

**LAMBTON HIGH SCHOOL**  
**Year 7 Lambton Learning Ladder (L3)**  
**Inquiry Based Learning (IBL) Task Notification**



<b>Course</b>	Year 7 Lambton Learning Ladder
<b>Task</b>	Inquiry Based Learning Task (IBL) and Presentation
<b>Task Weight</b>	100%
<b>Date of Notification</b>	Term 3 Week 1-4
<b>Date Due</b>	Team Presentation of IBL Product Weeks 6 -8 2017 - in class time Students who do not participate in the presentation will be required to undertake a make-up presentation interview

<b>Skills Assessed</b>	
1. Communication	Effectively presents an IBL product (which answers a driving question), and clearly explains the processes and skills used to create the product to an audience
2. Collaborative Learner	Demonstrates a clear understanding of what it means to be an effective team member
3. Independent Learner	Demonstrates the ability to work independently
4. Critical Thinking and Problem Solving:	Provides evidence of strategies used to think critically and solve problems when undertaking research
5. Creative Thinking	Demonstrates the use of imagination and inspiration to create an original product and presentation that answers the IBL driving question
6. Self-evaluation & Reflection:	Identifies strengths and challenges in learning through the IBL project and is able to analyse the quality of the IBL product

<b>Task Description</b>
<p>You are to present to your L3 class, (with your team), a product, which is the result of an inquiry, based learning (IBL) project you and your team have chosen and undertaken in your L3 class throughout T3 and T4. The IBL project is to answer a real world driving question your team has designed and use the above skills you have been learning in L3 during T1 and T2 (that includes: working as a collaborative team, use of technology, research skills, critical thinking/problem solving, creative thinking, presentation skills). Your presentation is to also explain the processes your team undertook to create your product and how this has contributed to the development of a range of 21<sup>st</sup> century skills to help make you a better learner. The presentation is to be a minimum of 3 minutes. You may be able to present longer if required.</p>

<b>Task Instructions</b>
<ol style="list-style-type: none"> <li>1. Complete an IBL task individual brief prior to the presentation (available on Moodle), due to your L3 mentor on the day of your presentation</li> <li>2. Your team is to present your IBL product, which answers your team's real world driving question, to your L3 class. The presentation is to be a minimum of 3 minutes. As part of the presentation you must also indicate how your team used the following skills to achieve your product and presentation:               <ul style="list-style-type: none"> <li>• Worked as together as a team, collaboratively</li> <li>• Organised independent workloads to achieve the IBL product and presentation</li> <li>• Used critical thinking and problem solving skills when undertaking research on the IBL driving question and development of the product and presentation</li> <li>• Used imagination, innovation or original ideas to create the IBL product and/or presentation</li> <li>• Overcame challenges to achieve the IBL product and /or presentation</li> <li>• Justifies the quality of your IBL product and the processes undertaken to achieve it</li> </ul> </li> <li>3. If your IBL product is an e-product you must bring your own fully charged device to present it on</li> <li>4. Prepare for your presentation by reviewing the attached information</li> <li>5. Your presentation timeslot will be organised in advance in class time. If you know you cannot attend due to an acceptable commitment you must organise with your L3 mentor an alternative time in advance</li> <li>6. <b>Students who do not participate in the presentation will be required to undertake a make-up presentation interview or not be awarded a pass for the Lambton Learning Ladder subject for your yearly report.</b></li> </ol>

# Year 7 Authentic Assessment Learning Presentation 2017

## Oral Presentation of your Inquiry Based Learning Task Product

In class time weeks 6 – 8 Term 4

### Presentation overview

#### *What to bring:*

At the presentation, students will present as a team to their audience a:

- **Positive, enthusiastic attitude**
- **Copy of your Inquiry Based Learning brief ( attached - one for each member of the team)**
- **\*Inquiry Based Learning (IBL) product which answers your driving question**
- **Evidence of the skills gained by undertaking the IBL project and process**

**\*If your work is an e-record you must bring your own digital device to show it on.**

#### *What to do:*

The oral presentation involves more than just presenting your team's IBL product, which answers your driving question. You will be required to demonstrate to the audience the processes that you have used in the IBL project and how it has contributed to the development of a range of 21<sup>st</sup> century skills to facilitate you become a better learner. The key skills to provide evidence for in your presentation of your product are:

