



TEACHING IDEAS SHARED FROM SAILS TEACHER EDUCATION PROGRAMME

Assessment approaches that could be used or adapted for a range of inquiry skills.



This resource has been developed through the SAILS Teacher Education Programmes (2012-2015) but was not developed as a finalized SAILS Inquiry and Assessment Unit. These materials are shared to inspire further use of inquiry and assessment of inquiry skills in the science classroom.

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Assessment approaches that could be used or adapted for a range of inquiry skills.

Here are some different approaches to support the assessment process. This first is a typical rubric and the last example shows a more open sheet which is populated by the teacher or the students.

The examples here are for 'Team work'. Team work has many aspects. These include: Listening positively; resolve ideas, work towards a common goal, be friendly, be supportive, share tasks, allocate tasks, collaborate, empathise, work with boys/girls/different groups, contribute to discussions with out dominating, peacemaker, work under pressure, manage emotions, use resources and equipment without taking over, democratic leader, be prepared to defend viewpoint with consideration, reach agreements, take responsibility, constructive feedback...

When crafting a rubric the first column to add the descriptors to is the crafting / consolidating column. This is where the teacher is expecting 75% -80% of the students to reach. Then unpack this backwards to articulate what quality looks like in the steps towards 'consolidating' or 'crafting' and finally add the descriptors that capture the depth and breadth expected for 'extending'

Rubric 1 Inquiry skill: Teamwork

Teamwork	Takes part in the group activity	Takes a role in the task and observes others doing their part in the task	Discusses with others in the group who should do what and willingly takes on their role.	Negotiates with others in the group who should do what, willingly takes on their role and supports others in doing theirs.
	Emerging	Developing	Consolidating	Extending
Teamwork	Shares tasks between three or four members of group for some of the inquiry	Discusses with others in the group who should do what and willingly takes on their role	Negotiates who should do specific tasks and discusses progress with rest of the group	Organises and shares responsibility for specific tasks. Reports on progress but also questions and challenges in a supportive way.

Rubric 2 Inquiry skill: Teamwork, at individual and group level

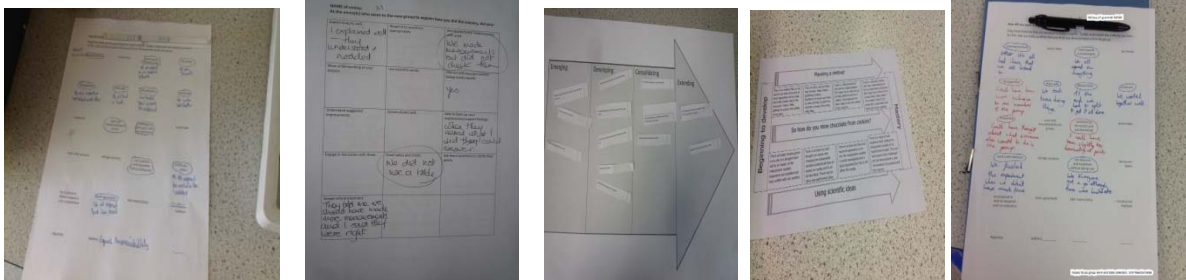
	Emerging	Developing	Consolidating	Extending
Group	<ul style="list-style-type: none"> be friendly use resources and equipment without taking over Listening positively takes part 	<ul style="list-style-type: none"> get on with each other share tasks contribute to discussions with out dominating collaborate 	<ul style="list-style-type: none"> work under pressure peacemaker work with boys/girls/different groups Manage emotions negotiates 	<ul style="list-style-type: none"> Empathise democratic leader be prepared to defend viewpoint with consideration adapt behaviours

Individual	<ul style="list-style-type: none"> • be friendly • use resources and equipment without taking over • Listening positively • takes part 	<ul style="list-style-type: none"> • get on with each other • share tasks • contribute to discussions without dominating • collaborate 	<ul style="list-style-type: none"> • work under pressure • peacemaker • work with boys/girls/different groups • Manage emotions • negotiates 	<ul style="list-style-type: none"> • Empathise • democratic leader • be prepared to defend viewpoint with consideration • adapt behaviours
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Rubrics could be used by students and teacher together to support their understanding of quality and progression in learning.

	Emerging	Developing	Consolidating	Extending
Group				
Individual				

A range of examples of the principles of 'rubric' and Learning Landscape being applied in different forms:



Inquiry skill: Teamwork (Learning Landscape)

Different colours are used by the student to identify confidence or areas needing development. The same sheet can be used over a series of sessions to capture assessment evidence over time. The teacher can use the sheet to capture evidence of accomplishment or need, by observing the class as they undertake an inquiry, then indicating against each statement the initials of the students who they observed attaining in one colour and in another colour those students who need additional scaffolded support to attain in a competency. This evidence can then inform the planning of subsequent lessons.

Group names: _____ **Date:** _____ **Inquiry** _____

Listening positively resolve ideas work towards
a common goal; be friendly

be supportive share tasks allocate tasks; collaborate

empathise work with
boys/girls/different
groups contribute to
discussions with
out dominating peacemaker

work under pressure manage emotions use resources
and equipment
without taking over Democratic
leader

be prepared to
defend viewpoint
with consideration reach agreements take responsibility constructive
feedback

Negotiate _____

Name of individual using the form (teacher or student) _____