

EVALUATION

CRITERIA	HIGH	MED	LOW	EVIDENCE	IMPLICATIONS FOR FUTURE PLANNING
A. The compelling question, understanding goals and skills were engaging, challenging and developmentally appropriate for this group.					
B. Planning was informed by student input/ ideas/prior knowledge both initially and throughout the inquiry. Feedback from the students was regularly sought.					
C. Students helped make some decisions about how the inquiry would proceed. Plans were modified and adjusted accordingly.					
D. The inquiry was linked to 'real world' issues/ contexts/situations.					
E. Students gathered information from primary and secondary sources. They worked as researchers, both collaboratively and individually.					
F. Students had regular opportunities to make their thinking visible.					
G. Students had opportunities to identify their questions and explore avenues of interest/ need in relation to this inquiry.					
H. Students had opportunities to act on/apply their learning to their lives.					
I. Learning engagements were sufficiently open-ended, varied and differentiated to allow for diverse needs and interests.					
J. Skills and processes were explicitly embedded into, and taught during, the inquiry.					
K. Digital technologies were effectively harnessed to enhance the inquiry as a means of gathering/sorting/communicating/creating.					
L. The inquiry allowed for useful, genuine connections to be made across learning areas (including specialist teachers).					
M. Students helped design assessment criteria. They were involved in self-assessing their learning.					
N. Students showed increased mastery of the relevant skills and learning dispositions.					
O. Students showed an understanding of the broader key concept/s that framed the unit.					
P. Students showed engagement in and enthusiasm for their learning.					