                                                                                                                                                                      |
| Provide differentiated teaching and learning opportunities.                                                                                                                                                                                                                                                                                                                                                      |
| Teach general capabilities, including literacy and numeracy, required for student success in learning.                                                                                                                                                                                                                                                                                                           |
| Make suitable adjustments to teaching based on ongoing student data gathering and analysis.                                                                                                                                                                                                                                                                                                                      |
| ASSESSING                                                                                                                                                                                                                                                                                                                                                                                                        |
| Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion.                                                                                                                                                                                                                                                                                          |
| Provide feedback to learners to inform student self-assessment, goal setting, and to progress learning.                                                                                                                                                                                                                                                                                                          |
| Make judgements of the quality of student work with reference to curriculum and achievement standards.                                                                                                                                                                                                                                                                                                           |
| Engage in moderation of student work.                                                                                                                                                                                                                                                                                                                                                                            |
| REFLECTING                                                                                                                                                                                                                                                                                                                                                                                                       |
| Describe and analyse the scope and sufficiency of initial and ongoing data choices for identifying students' learning needs and informing next-step teaching.                                                                                                                                                                                                                                                    |
| Identify and describe differences between planned and enacted teaching, and related pedagogical reasoning.                                                                                                                                                                                                                                                                                                       |
| Discuss how evidence of learning was used to monitor student progress and to modify teaching and assessment strategies.                                                                                                                                                                                                                                                                                          |
| Identify and justify future teaching and assessment practices in relation to relevant research and policy.                                                                                                                                                                                                                                                                                                       |
| APPRAISING                                                                                                                                                                                                                                                                                                                                                                                                       |
| Through two scenarios:                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Connect theory, enacted practice and the curated body of evidence to: <ul style="list-style-type: none"> <li>- evaluate the effectiveness of teaching, and</li> <li>- demonstrate its impact on student learning.</li> </ul> </li> <li>• Examine and discuss how teaching decisions were effective or not effective in progressing student learning and why.</li> </ul> |

# Specifications Criteria For Biochemica

**G Psacharopoulos**



## **Specifications Criteria For Biochemica:**

## **Specifications Criteria For Biochemica** Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Specifications Criteria For Biochemica**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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