

# Answering Open Ended Science Questions

Question Keyword	Skills Tested*	What you need to do
State... Write down... List...	Knowledge Evaluating Analysing	Answer directly and briefly. You do not have to explain. This question usually tests for knowledge and memory recall.
Describe...	Observing Communicating	Give a detailed description.
Compare...	Comparing	Provide the similarities and differences between the objects.
Classify...	Classifying	Determine the characteristics of the objects and arrange them into groups of the same characteristics.
Draw...	Communicating	Draw the figure clearly although it doesn't have to be artistic. Keep it simple and clean.
Explain... How can you tell... Why... Give some reasons...	Inferring Generating possibilities	Give a detailed answer. Remember to include the cause (eg. "sunlight was reduced") and the effect ("so the plants cannot grow as well"). Sometimes there is a chain of causes / effects. Include these too.
What do you think will... Predict...	Predicting Evaluating	State briefly what you think will happen. It is not necessary to explain unless stated.
Identify... Evaluate...	Analysing Evaluating	Analyse the data / figure and come up with the answer. Answer briefly.

\* These are the skills tested according to the MOE syllabus and assessment objectives defined by the Singapore Examinations and Assessment Board: [http://www.seab.gov.sg/psle/2013\\_PSLE\\_Subject\\_Info/0009\\_2013.pdf](http://www.seab.gov.sg/psle/2013_PSLE_Subject_Info/0009_2013.pdf)

# Open Ended Questions In Science Examples

**Terence Andre**



## Open Ended Questions In Science Examples:

*Science As Inquiry* Jack Hassard, 2011-03 Aligns to Common Core state standards Cover **Teaching Science to English Learners** Stephen Fleenor, Tina Beene, 2019 Teaching Science to English Learners is a go to resource for science educators to promote listening speaking reading and writing in their classrooms Each chapter outlines specific easy to implement strategies that foster academic language development and comprehension of science concepts with specific scaffolds highlighted for each language proficiency level Teaching Science to English Learners is thoughtfully designed to help teachers equip students to navigate inquiry driven instruction understand abstract science concepts and master the multitude of science vocabulary that can be challenging for ELs and non ELs alike By equipping teachers with strategies to draw from students prior knowledge and focus on collaboration this book helps science teachers make lessons accessible for all learners while deepening content comprehension and developing academic language Teaching Science to English Learners is the second in a set of books designed to help content area teachers create learning environments in which English learners thrive **Learning Progressions in Science** Alicia C. Alonzo, Amelia Wenk Gotwals, 2012-07-30 Learning progressions descriptions of increasingly sophisticated ways of thinking about or understanding a topic National Research Council 2007 represent a promising framework for developing organized curricula and meaningful assessments in science In addition well grounded learning progressions may allow for coherence between cognitive models of how understanding develops in a given domain classroom instruction professional development and classroom and large scale assessments Because of the promise that learning progressions hold for bringing organization and structure to often disconnected views of how to teach and assess science they are rapidly gaining popularity in the science education community However there are signi cant challenges faced by all engaged in this work In June 2009 science education researchers and practitioners as well as scientists psychometricians and assessment specialists convened to discuss these challenges as part of the Learning Progressions in Science LeaPS conference The LeaPS conference provided a structured forum for considering design decisions entailed in four aspects of work on learning progressions de ning learning progressions developing assessments to elicit student responses relative to learning progressions modeling and interpreting student performance with respect to a learning progressions and using learning progressions to in uence standards curricula and teacher education This book presents speci c examples of learning progression work and syntheses of ideas from these examples and discussions at the LeaPS conference *Self-Directed Learning* (Prof.) Elsa Mentz, Charlene du Toit-Brits, Jean Henry Blignaut, Elize Vos, 2024-12-20 This scholarly book provides an in depth analysis of self directed learning SDL within contexts of curriculum praxis and scholarship The book presents original research from multiple authors which provides diverse perspectives and methodologies for enhancing understanding of SDL It primarily focuses on incorporating SDL into curriculum development and emphasises the significance of scholarly research in designing effective curricula The book explores the integration of

technology in learning and adapts instructional strategies to meet the evolving demands of higher education and school environments Inspired by constructivism socio constructivism and context based learning theories the text presents practical strategies for educators Key topics include the implications of artificial intelligence strategies for reducing procrastination fostering SDL in homeschooling enhancing SDL attributes preparing teachers for self direction facilitating curriculum transformation and incorporating indigenous knowledge The book also covers teaching climate change education and integrating educational robotics Self Directed Learning Curriculum implementation praxis and scholarship in context is invaluable for scholars and researchers in education providing empirical findings and practical insights to inspire further research It aims to equip learners with 21st century skills preparing them for the challenges of the Fourth Industrial Revolution

