



# TWLH chart

## Documenting inquiry

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.



**T**

What we **THINK** we know



**W**

What we **WANT** to know



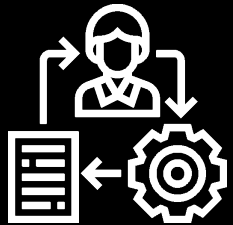
**L**

What we've **LEARNED**



**H**

**HOW** we know we've learned it

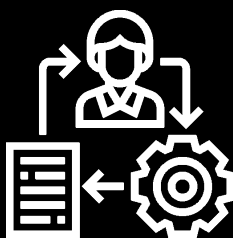
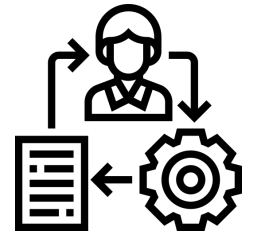


### How?

- 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.

