BRITISH COUNCIL

Strengthening Internal Assessments in Science

(CBSE–British Council Partnership)
Cascade Training
Session 1 – Introduction



UNIVERSITY OF LINCOLN

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Welcome and purpose

Welcome to this first session in the 'Strengthening Internal Assessment in Science' training programme.

The aim of the programme is to raise awareness of the scientific method and provide a framework for helping you to assess the scientific inquiry and practical skills and competencies of your pupils from Grades 6 through to Grade 12. The assessment framework is linked directly to the National Curriculum Framework for School Education 2023

The training programme

During this training programme, you will learn how to assess your pupils' inquiry and practical skills through a series of tasks, discussions and reflections. You will be asked to provide samples of pupils' work and images of practical activities in the classroom so that these can be shared and discussed during the training.

In this shorter version of the full training programme, we will be condensing the 8 modules from the full training package into 6 x 1.5 hour sessions.

The full training package document is also available to support your own personal development.

Training Programme Outcomes

1

Understanding of Skills in Practical Work and Scientific Inquiry:

- Teachers will be able to articulate what each skill means in the context of practical work and scientific inquiry.
- They will demonstrate their ability to apply these skills in various scientific scenarios.

2

Assessment Ladders and Key Criteria:

- Teachers will be able to navigate the assessment ladder and identify key criteria that support assessment and progression of skills in relation to the NCSF.
- They will use these criteria to self-assess and peer-assess their work with colleagues, leading to improved understanding and performance.

3

Evidence of Skills in Current Practice:

- Teachers will gather and present evidence of assessments from their current practice including the provision of examples from their current pupils.
- They will reflect on this evidence to identify areas for further development and create action plans to enhance their skills.

4

Differences in Skills Across Scientific Areas:

- Teachers will discuss and compare how the skills manifest differently in various areas of science.
- They will develop a nuanced understanding of the skills' applications and importance in different scientific contexts

5

Action Plans for Skill Development:

- Teachers will identify specific actions they need to take to support and develop their skills with their pupils.
- They will implement these actions in their teaching practice and evaluate their effectiveness over time.

Training schedule

SESSION	FOCUS 1	FOCUS 2
1	Introduction	Familiarisation with the resources
2	Assessing observation as a scientific skill	
3	Assessing pupils' questioning and hypothesising skills	Taking account of pupil ability
4	Assessing pupils' planning of inquiries and data collection skills	Recording assessment outcomes
5	Assessing pupils' analysis and evaluation skills	Progression to assessment in Grades 11 and 12
6	Review, reflection and next steps	

Overview of the training resources

The resources consist of the following documents, and we will be going through each of them during the training.



Assessment framework – the backbone of this project



Platform – a website that mimics the training handbook



Training handbook – contains more detailed information to support this cascade training



