CONCLUSION AND REFLECTION – GUIDELINES

<u>You MUST:</u>

- ✓ **Follow the format below.** You should have two paragraphs.
- ✓ As you write, assume **the person reading it has never learned this information before.** (Be specific and detailed!!!)
- ✓ **Use proper language conventions** (capitalization, paragraph indention, grammar usage, spelling, etc.).

PARAGRAPH ONE: CONCLUSION
<mark>This is a summary of what you DID and LEARNED</mark>

1. **Start by explaining what the investigation was about or what you were trying to find out.**

    a. <u>Rewrite the focus question as a statement.</u>

    In this investigation I/we learned....

2. **Explain your predictions.**
    a. <u>Rewrite the original prediction.</u>

    My prediction was...

    b. <u>Tell whether your prediction was correct or not and WHY.</u>

    My prediction was correct/incorrect because...

3. **Explain what you LEARNED from this investigation by ANSWERING the focus question.**

    <mark>a.</mark> Analyze the data (qualitative and/or quantitative) collected from the investigation. <mark>Use RESULTS and your CLAIMS/EVIDENCE when answering the focus question.</mark>

    b. Use VOCABULARY properly.

4. **To go above and beyond, analyze your investigation by describing any flaws or mistakes that may have affected your results.**

    a. Explain the flaw or mistake may have been and evaluate how it may have affected your results. Be specific and detailed.

    <u>Example:</u> A problem I had during this investigation was _____. I think/know this happened because _____.

Based off the work of Micheal P. Klentschy and Bestsy Rupp Fulwiler |Guidelines and Rubric created by Becky Zacher, Jeff Chicki, and Rose Scherer

1

PARAGRAPH TWO: REFLECTION
This is where you reflect or think back on your experience.

1. What were YOUR OWN THOUGHTS after the investigation?

    a. Was there anything you understood better? Can you relate what you learned to "real life?" What does this mean in the real world? What connections did you make?

    b. Include the FIRST sentence stem below, then pick at least ONE MORE. Or write your own.

- **I/we did this investigation because it relates to real life. The way it relates to real life is_____.**
- This reminds me/us of _____ because _____.
- Now I/we think that _____because_____.
- One thing that surprised me during the investigation was _____ because-_____.
- I/we discovered that _____.

2. Explain anything you STILL HAVE QUESTIONS about after doing the investigation. Can you predict what the next lesson will be about?

    a. Pick one or more sentence stems or write in your own. Relate what you write to this investigation.

- What would happen if _____?
- I think what we will do next is _____.
- I want to know more about _____ because _____.

3. To go above and beyond, explain how you would DESIGN an investigation to answer one of your questions. Be specific and detailed. Explain all steps needed.

Based off the work of Micheal P. Klentschy and Bestsy Rupp Fulwiler |Guidelines and Rubric created by Becky Zacher, Jeff Chicki, and Rose Scherer

2

Conclusion & Reflection Grading Rubric

	1pt (Lacking) **Many parts missing**	2pts (Fair) **Partially Completed**	3pts (Good) **Completed**	4 pts (Excellent) **Completed Well**
CONCLUSION				
1. What was the investigation about? (Restate focus question.)				
2a. Original prediction	0 pt – not included		2 pt – included	
2b. Prediction correct/incorrect AND why.				
3. Focus question answered to explain what was learned. *Used data and vocabulary.*				
4. (optional) ABOVE AND BEYOND: Flaws and mistakes	2 pt – attempted		4 pt – completed well	
REFLECTION				
1. Own thoughts (real life + one other sentence stem)				
2. Own questions (one sentence stem)				
3. (optional) ABOVE AND BEYOND Investigation design for own question	2 pt – attempted		4 pt – completed well	
4. Language Conventions: ✓ word spelling ✓ capitalization ✓ grammar or word usage ✓ paragraphing ✓ full sentences (no run-on or sentence fragments) ✓ punctuation	**Errors are serious and numerous.** They cause the reader stop often to figure out writer's meaning.	**Errors are frequent.** They may cause the reader to stop and reread part of the writing. Flow of communication is impaired.	**Errors are occasional.** They do not impede the flow of communication.	**There are few or no errors.** None of the errors impact the flow of communication.
				TOTAL SCORE