A TWLH chart is a tool that documents the inquiry process. It records what students think they know at the beginning, during, and at the completion of the inquiry cycle.

**TWLH chart**

**Documenting inquiry**

<table>
<thead>
<tr>
<th>T</th>
<th>W</th>
<th>L</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we <strong>THINK</strong> we know</td>
<td>What we <strong>WANT</strong> to know</td>
<td>What we've <strong>LEARNED</strong></td>
<td>HOW we know we've learned it</td>
</tr>
</tbody>
</table>

**How?**
- As a class create a wall or window display or, individually in students' science journals.
- Use digital, collaborative tools if appropriate.
- Align ideas with relevant questions using rows.
- Facilitate T and W at the same time if practical. Add more questions along the way.
- Always facilitate L and H together, following Explore activities and beyond. This supports argumentation.

**Why?**
- A TWLH chart is a simple way to see evidence of a change in students’ conceptual understanding.
- It provides evidence of a change in students’ thinking and prompts them support their claims with reference to the investigations they experienced.
- It supports students to think like scientists and change their thinking in light of new data.

**Supporting learning**
- Encourage students to contribute initial ideas—It doesn’t matter if you’re right or wrong, it’s just what you think you know...
- Name and date students’ contributions to track learning.
- Make judgements about student questions and plan accordingly. If a question is off track, create a chat board and park it. Plan to address the question as appropriate for your class and students.

**Gathering data**
- Collect diagnostic data in the Engage phase—What we **THINK** we know.
- Use diagnostic data to plan.
- Formatively assess and adjust your plans along the way.
- Review the learning process following the Elaborate phase.
- Acknowledge how thinking has changed or not, identify opportunities to review or extend learning.