



## Teacher Tips

**PRESENTATIONS** Review with students the rules they developed in Unit 1 for interaction in the classroom. Reinforce that students have responsibilities as presenters, but they also have responsibilities as audience members. Stress that the questions they pose as listeners could open up new research possibilities for other students.

**TECHNOLOGY** Students who are composing their documents on a computer need to incorporate principles of good page layout and design. Tell them to use appropriate margins, tabs, and white space to make their reports easy to read.

## Monitor Progress

### Formal Assessment

Use the Research Rubrics to monitor students' ability to communicate research progress and results as well as the overall quality of their projects.

## Differentiating Instruction

### English Learner

**IF . . .** students seem uncomfortable presenting in front of the class, **THEN . . .** allow them to practice with you first before their presentation.

## Small Group

### Small-Group Time

- ◆ Monitor small groups to be sure that they have made concrete plans and are making progress on their presentations. Be sure that they have prepared and included visual, audio, or other media their presentations may require.
- ◆ Remind students to decide within their group who will do what during the presentation and make plans for any technical or mechanical requirements they may have.
- ◆ This is also a good time for groups to rehearse their presentations to ensure that they run smoothly.
- ◆ After the work in small groups has been accomplished, have students make their presentations.

## Inquiry Rubrics

During Workshop, assess students using the rubrics below. The rubrics range from 1 to 5 or 6, 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.

### Collaborative Group Work

(This rubric is applied to groups, not individuals.)

- 1 Group members work on separate tasks with little interaction.
- 2 Work-related decisions are made by the group, but there is little interaction related to ideas.
- 3 Information and ideas are shared, with some discussion concerned with advancing understanding of a research question.
- 4 Group works collaboratively throughout the Inquiry process, sharing questions, conjectures, and information sources and going beyond where individual students could have gone.

### Participation in Collaborative Inquiry

(This rubric is applied to individual students.)

- 1 Makes contributions to the Concept/Question Board or class discussions when specifically called upon to do so.
- 2 Occasionally contributes ideas or information to the team or class.
- 3 Contributes ideas or information to other students' inquiries.
- 4 Takes an active interest in the success of the entire class's efforts at gaining knowledge.