

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 and describes how they 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 materials and describes how they will be used 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 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 and, with prompting, records observations in provided charts or in drawings needs help to estimate measurements and, with prompting, records simple measurements gets information from a teacher-chosen science 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 and records observations in provided charts or in drawings estimates measurements but units may not be appropriate, and records measurements which may be incomplete uses some relevant information from familiar science 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 and records observations using suitable method estimates measurements using appropriate units and records measurements accurately uses relevant information from science 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 and chooses an effective method for recording observations consistently estimates measurements using the most appropriate units and records measurements accurately in a variety of ways uses relevant information from a variety of science sources follows all safety procedures and rules and explains why they are needed

Inquiry Process Rubric (Continued)

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ANALYZING AND INTERPRETING	sequences or groups materials and objects based on simple teacher-chosen attributes needs help to sort materials according to simple criteria with prompting, constructs a concrete-object graph, pictograph, or bar graph with prompting, identifies some patterns and discrepancies in objects and events with prompting, distinguishes between some useful and not useful information when answering a science question 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 sorts materials according to some of the criteria constructs a concrete-object graph, pictograph, or bar graph but title and labels may be missing or inappropriate identifies and suggests simple explanations for some patterns and discrepancies in objects and events distinguishes between some useful and not useful information when answering a science question but not all information may be relevant 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 identifies a method of sorting materials according to the criteria constructs a concrete-object graph, pictograph, or bar graph with appropriate title and labels identifies and suggests explanations for most patterns and discrepancies in objects and events focuses on relevant information and distinguishes between useful and not useful information when answering a science question 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 identifies the most useful method of sorting materials according to the criteria constructs a concrete-object graph, pictograph, or bar graph with appropriate title and labels to accurately reflect results identifies and suggests clear explanations for patterns and discrepancies in objects and events consistently distinguishes between useful and not useful information by focusing on strictly relevant information when answering a science question 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

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Inquiry Process Rubric (Continued)

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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 listens to others and learns from their observations	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 listens to others and learns from their observations, and draws on their language use	communicates with group members, sometimes with problems usually uses scientific terminology appropriately communicates most of the information about the result and procedures considers and responds to the ideas of others and learns from their observations and descriptions	communicates and works effectively with group members consistently uses scientific terminology appropriately accurately communicates the information about the result and procedures considers and responds to the ideas of others and applies the observations and descriptions to their own ideas and understandings