		level 5-6		Level 7-8		Level 9-10	
	Kee spen	I can					
	Questioning and predicting	- form questions with help - make a prediction		identify questions to be investigated     make a prediction based on science		form my own questions     form a hypothesis based on detailed and specific scientific knowledge	
	120	5	6	7	8	9	10
	Planning and conductiing	- choose investigation methods with help - use equipment and materials safely - identify which variable should be changed and which should be measured - observe, measure and record data accurately		- in groups or on my own, plan and conduct safe and ethical experiments - identify all variables, including control variables - select equipment to collect data		- select and use investigation methods which give reliable data - assess risk and ethical issues with the investigation methods used - systematically collect and record data	
		5	6	7		9	10
Science Inquiry Skills	Processing and analysing	- construct tables and graphs that show patterns in your data - compare data with predictions and explain what you have found out and why it might of happened		- construct graphs, keys and models to analyse patterns in data - use my own data and that of others to explain findings and draw conclusions.		analyse patterns and trends in data     describe relationships between variables and identify results that do not fit the pattern     use scientific ideas to make evidence- based conclusions	
<b>S</b> .		5	6	7	8	9	10
2	Evaluating	- make suggestions on ways to improve investigations		- evaluate the method used and quality of my data - suggest general improvements to my method - use scientific knowledge and conclusions to evaluate statements		- identify sources of uncertainty and alternative explanations - describe specific ways to improve the quality of my data - analyse how valid secondary sources of data are and evaluate approaches used to solve problems.	
				method - use scienand concl	ntific knowledge lusions to	data - analyse ho secondary si are and eval approaches	w valid succes of data uate
		5	6	method - use scie and concl evaluate:	ntific knowledge lusions to statements	data - analyse ho secondary si are and eval approaches problems 9	w valid purces of data uate used to solve
	Communicating	- write, sp communic explanatio	eak or draw to cate ideas,	method - use scierand concl evaluate:  7 - write, sp communit findings a	statements  B beak or draw to cate ideas, and solutions to using scientific	data - analyse ho secondary si are and eval approaches problems 9 - write speak	w valid surces of data uate used to solve 10 c or draw to e ideas for a irpose widencements scientific orwentions

# **Rubrics For Inquiry Skills**

**Jodi Wheeler-Toppen** 

#### **Rubrics For Inquiry Skills:**

Science Educator's Guide to Laboratory Assessment Rodney L. Doran, 2002 The book opens with an up to date discussion of assessment theory research and uses Then comes a wealth of sample assessment activities in biology chemistry physics and Earth science Keyed to the National Science Education Standards the activities include reproducible task sheets and scoring rubrics All are ideal for helping students reflect on their own learning during science lab and Use Rubrics for Formative Assessment and Grading Susan M. Brookhart, 2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn Critical Skills for Environmental Professionals Jennifer Pontius, Alan McIntosh, 2019-12-20 This textbook focuses on a set of skills based learning outcomes common among undergraduate environmental programs It covers critical scientific skills and ways of thinking that bridge the gap between the knowledge based content of introductory environmental textbooks and the professional skills students of the environment need to succeed in both their academic programs and professional careers This emphasis on skills is gaining more traction among academic programs across the country as they shift focus from knowledge delivery to learning outcomes and professional competencies. The book features clear methodological frameworks engaging practice exercises and a range of assessment case studies suitable for use across academic levels For introductory levels this text uses guided practice exercises to expose students to the skills they will need to master At the capstone level this text allows students to apply the knowledge they have gained to real world issues and to evaluate their competency in key programmatic learning outcomes A detailed answer key with rubrics customized for specific questions and sample answers at various competency levels is available to verified course instructors Access to these answer

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Science Education Standards were release Comparing science content in the National Assessment of Educational Progress (NEAP) 2000 and Trends in International Mathematics and Science Study (TIMSS) 2003 assessments technical report. ,2006 STEM Labs: Food Production Barbara R. Sandall, Abha Singh, 2021-02-15 GRADES 5 8 Mark Twain s STEM Labs Food Production Book provides hands on labs so students can explore the challenges of food production for a growing population 5th 8th grade students strengthen their scientific knowledge as well as organizational and technological skills through interactive learning WHAT S INCLUDED This 96 page student book features hands on labs that allow students to explore the challenges of food production for a growing population while using the scientific method and science technology engineering and mathematics The units are designed to cultivate an interest in the STEM fields of science technology engineering and mathematics while learning about issues in food production CORRELATED TO STATE STANDARDS This standards based workbook helps students build proficiency in science technology through lessons such as biologically productive land and water food systems chains and webs food and energy farming hydroponics food processing and preservation and a student STEM design challenge INTERACTIVE LEARNING This workbook challenges students to apply scientific inquiry content knowledge and technological design to solve real world problems Thought provoking class discussions are included to enhance critical thinking skills for engaging and insightful interactive learning WHY MARK TWAIN MEDIA Designed by leading educators Mark Twain Media Publishing Company specializes in providing captivating supplemental books and resources in a wide range of subjects for middle and upper grade classroom success Collaborative Analysis of Student Learning Amy Colton, Georgea Langer, Loretta Goff, 2015-05-21 A proven approach to transformative professional learning that raises achievement for all students Does professional learning at your school promote teacher growth and propel student achievement If you re ready for a change turn to trusted educators Colton Langer and Goff pioneers of an extraordinarily effective design for professional learning Collaborative Analysis of Student Learning CASL You ll find complete strategies resources and more in this evidence based book that addresses the Common Core State Standards Learn how to Benefit from the lessons learned by the authors over two decades of nationwide implementation as you design a sustainable CASL program that drives positive change at your school Inquire into student work and assessments to promote learning excellence for all Use the CASL Teacher as Collaborative Inquirer framework to promote culturally competent academically rigorous teaching Develop and implement new instructional strategies that mesh with Common Core standards Discover how to put CASL in place at your school helping faculty and students to reach their full potential This book is extraordinary and a must have for every practitioner striving to improve student learning Colton Langer and Goff provide explicit guidance on building a culture of collaborative inquiry to empower teachers and leaders to explore their own practices in a way that fosters meaningful and relevant learning for students Victoria Duff Coordinator of Professional Learning New Jersey Principal and Supervisors Association Teacher collaborative professional learning leads to

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