How your team:

- Worked together as team, collaboratively
- Supported independent work to achieve the IBL product and presentation
- Used critical thinking and problem solving skills when undertaking research on the IBL driving question and development of the product and presentation
- Used imagination, innovation or original ideas to create the IBL product and/or presentation
- Overcame challenges to achieve the IBL product and /or presentation
- Justifies the quality of your IBL product and the processes undertaken to achieve it

**Read the assessment rubric on page 4 to help guide your presentation on how to address the key skills.**

#### *Timing*

You will be given **at least** 3 minutes to present your team's work. You must present to the audience all of the required items, listed above.

#### *Assessment*

You will be assessed by your L3 mentors and/or class peers at the time of your presentation as a team. The assessment panel will award a team grade on your how well your IBL product answers your driving question and ability to identify the skills learnt.

#### *Feedback*

You will be given feedback in a variety of ways:

- By the panel during and at the end of the oral presentation
- Your yearly school report will report on your results for the Lambton Learning Ladder course
- You will be awarded an A B C D or E grade pass for your IBL task and presentation
- Selected presentations will be presented to the whole year group and/or kept for publication

#### *What should I do if I know I will be away?*

Your presentation timeslot will be organised in advance in class time. If you know you cannot attend due to an acceptable commitment you must organise with your L3 mentor an alternative time in advance

**Students who do not participate in the presentation will be required to undertake a make-up presentation interview or not be awarded a pass for the Lambton Learning Ladder subject for the yearly report.**

