

## Summary of Results: Presentation of Inquiry Project Spring 2013

### PROCESS

- Results are based on a random sample of 147 projects from 31 in XX schools.
- All classrooms participating in the project were included.
- This represents approximately half of all projects that were submitted.
- Most of the projects were assessed twice, by two teams of raters working independently (i.e., one team did not know the other teams' decisions.)
- Teams of markers were assigned randomly to the projects. They assessed projects from several different classrooms.
- Agreement among marking teams was very consistent. Where the results varied by more than one scale point or level, the project was assessed a third time. Only 6 of 147 projects required a third assessment.
- Each project was assessed, using the project presentation rubric, for overall quality as well as for six specific aspects: three related to the solution/content of the inquiry; three to presentation:

#### **SOLUTION/CONTENT**

- clearly identifies the issue or problem; shows understanding
- uses sufficient, relevant information (includes identifying sources/speakers)
- shows logical reasoning, using evidence to arrive at a reasonable solution/conclusion

#### **PRESENTATION**

- uses appropriate presentation tools effectively
- uses language and/or visuals appropriate for topic and audience (incl vocab)
- shows clarity; has impact

- Presentations from students using iPads were assessed in the same session as those from students using laptops. Markers did not distinguish between the two.

### RESULTS

- Almost all groups (over 90%) produced projects that met expectations; approximately half were assessed as “Fully Meeting” or “exceeding” expectations.
- This result is similar to previous years, although in reality, because the submission rate from classrooms was substantially better than in previous years, it probably reflects an improvement. (Note: in previous years, inquiries from students in some classes/groups was not assessed, often because of difficulties with submissions.)

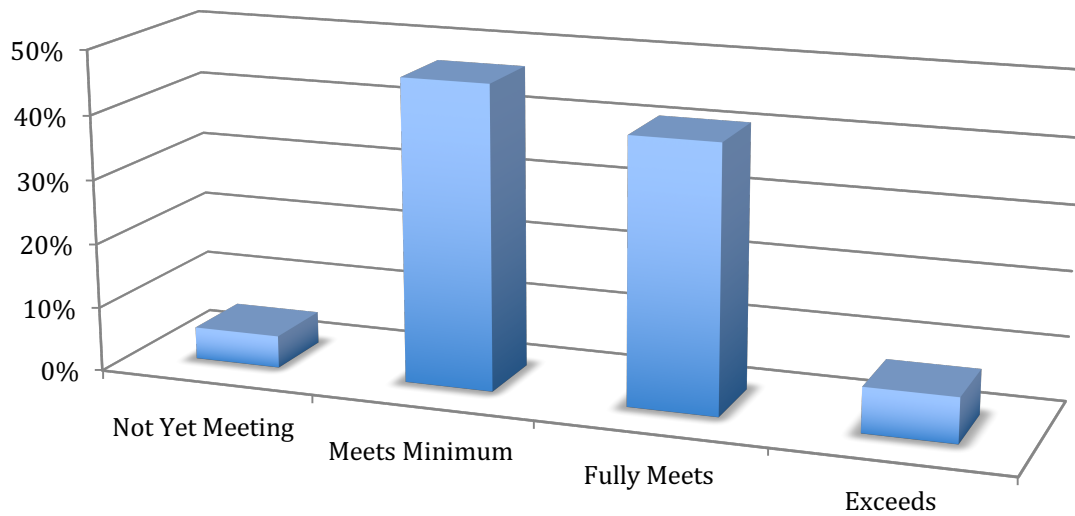
- When compared with previous years, while overall results and mean ratings are very similar, the percent of students who are not meeting expectations continues to decline. On almost all components, as well as overall rating, over 90% of groups meet at least minimum expectation. The once exception is “reasoning” where 85% of groups met expectations.
- The sample size for groups from iPad classrooms is not large enough to support conclusions about the effect of this technology; as well, the teachers selected to use iPads are those that have been extremely successful in all phases the project. Given that proviso, it is worth noting that the iPad groups, on average, received higher ratings than the other groups.
- As in previous years, “reasoning” received the lowest rating of the 6 components assessed. “Use of technology” and “Choice of language and images” (assessed for the first time this year), received the highest ratings.
- In terms of research, because of the double-marking, the increased submission rate, and the decrease in technical difficulties, we believe that the assessments in 2013 are the most reliable to date, and best reflect the overall population of students involved. re

