

Developing a common language - Science

A common language for describing student achievement is fundamental to consistency of teacher judgement. Teachers have found that they are able to gain a common understanding of outcomes by going through the process of 'unpacking' them by picking out the **verbs (skill or process)** and **nouns/noun phrases (knowledge or content)**.

Teachers are then able to describe what they would expect their students to do in their context to achieve that outcome.

For Example:

Working Scientifically

3.1 Planning

Plan their own guided investigations, identifying factors to be considered to ensure a fair test

3.2 Investigating

Collect and record information and draw conclusions as accurately as resources allow

3.3 Evaluating

Review the extent to which conclusions are reasonable answers to the questions posed and processes used

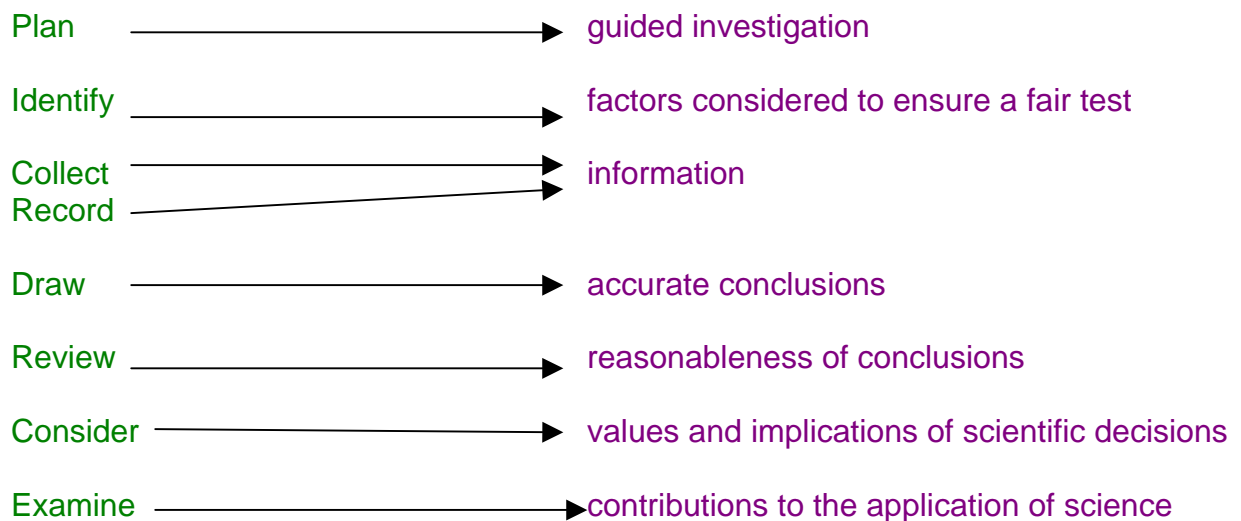
3.4 Acting responsibly

Consider the underlying values and implications of scientific decisions in communities

3.5 Science in society

Examine how people and groups from various socio-cultural and historical backgrounds have contributed to the development and application of science

Unpacked even further...



Teachers have also found that by looking at the outcome before and after the one they are focussing on for their particular class helps them know which outcome students are working at.

Looking at the Outcome Before and After

<p>WS 2.1 - Planning</p> <p>Suggest ways of doing investigations giving consideration to fair testing</p> <p>Make simple predictions based on personal experience</p>	<p>WS 3.1 - Planning</p> <p>Plan their own guided investigations</p> <p>Identify factors to be considered to ensure a fair test</p>	<p>WS 4.1 - Planning</p> <p>Assess a problem</p> <p>Formulate a hypothesis</p>
<p>WS 2.2 - Investigating</p> <p>Organise and use equipment and resources consistently to</p> <p>Gather and present information</p>	<p>WS 3.2 - Investigating</p> <p>Collect & record information</p> <p>Draw conclusions as accurately as resources allow</p>	<p>WS 4.2 - Investigating</p> <p>Select equipment and data processing techniques that will clarify patterns and allow generalisations</p>
<p>WS 2.3 - Evaluating</p> <p>Justify conclusions on the basis of collected information</p> <p>Identify difficulties experienced in doing investigations</p>	<p>WS 3.3 -Evaluating</p> <p>Review the extent to which conclusions are reasonable answers to the questions posed and processes used</p>	<p>WS 4.3 -Evaluating</p> <p>Assess the confidence of the conclusions drawn from their findings and</p> <p>Make suggestions to improve an investigation</p>
<p>WS 2.4 - Acting responsibly</p> <p>Explain how they and others use science responsibly in the community</p>	<p>WS 3.4 - Acting responsibly</p> <p>Consider the underlying values and implications of scientific decisions in communities</p>	<p>WS 4.4 - Acting responsibly</p> <p>Propose and implement responsible scientific actions when making decisions or taking action</p>
<p>WS 2.5 - Science in society</p> <p>Describe how people of various socio-cultural and historical backgrounds construct and share their understandings of the world around them</p>	<p>WS 3.5 - Science in society</p> <p>Examine how people and groups from various socio-cultural and historical backgrounds have contributed to the development and application of science</p>	<p>WS 4.5 -Science in society</p> <p>Review the contributions to the development of scientific ideas made by individuals and groups, past and present</p> <p>Consider the factors that assisted or hindered them</p>