Investigation Cycle Daily Activities Checklist

For each domain, check to see that your daily activities within the investigation cycle include the following:

| DEVELOP PRODUCTS | YES | NO |
|---|--|---|
| Have students been developing parts of their final product or performance on a rolling and ongoing basis? | | |
| Is there evidence of consistent progress toward the final product? | | |
| Are students using the project success criteria to guide product development? | | |
| INQUIRY BASED | | |
| Are students consistently generating meaningful questions that deepen, guide, and reflect their understanding within the project? | | |
| Are students directly applying their inquiry findings to make informed decisions and advancements in their projects? | | |
| Do students regularly reflect on their learning to inform the next steps in the project? | | |
| ALIGNED WITH CURRICULUM | | |
| Are daily activities aligned with both curriculum objectives and the project goals? | | |
| Are students developing key skills that are central to the curriculum through their project work? | | |
| Does each investigation cycle further enhance students' understanding of the curriculum content? | | |
| FEEDBACK & REVISION | | |
| Are students regularly receiving and applying feedback from their teachers or peers to improve their projects? | | |
| Do students self-assess their progress and identify areas for improvement regularly? | | |
| Is there a system in place for ongoing peer review and revision within the project? | | |
| | Have students been developing parts of their final product or performance on a rolling and ongoing basis? Is there evidence of consistent progress toward the final product? Are students using the project success criteria to guide product development? INQUIRY BASED Are students consistently generating meaningful questions that deepen, guide, and reflect their understanding within the project? Are students directly applying their inquiry findings to make informed decisions and advancements in their projects? Do students regularly reflect on their learning to inform the next steps in the project? AIGNED WITH CURRICULUM Are students developing key skills that are central to the curriculum through their project work? Does each investigation cycle further enhance students' understanding of the curriculum content? FEEDBACK & REVISION Are students regularly receiving and applying feedback from their teachers or peers to improve their projects? Do students self-assess their progress and identify areas for improvement regularly? | DEVELOP PRODUCTS Have students been developing parts of their final product or performance on a rolling and ongoing basis? Is there evidence of consistent progress toward the final product? Are students using the project success criteria to guide product development? INQUIRY BASED Are students directly applying their inquiry findings to make informed decisions and advancements in their projects? Do students regularly reflect on their learning to inform the next steps in the project? ALIGNED WITH CURRICULUM Are students developing key skills that are central to the curriculum through their project work? Does each investigation cycle further enhance students' understanding of the curriculum content? FEEDBACK & REVISION Are students regularly receiving and applying feedback from their teachers or peers to improve their projects? Do students regularly receiving and applying feedback from their teachers or peers to improve their projects? |

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