## Data tables

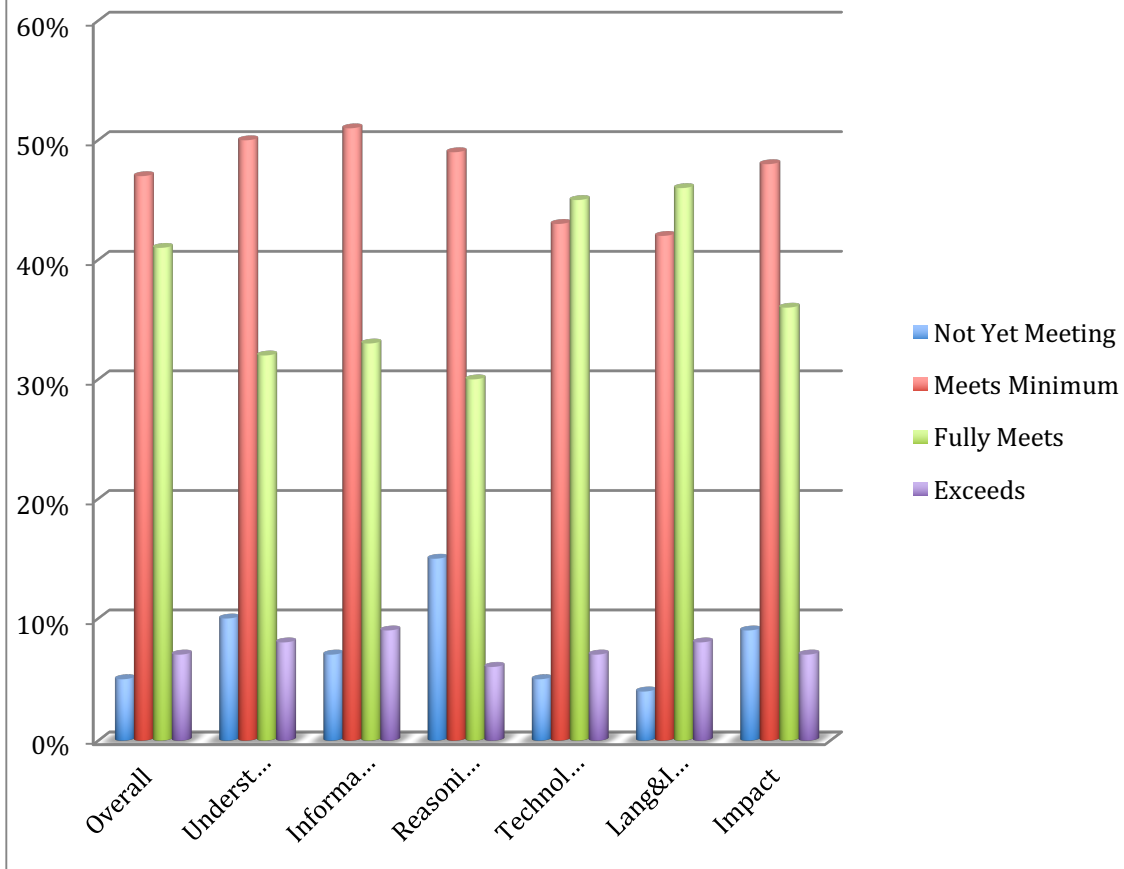
Spring 2013	Overall	Understanding	Information	Reasoning	Technology	Lang&Imag	Impact
Not Yet Meeting	5%	10%	7%	15%	5%	4%	9%
Meets Minimum	47%	50%	51%	49%	43%	42%	48%
Fully Meets	41%	32%	33%	30%	45%	46%	36%
Exceeds	7%	8%	9%	6%	7%	8%	7%

Spring 2013	Overall	Understanding	Information	Reasoning	Technology	Lang&Image	Impact
mean	2.5	2.4	2.4	2.3	2.6	2.6	2.4
sd	0.6	0.7	0.7	1.1	0.7	0.6	0.7

