



**Reasoning
Materials
Cleaning Coins**

Skills focus questions:

Can students draw conclusions by examining their evidence?

Can students discuss their method and how it could be improved?

Assessment Indicators

Emerging The learner	Developing The learner	More Advanced The learner
<ul style="list-style-type: none">• Can talk about what they have done and say what happened to the coins.• Is beginning to compare the substances by saying which one was best or worst.	<ul style="list-style-type: none">• Makes comparisons between the substances based on their own evidence.• Is beginning to compare their results to those from other groups.• When prompted, they make a suggestion about how to improve their method, e.g.: <i>We need to time how long we leave it, the coins need to be the same dirtiness, have we got something to make it the same amount of sauce?</i>	<ul style="list-style-type: none">• Makes generalised comparisons between the substances, e.g.: <i>the stronger flavours clean better, the more acidic ones attack the dirt, if we could make it fizz then that would get the dirt off.</i>• Question the reliability of their results, noting how their comparison needs to be fairer.

Task adapted from TAPS courtesy of