

# **Workshop 7.**

## **Assessing Inquiry**

Assessment is an ongoing process in the classroom. This program looks at a variety of assessment strategies that range from the very informal formative assessments to formal summative assessments, and explores the purposes each can serve.

# On-Site Activities and Timeline

## Getting Ready

30 minutes

### Share Homework (20 minutes)

In groups of two or three, share your five-minute excerpt and discuss it. What did you learn from tape-recording your class? What was the nature of student processing for meaning?

### Focus for Viewing (10 minutes)

To prepare for this workshop on assessment, brainstorm as a whole group things you hope your students will know and be able to do. Across the top of a sheet of paper, each person should make a list of ideas, such as interpersonal skills, cooperative skills, scientific habits of mind, scientific inquiry skills, science content, etc. Upon returning to your small groups, create a matrix using the vertical side of the paper to list ways you know that students have learned these things (list the assessment tools such as notebooks/journals, presentations, student products, oral discussions and presentations, teacher questioning strategies, and pre- and post-tests). Then make checks—for example, does a test tell you if kids learn interpersonal skills? If not, what does it tell you (check for content)? This helps you see that assessments must match your learning goals (there must be a variety of assessments if you have a variety of learning goals). It is also important to realize that if something is not assessed, students know that it isn't important.

## Watch the Workshop Video

60 minutes

### Video Pause Point

Discuss assessment practices:

- Describe the nature of the assessment used in the video clips.
- What information about students' learning do the assessments provide teachers?

## Going Further

30 minutes

As a group, refer to your assessment matrices. Add any new strategies you saw or thought about after watching this program.

# For Next Time

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## Homework Assignment

Continue to reflect on your teaching in your journal. During the week, look for samples of your students' work that represent different levels of understanding. Think about the work's role in assessment. What does it tell you about each student's learning? What other kinds of assessment might be useful, such as writing samples, presentations, data charts, etc? What tools are you using to reflect on the students' work, such as rubrics, checklists, etc?

For the next workshop, please bring in a few samples of your students' work to share with the group—ones that demonstrate that the students have a deepened science understanding.

## Reading Assignment

You will find the following assignment in the Appendix of this guide (pages A-92 through A-102), or you can find it at [http://www.nsf.gov/pubs/2000/nsf99148/ch\\_11.htm](http://www.nsf.gov/pubs/2000/nsf99148/ch_11.htm).

- **Assessment in the Inquiry Classroom**, by Wynne Harlen

## Handouts

You will find the following handout in the Appendix of this guide (page A-103):

- **Inquiry Science Indicators Checklist**, by Charles R. Pearce

## Find Out More

Go to [www.learner.org/channel/workshops/inquiry](http://www.learner.org/channel/workshops/inquiry) and click on **Find Out More** for a list of monographs, essays, articles, and books that further explore the topics from this workshop.

# Notes

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