



PARSEL teaching –learning materials compiled by the consortium
as part of an EC FP6 funded project (SAS6-CT-2006-042922-PARSEL).



A big problem for Magalhães (Magellan): Food preservation

Assessment

This task assessment can be based on several student assessment tools, as those presented next (Table 1 and Table 2). These student assessment tools are mere suggestions. Teacher can include other criteria for assessment whenever he/she finds it appropriate for the objectives he/she defined previously. Table 1 aims at supporting group’s presentation assessment. Table 2 focuses on planning and implementing an investigation activity.

	1	2	3	4	Pontos
Correct use of scientific concepts or information	Group incorrectly uses scientific concepts or information, on several occasions	Sometimes, group incorrectly uses scientific concepts or information	Group correctly uses scientific concepts or information	Group’s presentation mirrors a proficiency use of scientific concepts or information	___/ 4
Arguments’ justification	Group elements can not defend some aspects of their work. They lack adequate knowledge or abilities	Many elements of the group have poor knowledge about the group work content OR they are not able to defend exposed arguments	Most elements of the group have an adequate knowledge about the group work content and can defend exposed arguments	All elements of the group have a deep knowledge about the group work content and can defend exposed arguments	___/ 4

Developers: Freire, A. (coord.), Baptista, M.; Cruz, N.; Nunes, T., & Vilela, C. (2007). Magalhães and Circumnavigate Voyage. In Universidade de Lisboa (Ed.), *Professores Europeus de Ciências (PEC): Conhecimento científico, Competências linguísticas e Meios Digitais*. Lisboa: Professores Europeus de Ciências (PEC) – Sócrates Project 226641-CP-1-2005-ES-COMENIUS-C21, 2005-2008.

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Language use	Poor language use, presenting grammatical and pronunciation mistakes and incorrect use of scientific concepts	Some grammatical and pronunciation mistakes and sometimes incorrect use of scientific concepts	Adequate language use, with no grammatical or pronunciation mistakes. Correct use of scientific concepts	Rich and complex language use, with no grammatical or pronunciation mistakes. Correct use of scientific concepts	___/ 4
Coordination among group elements	There is no coordination among group elements. Unstructured group presentation	Poor coordination among group elements. Some of them did not worked on the group presentation	Good coordination among most group elements. However, some of them did not worked on the group presentation with the others	Excellent coordination among all group elements. Well structured presentation. It follows a coherent line	___/ 4
Clarity and objectivity	Presentation lacks clarity and objectivity. It does not make salient most important issues	Clear presentation, but it lacks objectivity. Many non relevant details presented	Clear presentation, but based on some non relevant details	Clear and objective presentation, making salient most important issues	___/ 4
Information presentation	Group elements read the information instead of exposing it	Group elements read most of the information instead of exposing it	Group elements expose information but also read some additional notes	Group elements expose information	___/ 4
Ability with engaging peers	Poor presentation unable to keep peers engaged	Poor presentation, not always being able to keep peers	Some hazard situations during presentation.	Well trained presentation. It can keep peers	___/ 4

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	with it	engaged with it	Nevertheless, it is able to keep peers engaged with it	engaged with it.	
Audiovisual support	Presentation does not make use any audiovisual element to support it or to make salient any content or idea (pictures, graphics, videos)	Presentation makes use of some poor audiovisual elements	Presentation makes use of some quality audiovisual elements, but those are not fully explored	Presentation makes use of quality audiovisual elements to support it or to make salient any content or idea (pictures, graphics, videos)	___/ 4
Creativity	Presentation lacks creativity in what concerns used methodology or used materials	Use of few creative methodological elements and few creative materials	Use of many creative methodological elements and some creative materials	Creative presentation in what concerns used methodology or used materials	___/ 4
Time management	Presentation does not respects at all planed time limits (either too short or too extended)	Presentation extends considerably over planed time limits	Presentation extends a little over planed time limits	Excellent time management	___/ 4
Voice tune	Low voice tune. Monotonous. No inflexions or expressivity	Big oscillations on the voice tune. Nevertheless it lacks expressivity	Good voice tune during most time of the presentation. Presents inflexion and expressivity	Good voice tune during presentation. Good coordination between voice and audiovisual supports use	___/ 4
Total					___/ 48

Table 1 – Group’s presentation assessment

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Criteria	4	3	2	1
1. Planification	Clear, brief and complete research plan. It critically discusses experimental plan	Well structured plan, but it still needs reformulations. It formulates research problem, but does not discuss it critically	Inefficacious plan. It needs great reformulation. It does not consider important variables.	Plan does not present any clue about how to resolve the problem. It needs considerable support and guidance
2. Experimental achievement	Student can make consistent, correct and precise observations and measures. Students uses instruments correctly	Student can make correct observations and measures, but presents some difficulty with using instruments correctly for what he/she needs support	Student can observe and measure only when guided	Student can not correctly observe or measure, even when guided. Student needs great support and guidance.
3. Learning task analyses	Student can correctly and consistently synthesize observations and data. Student can make connections and generalizes within reasonable limits	Student can interpret data and present conclusions, but can not grasp the limits and constraints of generalization	Student can organize data when guided, can answer specific questions and can make restricted questions	Student can not go beyond collected data

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4. Transfer	Student can relate conclusions with other themes. Student suggests adequate applications for the conclusions and suggests other researches	Student can relate conclusions with other themes, but suggests applications only to related areas of research	Student can only relate conclusions to other themes when questioned specifically about it	Student cannot suggest any application for the study or for expanding it and cannot relate it to other themes. Student needs great support and guidance
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Table 2 - Scientific investigation activity

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