Videos – short commentaries on different aspects of the assessment framework

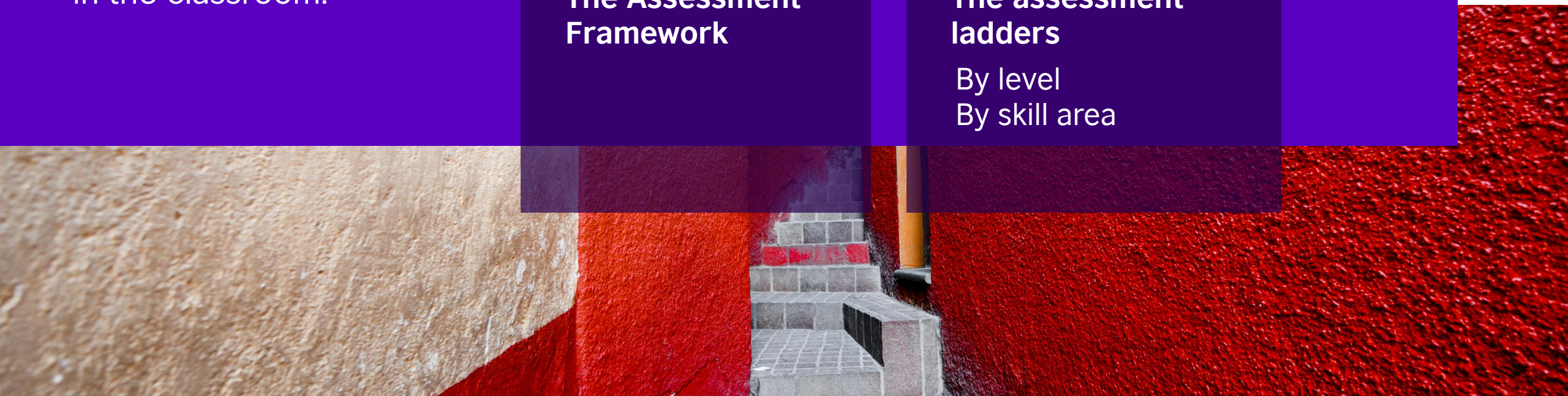
Assessment Framework Resources

We will be using and referring to the following resources to support our assessment of scientific inquiry and practical work in the classroom:

