

ASET Science & Engineering Practices (SEP) Tool: Planning and Carrying out Investigations

Name or ID:

Lesson/Unit Title:

Intended Grade:

Directions for use

Indicate if a component is present using Y (yes) or N (no) and then, if it is present, fill in the right 2 columns.

A single lesson will most likely not address each of the components below.

The numbering of these components is not meant to indicate they should be used in sequence, they are simply for reference.

SEP 3	Planning and Carrying out Investigations: Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters. Engineering investigations identify the effectiveness, efficiency, and durability of designs under different conditions.		
Components of SEP In this lesson/unit plan, it is clear that students have a structured opportunity to:	Present? Y/N	What teacher actions were taken to facilitate this component for students?	What are the students doing? What sensemaking or intellectual work are students doing?
1) Identify the phenomenon to be investigated and purpose of the investigation			
2) Take appropriate parameters into account when planning how to investigate a scientific question or test a design solution			
3) Make predictions and/or hypotheses about the outcome of an investigation*			
4) Conduct an investigation			
5) Collect data to answer a scientific question or test a design solution			
6) Evaluate and/or revise an experimental design			

*This component is based on criteria required at the K-2 and 3-5 grade band. Making predictions/hypothesis may happen at the start of an experiment or towards the end depending on the level of experience students have with the content

ASET Grade Band Criteria (Grade Bands: K-2, 3-5)

Science & Engineering Practices		
<p>SEP 3: Planning and Carrying out Investigations: Planning and carrying out investigations to answer questions or test solutions to problems in K– 2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. In 3-5 they build on K-2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p>		
<p>By the end of the grade band students will have had a structured opportunity to develop an understanding of each of these. Individual lessons or units should include opportunities for students to practice one or more of the following components</p>		
	K-2 Grade Band	3–5 Grade Band
1) Identify the phenomenon to be investigated and purpose of the investigation	Students identify and describe: <ol style="list-style-type: none"> a. the phenomenon under investigation (from a given investigation plan or for a plan they will design) b. describe the purpose of the investigation 	Students identify and describe: <ol style="list-style-type: none"> a. the phenomenon under investigation (from a given investigation plan or for a plan they will design) b. the purpose of the investigation
2) Take appropriate parameters into account when planning how to investigate a scientific question or test a design solution	Students <ol style="list-style-type: none"> a. plan a simple investigation that takes into consideration if the design is based on fair tests. b. as part of planning students describe what they are investigating and key features to consider. <p>In Kinder this is done with guidance from the teacher</p>	Students: <ol style="list-style-type: none"> a. plan an investigation to answer a scientific question or test a design solution, collaboratively with peers. In the design they consider: <ol style="list-style-type: none"> i. will the data produced be useful as evidence ii. are they using fair tests iii. which variables are controlled iv. the number of trials needed b. individually will describe the key features of the plan and what materials will be used
3) Make predictions and/or hypotheses about the outcome of an investigation*	Students make relevant predictions : <ol style="list-style-type: none"> a. based on prior experiences b. specifying the outcome and reasons 	Students make relevant predictions : <ol style="list-style-type: none"> a. about what would happen if a variable changes b. based on prior experiences and/or observed patterns c. specifying the outcome and reasons
4) Conduct an investigation	Students conduct a simple investigation (collaboratively with peers) based on the plan they developed to: <ol style="list-style-type: none"> a. produce data as evidence b. answer a scientific question <p>In Kinder this is done with guidance from the teacher</p>	Students collaboratively conduct an investigation to answer a scientific question or test a design solution: <ol style="list-style-type: none"> a. according to the investigation plan they developed b. to produce data as evidence c. using fair tests d. in which variables are controlled e. in which the number of trials are considered

5) Collect data to answer a scientific question or test a design solution	Students make observations (firsthand or from media) and/or measurements to: a. collect data that can be used to make comparisons b. determine if a proposed object, tool, or solution solves a problem or meets a goal	Students make observations and/or measurements to: a. serve as the basis for evidence for an explanation of a phenomenon or test a design solution b. test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.
6) Evaluate and/or revise an experimental design	Students evaluate (i.e. compare and determine which is better) different ways of observing and/or measuring a phenomenon to determine which way they can answer a question.	Building on the K-2 band, students evaluate methods and/or tools for collecting data to determine the most appropriate.