**Integrated Education and Learning** Nima Rezaei,2023-01-01 Integrated Education and Learning aims to discuss novel approaches to offer integrated educational methods Within the last few years educational techniques have evolved to favour critical thinking and improve learning skills This volume links thinking and learning in educational settings and discusses diverse mechanisms that influence this association including meta cognitive capacity memory cognitive style conceptual approaches digitalization teaching approaches echoing and questioning It embraces this discussion at all levels from early childhood education to higher education This book also includes teaching tips for creating a learning environment that cultivates students creativity and critical thinking on both online platforms and live in classroom The book follows discussing the merits of an integrated educational paradigm that will help develop highly intellectual thinkers and will promote modern values to face current and future challenges Finally the book shows a balance between learning and education to enhance creativity critical thinking and social skills

*Research Methods in Human Skeletal Biology* Elizabeth A. DiGangi,Megan K. Moore,2012-11-27 Research Methods in Human Skeletal Biology serves as the one location readers can go to not only learn how to conduct research in general but how research is specifically conducted within human skeletal biology It outlines the current types of research being conducted within each sub specialty of skeletal biology and gives the reader the tools to set up a research project in skeletal biology It also suggests several ideas for potential projects Each chapter has an inclusive bibliography which can serve as a good jumpstart for project references Provides a step by step guide to conducting research in human skeletal biology Covers diverse topics sexing aging stature and ancestry estimation and new technologies histology medical imaging and geometric morphometrics Excellent accompaniment to existing forensic anthropology or osteology works

PISA Sample Tasks from the PISA 2000 Assessment Reading, Mathematical and Scientific Literacy OECD,2002-05-28 This book presents a sample of PISA 2000 tasks and explains how these tasks were scored and how they relate to the conceptual framework underlying PISA

*Assessing Student Understanding in Science* Sandra K. Enger,Robert E. Yager,2001 This is a great book It provides real examples for teachers school districts and teacher education programmes to assess science standards in the curriculum Fred Bartelheim College of Education University of

Northern Colorado Greeley This book is packed full of different methods for assessing science standards It contains alternative assessments and rubrics It supports the National Science Education Standards of the National Research Council NCR and the guidelines in Science for All Americans of the American Association for the Advancement of Science AAAS There are also sections and ideas for teachers to evaluate their own curriculum and instruction against the standards and to improve them Examples created by practicing teachers are provided **Your Science Classroom** M. Jenice Goldston, Laura Downey, 2012-01-18 Your Science Classroom Becoming an Elementary Middle School Science Teacher by authors M Jenice Dee Goldston and Laura Downey is a core teaching methods textbook for use in elementary and middle school science methods courses Designed around a practical practice what you teach approach to methods instruction the text is based on current constructivist philosophy organized around 5E inquiry and guided by the National Science Education Teaching Standards **Handbook of Research on Mixed Methods Research in Information Science** Ngulube,

Patrick, 2021-11-26 Mixed methods research is becoming prevalent in many fields yet little has been done to elevate mixed methods research in information science A comprehensive picture of information science and its problems is needed to further understand and address the issues associated with it as well as how mixed methods research can be adapted and used The Handbook of Research on Mixed Methods Research in Information Science discusses the quality of mixed methods studies and methodological transparency sampling in mixed methods research and the application of theory in mixed methods research throughout various contexts Covering topics such as the issues and potential directions for further research in mixed methods this comprehensive major reference work is ideal for researchers policymakers academicians librarians practitioners instructors and students *Inquiry: The Key to Exemplary Science* Robert Yager, 2009-06-17

**Advances in Human Factors in Training, Education, and Learning Sciences** Terence Andre, 2017-06-22 This book focuses on the importance of human factors in optimizing the learning and training process It reports on the latest research and best practices and discusses key principles of behavioral and cognitive science which are extremely relevant to the design of instructional content and new technologies to support mobile and multimedia learning virtual training and web based learning among others as well as performance measurements social and adaptive learning and many other types of educational technologies with a special emphasis on those important in the corporate higher education and military training contexts Based on the AHFE 2017 Conference on Human Factors in Training Education and Learning Sciences held July 17 21 2017 in Los Angeles California the book offers a timely perspective on the role of human factors in education It highlights important new ideas and will foster new discussions on how to optimally design learning experiences *Child Care and Development Occupations, Competency Based Teaching Modules, 1974* United States. Office of Education, 1974 Shaping Scientific Literacy in Every Elementary Classroom Judith S. Lederman, Selina L. Bartels, Valarie Akerson, 2025-04-17 This textbook guides teachers in enacting science instruction that results in the cultivation of scientifically literate students in

elementary school Prompting discussions in the pre service environment around what it means to be scientifically literate this book helps teachers introduce children to their world through science and its impact on their daily lives Chapters show teachers how to design implement and assess inquiry based science instruction through lessons that authentically model real science investigating questions with multiple solutions and discussing how these lessons build students scientific literacy Sample lessons are modeled on research and tested practice while also recognizing the need to accommodate a diverse range of students and classroom contexts Ideal for pre service science teachers as well as in service professional development this book can be used in any elementary science methods course or wherever state or national standards require developing scientific literacy In helping teachers produce scientifically literate students it is a resource that enables students to have the content knowledge attitudes and abilities to see the role science plays in issues from the personal to the global