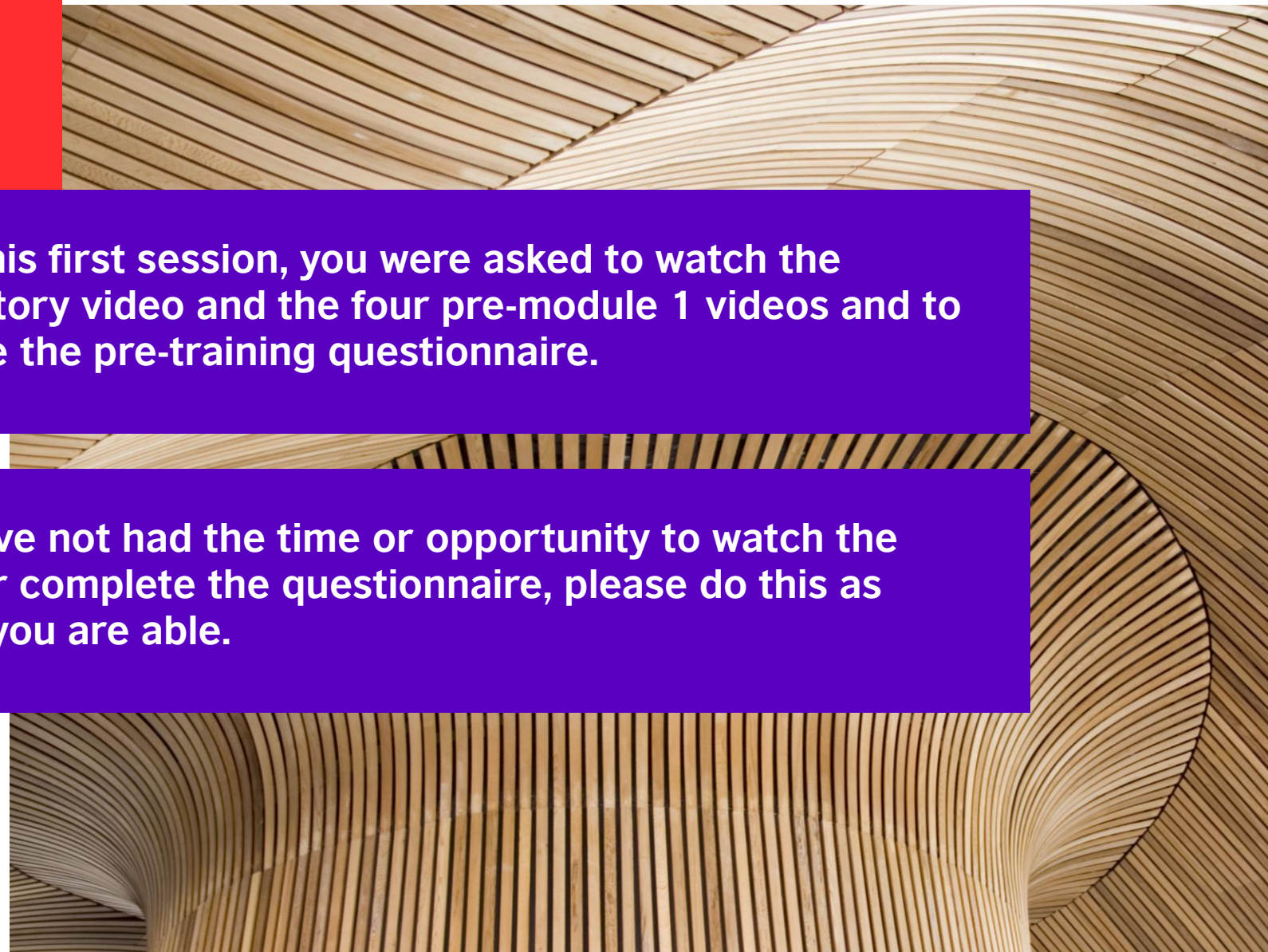
The Assessment Framework

The assessment ladders

By level
By skill area



Pre-session tasks



Before this first session, you were asked to watch the Introductory video and the four pre-module 1 videos and to complete the pre-training questionnaire.

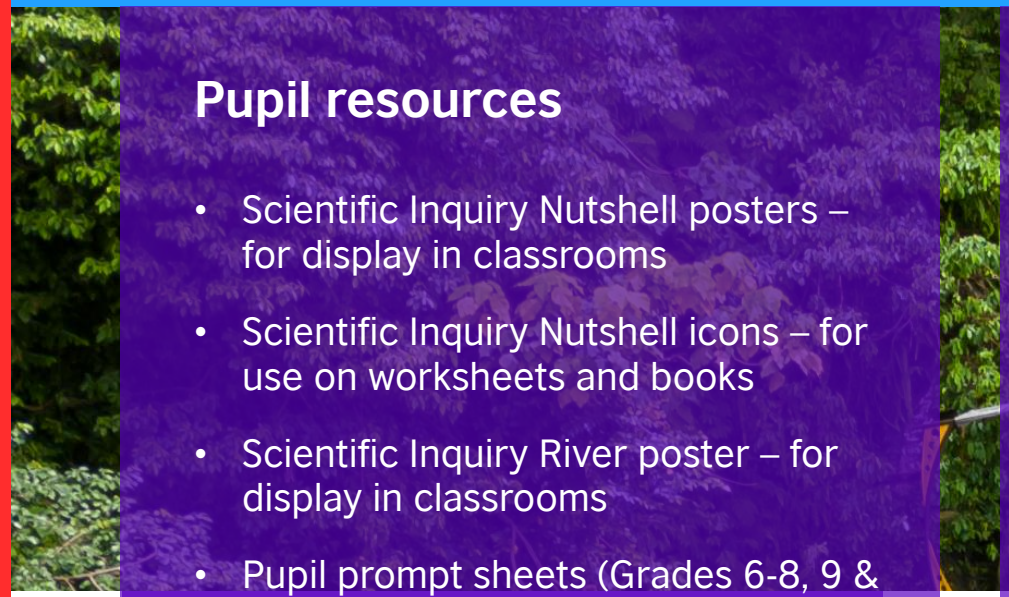
If you have not had the time or opportunity to watch the videos or complete the questionnaire, please do this as soon as you are able.

