

Inquiry Mini-Lessons

Using a Checklist for Self-Assessment of Inquiry Group Participation

During the inquiry process students' own behaviour, along with that of other group members, will determine the success of their investigations. It is important for students to self-assess how they think their group is working together. This lesson will show students how to use a checklist such as the Student Self-Assessment of Inquiry Groups BLM to assess their group interactions.

Time: 25 minutes

Materials:

- enlarged copy of *Student Self-Assessment of Inquiry Groups* BLM
- chart paper and markers, or interactive whiteboard

Grouping: whole class or small groups

Procedure:

Teaching Tip: Student self-evaluation need not take place after every group discussion but could be completed on occasion. It may be helpful to use extra self-evaluations for groups experiencing difficulties with group dynamics.

1. Tell students that a checklist can help them to think about how they are working in their inquiry groups. Remind them that a group works well when everyone is doing their part.

Each member is an important part of your group and this checklist will help you to think about how well you work together.

2. Display a checklist such as the Student Self-Assessment of Inquiry Groups checklist on chart paper or an interactive whiteboard.

3. Invite students to read through the key and the checklist aloud with you. (If students are unfamiliar with the meaning of the key, explain that the sad face means "I'll do better next time," the neutral face means "I did okay," and the happy face means "I did really well at this.")

The checklist is a way to record how your group is working together. We'll read through it together. Let's look at the key first, then the statements.

4. Explain that you are going to give some examples of things that might happen in a group, and together you are going to decide how to show that on the checklist, e.g., "Each member of the group was reading quietly, but one member had trouble reading the book on her own because some of the words were tricky. She asked her neighbour for help and they read the book together to figure out the tricky words." Encourage discussion to decide how that scenario could be recorded using the checklist ("I helped my group" OR "I treated others with respect"). Indicate how to record the data.

On this checklist, where could we tell about the two students in that group?

5. Provide a less positive scenario, e.g., “One group member is not working on the task at all. He is away from the group and not researching or talking with the group.” Ask students how this could be shown on the checklist.

If you were the student who was not participating, where could you let the teacher and others know how you felt? If you were one of the other group members, how could you show that one group member was not involved in the inquiry?

6. Ask students for other scenarios for each of the items on the checklist. It’s important to discuss both positive and negative scenarios to encourage students to be honest in their reflections.
7. Tell students that when they fill in this checklist, they need to think about their own behaviour as well as others in the group.
8. Point out to students that there is a place to record what has gone well in their inquiry group. “I am most proud of _____” could be a comment about themselves or about another group member.

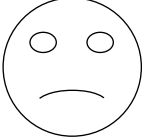
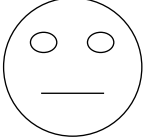

Teaching Tip: Adjust the time spent on this mini-lesson depending on how familiar students are with using self-assessment checklists.

Student Self-Assessment of Inquiry Groups
















Name: _____

Date: _____

KEY:

 I'll do better next time	 Okay	 Strong
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Choose the face that applies to each statement.

I helped my group.			
I listened to others and learned from them.			
I treated others with respect.			
I asked questions when I was curious or puzzled.			
I was interested in the inquiry and learned a lot.			

I am proud of _____
