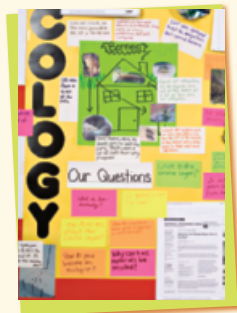


Concept/Question Board

Tell students that this is a good time to post on the **Concept/Question Board** any new questions or revised conjectures they have about the theme Ecology. Remind them to

- post revised conjectures.
- post a summary of any significant new information or reflections.
- write an answer or a note on another student's posting.
- consult the Board for ideas for ongoing investigations to undertake after the unit is over.
- post questions they have about the selection, such as *Are there other cases where large cause-and-effect relationships happen in nature? What methods of pesticide control do farmers use today?*
- encourage students to post news articles or other items they find during the unit investigation.
- remind students to read and think about posted questions, articles, or concepts that interest them and provide answers to questions.



Inquiry Rubric

During Workshop, assess students using the rubric below. The rubric ranges from 1 to 3, with 1 being the lowest score. Students must demonstrate the use of all skills or proficiencies leading up to a given score to achieve that score.

Confirming and Revising Conjectures

- 1 Produces new problems or conjectures with little relation to earlier conjectures.
- 2 Produces new problems or conjectures with some relevance to earlier conjectures.
- 3 Uses new information that supports original or revised conjectures.
- 4 Continually revises conjectures through research and in discussions with classmates to refine and deepen conjectures.

Monitor Progress

Formal Assessment

Use the Inquiry Rubric to monitor students' ability to revise conjectures and problems.