**Science Education** Shamin Padalkar, Mythili Ramchand, Rafikh Shaikh, Indira Vijaysimha, 2022-07-26 The book presents key perspectives on teaching and learning science in India It offers adaptive expertise to teachers and educators through a pedagogic content knowledge PCK approach Using cases and episodes from Indian science classrooms to contextualise ideas and practices the volume discusses the nature of science and aspects of assessments and evaluations for both process skills and conceptual understanding of the subject It examines the significance of science education at school level and focuses on meaningful learning and development of scientific and technological aptitude The chapters deal with topics from physics chemistry and biology at the middle and secondary school levels and are designed to equip student teachers with theoretical and practical knowledge abilities about science science learning and the abilities to teach these topics along with teaching The book draws extensively from research on science education and teacher education and shifts away from knowledge transmission to the active process of constructivist teaching learning practices The authors use illustrative examples to highlight flexible planning for inclusive classrooms Based on studies on cognitive and developmental psychology pedagogical content knowledge of science socio cultural approaches to learning science and the history and philosophy of science the book promotes an understanding of science characterized by empirical criteria logical arguments and sceptical reviews With its accessible style examples exercises and additional references it will be useful for students and teachers of science science educators BEd and MEd programmes for education secondary and higher secondary school teachers curriculum designers and developers of science It will interest research institutes non governmental organisations professionals and public and private sector bodies involved in science outreach science education and teaching and learning practices

**Conference Proceedings. New Perspectives in Science Education** Pixel, 2017 **Designing Effective Science Instruction** Anne Tweed, 2009 **Discourse Strategies for Science Teaching and Learning** Kok-Sing

Tang, 2020-10-28 This engaging and practical volume looks at discourse strategies and how they can be used to facilitate and enhance science teaching and learning within the classroom context offering a synthesis of research on classroom discourse

in science education as well as practical discourse strategies that can be applied to the classroom Focusing on the connection between research and practice this comprehensive guide unpacks and illustrates key concepts on the role of discourse in students thinking and learning based on empirical analysis of real conversations in a number of science classrooms Using real life classroom examples to extend the scope of research into science classroom discourse begun during the 1990s Kok Sing Tang offers original discourse strategies as explicit methods of using discourse to engage in meaning making and work towards a specific instructional goal This volume covers new and informative topics including how to use discourse to Establish classroom activity and interaction Build and assess scientific content knowledge Organize and evaluate scientific narrative Enact scientific practices Coordinate the use of multimodal representations Building on more than ten years of research on classroom discourse Discourse Strategies for Science Teaching and Learning is an ideal text for science teacher educators pre service science teachers scholars and researchers

**Place-Based Scientific Inquiry** Benjamin Wong  
Blonder,Ja'Nya Banks,Austin Cruz,Anna Dornhaus,R. Keating Godfrey,Joshua S. Hoskinson,Rebecca Lipson,Pacifica  
Sommers,Christy Stewart,Alan Strauss,2023-06-12 Learn how to facilitate scientific inquiry projects by getting out of the classroom and connecting to the natural environment in your schoolyard or in your community Providing a contemporary perspective on how to do scientific inquiry in ways that can make teachers lives easier and students experiences better this book draws on authentic inquiry engaging with communities and teaching through project based learning to help students design and carry out scientific inquiry projects that are grounded in their local places This accessible guide will help you to develop skills around facilitation team building and learning outdoors in schoolyards and parks acting as a go to toolkit for teachers to help build confidence and skills in these areas Written according to the Next Generation Science Standards this book supports teachers in fostering community engagement and a justice first classroom The approachable resources included in this book will help teachers with all levels of experience succeed in empowering students grades 3 12 in their science learning Additional support materials including template documents for student use and for teacher planning as well as examples of real student work are available online at [www.routledge.com/9781032434155](http://www.routledge.com/9781032434155) The Open Access version of this book available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution CC BY 4 0 license

*Analysing Exemplary Science Teaching* Alsop, Steve,Bencze, Larry,Pedretti, Erminia,2004-12-01 Looks at the theory and practice of science education

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