Exploring the assessment framework document

As a group, we will now go through the assessment framework document to familiarise ourselves with the content

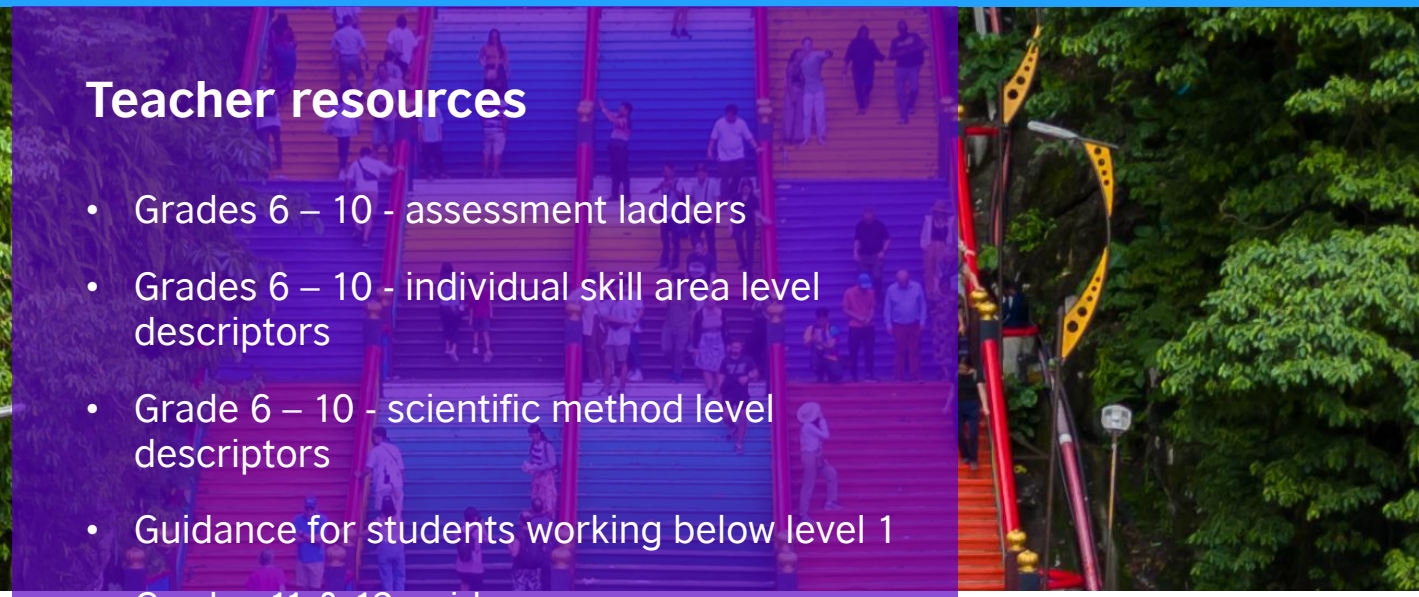
The Assessment Framework

Glossary of Resources



Pupil resources

- Scientific Inquiry Nutshell posters – for display in classrooms
- Scientific Inquiry Nutshell icons – for use on worksheets and books
- Scientific Inquiry River poster – for display in classrooms
- Pupil prompt sheets (Grades 6-8, 9 & 10, 11 & 12) – for self-assessment purposes and to support independent inquiry work
- I can ….. ladders – for use by the pupils in self-assessment



Teacher resources

- Grades 6 – 10 - assessment ladders
- Grades 6 – 10 - individual skill area level descriptors
- Grade 6 – 10 - scientific method level descriptors
- Guidance for students working below level 1
- Grades 11 & 12 guidance
- Grades 11 & 12 level descriptors
- The **website** has a range of videos to support all aspects of the Assessment Framework for Scientific Inquiry Skills

Discussion activity

Now that you have been shown through the framework, spend a little time looking through the document and discuss your thoughts and ideas with colleagues.

Feedback from the discussion activity

Please feed back your initial thoughts about the framework.

Watching a video together

This video talks through what the level descriptors are and how they can be used.

Introduction the assessment levels

Summary of the video

xx

Next step and activities ahead of Session 2

Before our next session, please watch the following videos

- Module 2
- Assessment and moderation

In Session 2 we will focus on the assessment of ‘observation’ as a scientific skill.



Thank you

and we look forward to seeing you in the next session.

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