## Year 7 Authentic Assessment Learning (AAL) for presentation of IBL task - Grade Criteria

Criteria & Questions	A	B	C	D	E
<p><b>1. IBL product &amp; presentation</b></p> <p>Submitted a brief on IBL project ✓ or ✗</p> <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/> Communicates the significance of and purpose of the IBL project through their completed product and presentation <input type="checkbox"/> The product clearly answers the IBL driving question	<input type="checkbox"/> Communicates the importance of the purpose of the IBL project with reference to their completed product answering IBL driving question	<input type="checkbox"/> Communicates the purpose of the IBL project but lacks a strong explanation that connects the purpose and the product	<input type="checkbox"/> Communicates the steps involved to complete their IBL product only	<input type="checkbox"/> Unable to describe their project. Struggles to make connections between elements of the purpose of the IBL project
<p><b>2. Communication</b></p> <p>The team effectively presents an Inquiry Based Learning product and presentation to an audience</p>	<input type="checkbox"/> Outstanding presentation, well organised, showing pride and organisation skills of a high order. All necessary material included and completed. <input type="checkbox"/> Excellent communication skills, e.g. variety of tone, gesture, expressive voice, maintains eye contact <input type="checkbox"/> Effective use of time and balance of task presentation. <input type="checkbox"/> Engaging presentation.	<input type="checkbox"/> All material presented neatly and tidily, showing sound organisation skills. All material completed. <input type="checkbox"/> Highly developed communication skills. <input type="checkbox"/> Voice clear and sufficiently loud. <input type="checkbox"/> Presented to time <input type="checkbox"/> Interesting presentation.	<input type="checkbox"/> Task shows evidence of care and tidiness, attempt at organisation. <input type="checkbox"/> . <input type="checkbox"/> Communication skills include eye contact, some expression, voice clear. <input type="checkbox"/> Presented to time.	<input type="checkbox"/> Presented materials may not be polished or well organised and/or fully completed. <input type="checkbox"/> Use of some appropriate speaking techniques. <input type="checkbox"/> May be under or over time	<input type="checkbox"/> Little work completed or submitted. <input type="checkbox"/> Poorly presented and limited communication skills.
<p><b>3. Collaborative learner</b></p> <p>The team demonstrates a clear understanding of what it means to be an effective team member</p>	<input type="checkbox"/> Demonstrates a deep understanding of what it means to be a collaborative learner and provides explicit examples from their IBL project of effectiveness when working with others and in teams	<input type="checkbox"/> Demonstrates a clear understanding of collaborative learning and provides examples of ability to work with others and in teams from their IBL project	<input type="checkbox"/> Is able to explain collaborative learning or teamwork and provide an example when they have worked in a team	<input type="checkbox"/> Is able to explain what it means to work in a team	<input type="checkbox"/> Unable to describe what it means to be a collaborative learner or work in a team
<p><b>4. Independent Learner</b></p> <p>The team demonstrates the ability to have members work independently to achieve goals for the project</p>	<input type="checkbox"/> Demonstrates clear evidence (from their IBL project) the ability to set independent learning goals and /or work independently to effectively achieve goals and/or take on responsibility to complete work on behalf of their team	<input type="checkbox"/> Demonstrates evidence (from the IBL project) the ability to set goals and /or work independently to effectively achieve goals	<input type="checkbox"/> Is able to explain what it means to be an independent learner and give at least one example in their IBL project where they worked independently	<input type="checkbox"/> Is able to explain what it means to be an independent learner	<input type="checkbox"/> Unable to describe what it means to work in a team
<p><b>5. Critical Thinking and Problem Solving</b></p> <p>The team provides evidence of strategies used to think critically and solve problems when undertaking research</p>	<input type="checkbox"/> Advanced understanding of critical thinking and problem solving. <input type="checkbox"/> Describes a variety of strategies used in the IBL project research process and is able to provide evidence of being able to: independently solve problems and/or critically think, collaboratively work with others	<input type="checkbox"/> Describes critical thinking and problems solving attributes and is able to explain any problems faced in the IBL project and some of the strategies used to solve them <input type="checkbox"/> Able to provide evidence of critical thinking as part of the research process undertaken for IBL project	<input type="checkbox"/> Describes some of the problems faced and the steps used to overcome them in the IBL project. <input type="checkbox"/> Used research to support IBL project	<input type="checkbox"/> Describes problems but lacks clear explanation of the steps used to overcome them. <input type="checkbox"/> Some research undertaken as part of the IBL project	<input type="checkbox"/> Minimal understanding of problem solving and/or critical thinking
<p><b>6. Creative thinking</b></p> <p>The team demonstrated the use of imagination and inspiration to create an original product and/or presentation that answers the IBL driving question</p>	<input type="checkbox"/> Demonstrates creativity in innovation (i.e. comes up with the ideas/vision). <input type="checkbox"/> Demonstrates the ability to connect concepts, ideas and or experiences to synthesise new concepts, ideas and/or experiences. <input type="checkbox"/> Uses lateral thinking to move away from traditional responses, discards the obvious and seeks different perspectives <input type="checkbox"/> Uses imagination and inspiration to solve problems	<input type="checkbox"/> Demonstrates the ability to connect concepts, ideas and or experiences to synthesise new concepts, ideas and/or experiences <input type="checkbox"/> Uses lateral thinking to move away from traditional responses, discards the obvious and seek different perspectives <input type="checkbox"/> Uses imagination and inspiration to solve problems	<input type="checkbox"/> Demonstrates the ability to connect concepts, ideas and or experiences to synthesise new concepts, ideas and/or experiences <input type="checkbox"/> Uses imagination and inspiration to solve problems	<input type="checkbox"/> Uses imagination and inspiration to solve problems	<input type="checkbox"/> Does not show the use of imagination or inspiration to solve problems, or connect concepts to come up with new ideas
<p><b>7. Self-evaluation and Reflection</b></p> <p>The team can evaluate own progress in learning and is able to Identify strengths and challenges in learning through the IBL project and is able to analyse the quality of IBL product</p>	<input type="checkbox"/> Explain strengths and weaknesses of their own performance as well as able to give evidence of others strengths and weaknesses. <input type="checkbox"/> Able to link own performance to the overall success of the product produced. <input type="checkbox"/> Clearly explains improvements to make if able to do again. <input type="checkbox"/> Is able to analyse overall quality of product.	<input type="checkbox"/> Shows ability to reflect on tasks, and suggests ways in which they could be improved. Clearly describes areas of strength and weakness in the IBL project and/or product.	<input type="checkbox"/> Describes some examples of strengths and or weakness in IBL project or product and reflects on ways in which they can be improved.	<input type="checkbox"/> Can describe areas of strength and weakness in the IBL project or product, but lacks depth of reflection.	<input type="checkbox"/> Does not describe any strengths or weaknesses in their IBL project or product work.

