Shall we create new organisms?

Assessment

This task assessment is to be based on aspects such as:

- Understanding the terms and concepts involved;
- The quality of the research carried out;
- Clarity in partaking the gathered information;
- Participation throughout the different stages of the activity;
- The power of argumentation;
- The justification of opinions;
- The quality of the presentation;
- Meeting timetables and deadlines.

This task assessment can be based on three assessment tools, presented next (Tables 1, 2 and 3). These assessment tools are only a suggestion. Teacher can include other criteria for assessment whenever he/she finds it appropriate for the objectives he/she defined previously.

	1	2	3	4	Scores
Student accepts responsibility for his/her tasks or roles within the group	Student does not perform any of the tasks/roles for which he/she is responsible. Those are performed by	Student seldom performs any of the tasks/roles for which he/she is responsible. Often he/she needs others to remind him/her	Student frequently performs the tasks/roles for which he/she is responsible. Student seldom needs others to	Student accomplishes the tasks/roles for which he/she is responsible. Student does not need others to remind him/her	__/ 4

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	his/ her group peers	of his/her duties.	remind him/her of his/her duties.	of his/her duties	
Kind of personal intervention	Student seldom presents useful ideas during group work. Student does not keep up with group work's evolution	Student promptly contributes to group work, although sometimes he/she gets distracted	Student contributes to group work and is responsible for his/her tasks	Student contributes to group work and stimulates his/her peers' participation. His/her contribution is crucial for group work success	__/ 4
Relationship with group peers	Student looks indifferent or exerts an authoritative leaderships, with a negative impact on group work functioning	Student looks interested, although he/ she does not interfere with work group dynamics	Student looks interested with work group dynamics and makes positive contribution to it	Student interacts positively with others or presents positive leadership skills, with a positive impact on group work functioning	__/ 4
Making decisions	Student does not try to solve any problem or help his/her peers with it	Student does not present any solutions, but is willing to try-out the solutions presented by others	Student makes important contributions in order to improve solutions presented by others	Student actively seeks for and presents solutions for the problem	__/ 4
Time managment	Student does not finish his/ her tasks on time and as a result group cannot meet deadlines hold-up	Student does not finish his/ her tasks on time. Although group can still meet deadlines, the quality of the group work is	Student hold-up his/her task completion but at the end he/she can finish it on time and the group can meet deadlines.	Student can manage his/her time adequately, completing his/her tasks on time.	__/ 4

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		affected by that behaviour			
Oral participation	Student does not participate or is always talking, not allowing others to talk	Student participates quite often, restraining others oral participation	Student can hear his/ her peers, but sometimes he/she talks to much, not allowing others to talk	Student can hear and talk in a balanced way	__/ 4
				Total	__/ 24

Table 1 – Group work assessment (for teachers)

	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
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 complexe language use, with no grammatical or pronunciation mistakes. Correct use of scientific concepts	__/ 4
Coordination	There is no	Poor coordination	Good coordination	Excellent	__/ 4

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among group elements	coordination among group elements. Unstructured group presentation	among group elements. Some of them did not worked on the group presentation	among most group elements. However, some of them did not worked on the group presentation with the others	coordination among all group elements. Well structured presentation. It follows a coherent line	
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 raising engagement	Poor presentation unable to keep peers engaged with itt	Poor presentation, not always being able to keep peers engaged with it	Some hazard situations during presentation. Nevertheless, it is able to keep peers engaged with it	Well trained presentation. It can keep peers engaged with it.	__/ 4
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

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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 2– Group's presentation assessment (for teachers)

	1	2	3	4	Scores
Responsibility for tasks or roles within the group	I didn't perform any of the tasks/roles for which I was responsible. They were performed by my group peers.	I seldom performed any of the tasks/roles for which I was responsible. Often I needed others to remind me of my duties.	I frequently performed the tasks/roles for which I was responsible. I seldom needed others to remind me of my duties.	I accomplished the tasks/roles for which I was responsible. No one needed to remind me of my duties.	__/ 4
Kind of personal intervention	I seldom presented useful ideas during group work. I didn't keep up with group work's evolution.	I promptly contributed to group work, although sometimes I got distracted.	I contributed to group work and I was responsible for my tasks.	I contributed to group work and stimulated my peers' participation. My contribution was important for group work success.	__/ 4
Relationship with my peers	I looked indifferent or	I didn't interfere with work group	I made a positive	I interacted positively with	__/ 4

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		dynamics.	contribution to group dynamics.	others or presented positive leadership skills, with a positive impact on my group work.	
	exerted an authoritative leaderships, with a negative impact on the functioning of my group.				
Making decisions	I didn't try to solve any problem or helped my peers with it	I didn't present any solutions, but I was willing to try-out the solutions presented by others	I made important contributions in order to improve solutions presented by others	I actively sought for and presented solutions for the problem	__/ 4
Time managment	I didn't finish my tasks on time and as a result my group couldn't meet deadlines	I didn't finish my tasks on time. Although group could still meet deadlines, the quality of the group work was affected by my behaviour	I hold-up my task completion but at the end I could finish it on time and the group could meet deadlines.	I managed my time adequately, completing my tasks on time.	__/ 4
Oral participation	I didn't participate or I was always talking, not allowing others to talk	I participated quite often, restraining others oral participation	I heard my peers, but sometimes I talked to much, not allowing others to talk	I heard and talked in a balanced way	__/ 4
				Total	__/ 24

Table 3 – Group work assessment tool (for students)

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