

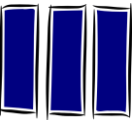
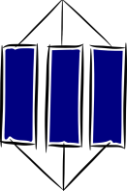
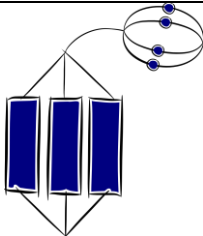


HookED USING SCIENTIFIC LANGUAGE

| CO-CONSTRUCTED SELF ASSESSMENT RUBRIC |  Prestructural |  Unistructural |  Multistructural |  Relational |  Extended Abstract |
|--|---|--|--|--|---|
| | Learning outcomes show unconnected information, no organisation. <i>E.g. "I need help or direction"</i> | Learning outcomes show simple connections but importance not noted. <i>E.g. "I will have a tilt at it"</i> | Learning outcomes show connections are made, but significance to overall meaning is missing. <i>E.g. I will use trial and error to find a solution"</i> | Learning outcomes show full connections made, and synthesis of parts to the overall meaning <i>E.g. "I plan to do X because it will ... I know what to do and why .."</i> | Learning outcomes go beyond subject and makes links to other concepts - generalises <i>E.g. "I sense what to do to find the best solutionI seek feedback and adjust my actions in response "</i> |
| Using scientific terms Scientific variables: distance time speed acceleration mass force energy work power temperature volume current voltage resistance | I need help to use common units for [insert variable] | I can use common units for [insert variable] if directed. | I can use common units for [insert variable] but I sometimes make mistakes. I do not know why or when to use the units or how to correct my mistakes. | I can use common units for [insert variable] to express scientific ideas in my science writing and conversation. I use common units for [insert variable] and know why, and when, I need to use them. | I intuitively use common units for [insert variable] to express scientific ideas in my science writing and conversation. I seek feedback on how I might improve the clarity of my scientific writing and conversation. I can help others use common units when expressing scientific ideas. |
| Effective Strategies | | | | | |