

PRIMARY PORTFOLIO ENTRY 3: Building Inquiry Skills

DRAFT EVALUATION GUIDE

Key Criterion for Entry 3

Certification level: The entry provides clear evidence that the teacher has engaged students purposefully in a collaborative investigation that has strengthened their inquiry skills and deepened their conceptual understanding of related sections in the Australian Curriculum.

The entry shows how the teacher has set long- and short-term learning goals for students referenced to the Australian Curriculum, how he or she has established and managed collaborative learning activities, and how he or she enabled students to make progress in developing identified skills of investigation and inquiry in meaningful contexts.

This entry focuses mainly on Standards 1 to 4 in the APST:

1. Knowledge of students and how they learn
2. Know of content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Create and maintain supportive and safe learning environments

How will my entry be scored?

There are three stages in the scoring process. Stages 1 and 2 engage the assessors in analytic scoring to inform Stage 3, which engages them in holistic scoring.

Stage 1: Identify and record the evidence: In Stage 1 assessors read the whole entry carefully noting on an Assessment Record Form (ARF) what evidence they see relevant to each criterion and where they see it in the entry.

Stage 2 Evaluate the evidence for each Section: In Stage 2 assessors return to each Section in the ARF and make a judgement about the extent to which the evidence in that section is clear and convincing on a 4-point scale. (4 = to a major extent, 3 = to an acceptable extent, 2 = to a limited extent, 1 = little or no evidence.)

Stage 3: Overall judgement: In Stage 3 assessors step back and make a judgment about the portfolio entry as a whole in relation to the key criterion for that entry, looking for consistency and clear links between its Sections. The overall judgment is expressed as a score on the four point scale.

This assessment process reflects the fact that teaching in practice is necessarily a complex process, interweaving many attributes and skills. Ultimately, the focus of a performance assessment is the overall performance itself, not its component parts.

Stage 1: Identify and record the evidence (Assessment Record Form)

(Note: Section 1 is not assessed)	NOTE AND RECORD EVIDENCE INDICATING THAT:	(Notes should summarise what the evidence is, not make judgments)	Evaluation (1 to 4 scale)
Section 2 Planning	1. The teacher has designed a purposeful and coherent teaching and learning plan for building students' inquiry skills.		
	2. The teacher's plan integrates a variety of assessment strategies to identify students' gains in inquiry skills.		
	3. The teacher knows his or her students' needs and capabilities well and uses this knowledge to set worthwhile goals for student learning.		
	4. The teacher has a strong knowledge and understanding of investigation and systematic inquiry.		
Implementation and analysis	5. The teacher has created a learning environment that has enabled students to participate collaboratively in planning and conducting their investigations.		
	6. Students play an active role in identifying and posing questions for their investigations.		
	7. Students are clear about the nature and purpose of their investigations.		
	8. The teacher has created a learning environment characterised by high expectations and skilful questioning that challenges student thinking, makes links to students' prior knowledge and experience.		
	9. The teacher has created a secure learning environment in which there is a high level of respectful teacher-student and student-student interactions.		
	10. The teacher has employed a variety of assessment strategies in a timely way and provided constructive feedback to guide student learning and subsequent teaching.		
	11. The students have described, analysed and interpreted evidence gathered as		

	part of their investigations.		
	12. Students have developed their skills in investigation and inquiry.		
	13. The teacher gives useful feedback to students about their investigations.		
	14. The students have completed and reflected on their investigations.		
	15. The students have communicated their findings clearly.		
Reflection	16. The teacher has analysed his or her practice and its impact on student learning clearly and accurately,		
	17. The teacher has evaluated and reflected insightfully on their teaching and identified changes they might make in future teaching of inquiry skills.		

Stage 2: Evaluate the evidence for each Section

Return to each Section in the ARF and make a judgement about the extent to which the evidence in that section is clear and convincing on a 4-point scale. (4 = to a major extent, 3 = to an acceptable extent, 2 = to a limited extent, 1 = little or no evidence.)

Stage 3: Overall judgement

Step back and review the portfolio entry as a whole in relation to the key criterion for that entry, looking for coherence, consistency, and clear links between its Sections.

	Place an X in one cell below
<p>More than meets the highly accomplished standard</p> <p>The entry provides <u>clear, consistent and convincing</u> evidence that the teacher has engaged students purposefully in a collaborative investigation that has strengthened their inquiry skills and deepened their conceptual understanding of related sections in the Australian Curriculum. The entry shows that the teacher has set long- and short-term learning goals for students referenced to the Australian Curriculum, that he or she has established and managed collaborative learning activities, and that he or she enabled students to make progress in developing identified skills of investigation and inquiry in meaningful contexts.</p>	

<p>Meets the highly accomplished standard</p> <p>The entry provides <u>clear</u> evidence that the teacher has engaged students purposefully in a collaborative science investigation that has deepened their knowledge and understanding of science and developed their ability to apply scientific skills of inquiry. Although there are some variations in the quality of the evidence, entry as a whole shows that the teacher has set long- and short-term learning goals for students referenced to the Australian Curriculum, that he or she has established and managed collaborative learning activities, and that he or she has enabled students to make progress in developing identified skills of investigation and inquiry in meaningful contexts.</p>	
<p>Meets some elements of the highly accomplished standard</p> <p>The entry provides <u>limited</u> evidence that the teacher has engaged students purposefully in a collaborative science investigation that has deepened their knowledge and understanding of science and developed their ability to apply scientific skills of inquiry. The entry provides limited evidence that the teacher has set long- and short-term learning goals for students referenced to the Australian Curriculum, that he or she has established and managed collaborative learning activities, and that he or she enabled students to make progress in developing identified skills of investigation and inquiry in meaningful contexts.</p>	
<p>Does not yet meet the highly accomplished standard</p> <p>The entry provides <u>little or no evidence</u> that the teacher has engaged students purposefully in a collaborative science investigation that has deepened their knowledge and understanding of science and developed their ability to apply scientific skills of inquiry. The entry provides little or no evidence that the teacher has set long- and short-term learning goals for students referenced to the Australian Curriculum, that he or she has established and managed collaborative learning activities, and that he or she enabled students to make progress in developing identified skills of investigation and inquiry in meaningful contexts.</p>	