Assess
What did I learn from this?
It’s important for students to reflect on what they have learnt and make connections to where this knowledge could be used in the future.

Did I learn something new? How can this knowledge help me in the future?

How will I be assessed?
Check the rubric handed out by the teacher that explicitly states what aspects of the assessment task the child will be assessed on. This provides detailed information on how the child be assessed and the standard of work expected. This allows you and your child to gain insight into how to achieve a high mark. It can also be used as a check list to make sure that your child has completed all aspects of the assessment item.

Contact your child’s teacher if you require additional information regarding how your child will be assessed.

“IT takes a village to raise a child.”

[Website Link: www.kaleenhs.act.edu.au/parents]
To assist your child to research effectively, encourage your child to follow these steps.

Effective Research includes:

⇒ Define
⇒ Locate
⇒ Select
⇒ Organise
⇒ Present
⇒ Assess

Define
What do I have to do?
What do I really want to find out?
Before researching, it is important that students clearly know and understand what they are expected to do. What are they being asked to research? It is vital for students to define the task before they can begin.

If the assessment task states explicit questions that students must answer, make sure they clearly understand each question. Break down the components of the question so they clearly know what they are being asked to do.

Locate and Select
Where can I locate and find the information that I need? What information do I really need?
There are a range of resources that students can use.

Primary resources include:
- People (e.g. guest speaker, expert)
- Artefact
- Excursion/site

Secondary Resources include:
- Websites
- Books
- Encyclopaedias
- Videos
- CD ROMs

Students often look to the internet for their main resource. It is important for students to locate a range of resources to gather information. If using websites, make sure these sites are reliable and accurate. Help students to identify the reliability of the website by looking at the URL address. Confirm the information from a website with a different source such as a book or the encyclopedia. Encourage students to use the resources available in the school or public library.

Once students have located and selected the appropriate resources, encourage them to document the details of these resources in a bibliography. Documenting this information at the beginning of the research can help students to organise their bibliography prior to handing in their assessment task.

Organise
How can I best use this information? How can I organise the information that I have gathered?
Students’ organisation of information is important. It’s vital that students take down key words or notes while researching and summarise as needed to ensure that their work will be their own and not plagiarised.

A graphic organiser is a simple way of organising information under headings, subheadings or specific questions. This will assist students to write or present what they have learnt.

A range of graphic organisers are available in the parent resource centre (library) or
www.kaleenhs.act.edu.au/our_school/parents

Present
How can I present this information? What do I have to do or produce?
Does it have to be in a written, oral or visual form (like a drama performance or video)? If it is written work, it might be presented as a report, essay or poem. What is the word limit? If it is an oral presentation, how long does it have to be? Does the child need to present a PowerPoint or poster to support the oral presentation? Should they be using palm cards during their oral presentation? If the presentation is multimedia, is a storyboard required? If the presentation is 3D, is there a model that needs to be presented and what materials are needed?