



A preliminary study of the developmental assessment of Physics inquiry activities

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Abstract

Scientific inquiries provide learning opportunities that develop students' abilities to obtain and reason with evidence, to develop and evaluate explanations, to develop and evaluate standards of evidence, to represent and communicate scientific data and ideas, and to engage in argumentation practices. However, the traditional inquiry assessment ignores the development of students' experimental skills, which brings along lots of problems and needs to be reformed. This paper studies preliminarily the developmental assessment of physics inquiry activity. With a yearlong practical teaching experience and assessment results on students, the paper analyzes and examines the experiment of developmental assessment in order to explore a brand new way of assessment that caters for students' diversified characters, that develops their scientific literacy, which improves their abilities of self-diagnose, self-control and sustainable development.

Key words: physics inquiry activity, developmental assessment