

Inquiry Process Rubric

	Level 1	Level 2	Level 3	Level 4
INITIATING AND PLANNING	talks about things that are of interest makes guesses about the outcome of an inquiry with prompting, offers ideas for a procedure with prompting, identifies some materials which could be used to carry out the plan	asks simple questions about objects and events that are observable makes simple predictions about the outcome of an inquiry, but they may be hoped-for outcomes contributes ideas for a procedure, but they may not be complete identifies some materials which could be used to carry out the plan	uses observations to ask questions to investigate, but questions are not always realistic makes simple predictions about the outcome of an inquiry based on prior observations provides ideas for a simple procedure selects and uses materials to carry out the plan	uses observations and prior knowledge to ask questions to investigate makes thoughtful predictions about the outcome of an inquiry based on prior observations and knowledge provides clear, sequential steps for a simple procedure selects and uses appropriate materials to carry out the plan and explains reasons for choice
PERFORMING AND RECORDING	carries out the plan/ follows a simple procedure with prompting with prompting, uses some appropriate tools with assistance makes simple observations using senses with prompting, records observations and measurements gets information from a teacher-chosen source needs help to follow safety procedures and rules	carries out the plan/ follows most of a simple procedure selects and uses common tools makes some relevant observations using senses records observations and measurements which may be incomplete identifies some relevant information from familiar sources needs occasional prompting to follow safety procedures and rules	carries out the plan/follows a simple procedure selects and uses some appropriate tools makes relevant observations using appropriate senses records observations and measurements accurately identifies relevant information from sources of the same type follows most safety procedures and rules	carries out the plan/ follows a simple procedure, making adjustments as necessary selects and uses all appropriate tools makes relevant, detailed observations using appropriate senses records observations and measurements accurately in a variety of ways identifies relevant information from a variety of sources follows all safety procedures and rules and explains why they are needed

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Inquiry Process Rubric (Continued)

	Level 1	Level 2	Level 3	Level 4
ANALYZING AND INTERPRETING	sequences or groups materials and objects based on simple teacher-chosen attributes describes what happened with prompting, identifies some new questions but they may not be about this inquiry	sequences or groups materials and objects based on a few simple attributes draws a simple conclusion based on observations, but may not link conclusion to the initial question identifies some simple new questions on the topic of this inquiry	sequences or groups materials and objects based on multiple attributes draws a conclusion based on observations which link to the initial question identifies some new questions on the topic of this inquiry that could be investigated	accurately sequences or groups materials and objects based on multiple attributes draws a conclusion based on observations and states if it supports or refutes their prediction identifies new questions on the topic of this inquiry and suggests how they could be investigated
COMMUNICATING AND TEAMWORK	willingly asks for help and accepts help from other group members understands some scientific terminology but rarely uses it with prompting, describes the result and some of the procedures with prompting, asks some questions related to new learnings	makes suggestions to group members as to what should be done understands simple scientific terminology, but does not always use it correctly communicates basic information about the result and most of the procedures asks some questions related to new learnings, but may not fully understand the information	communicates with group members, sometimes with problems usually uses scientific terminology appropriately communicates most of the information about the result and procedures asks some questions in order to understand new learnings	communicates and works effectively with group members consistently uses scientific terminology appropriately accurately communicates the information about the result and procedures asks clarifying questions in order to fully understand new learnings