## **Presenting an inquiry: Overall Rating Spring 2013 (sample=147 groups)**

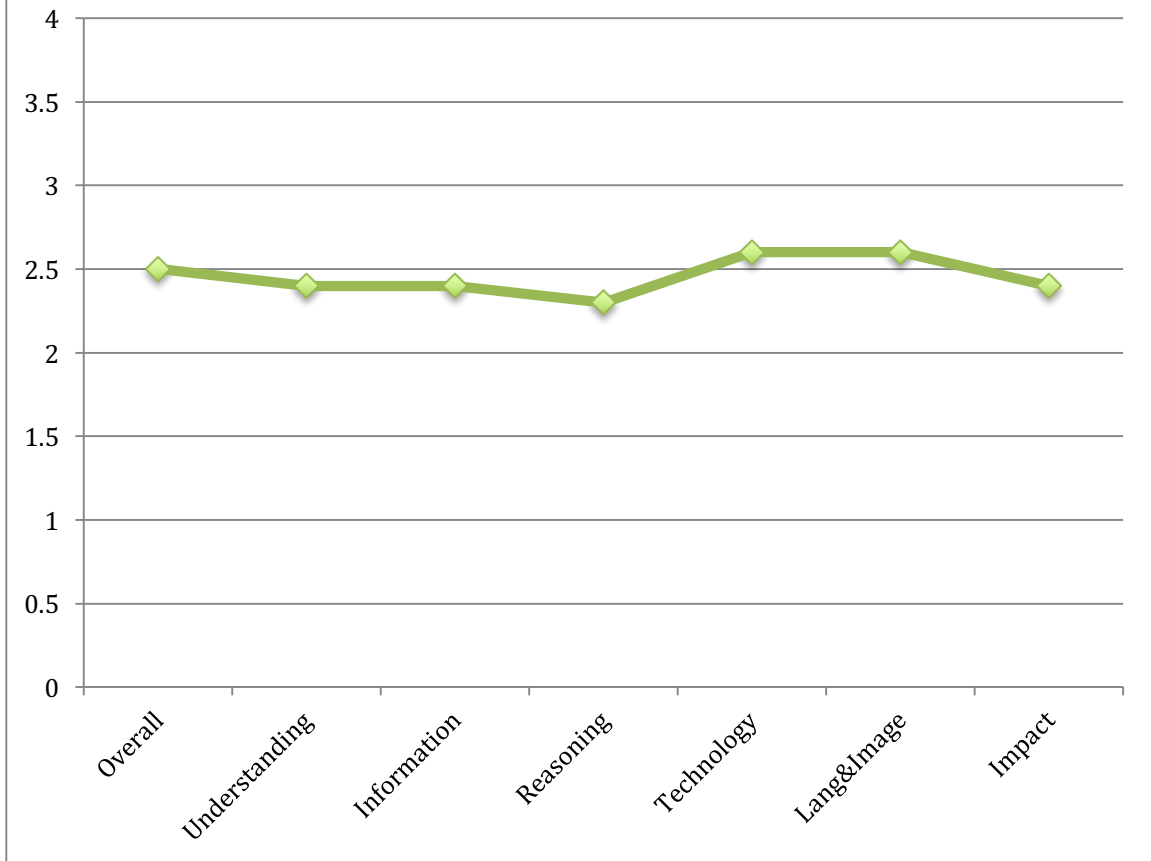


## Presenting an Inquiry: Component Ratings Spring 2013 (sample=147 groups)

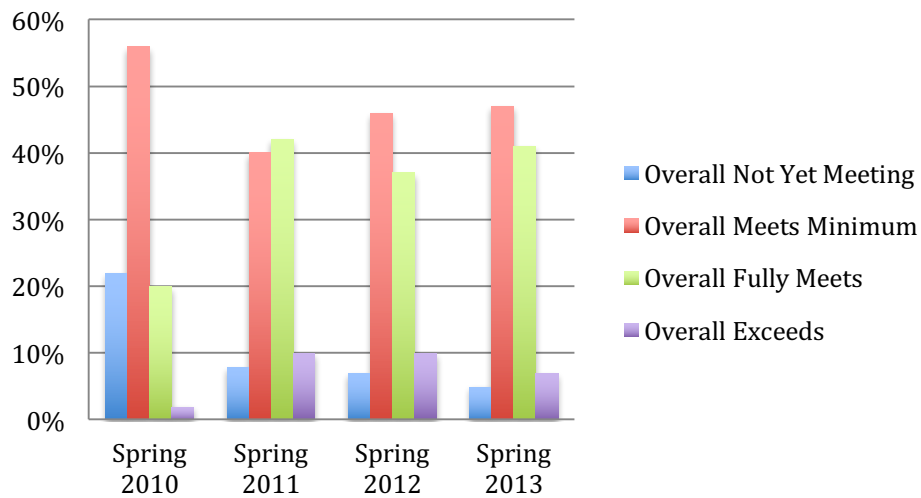




### Presenting an Inquiry: Average Component Ratings 2013 (sample=147 groups)



## Presenting an Inquiry: Overall Ratings 2010-2013



## Presenting an Inquiry: % Meeting/Exceeding Expectations 2010-2013

