Inquiry Process Rubric

	Level 1	Level 2	Level 3	Level 4
INITIATING AND PLANNING	talks about things that are of interest	asks simple questions about objects and events that are observable	uses observations to ask questions to investigate, but questions are not always realistic	uses observations and prior knowledge to ask questions to investigate
	makes guesses about the outcome of an inquiry	makes simple predictions about the outcome of an inquiry, but they may be hoped-for outcomes	makes simple predictions about the outcome of an inquiry based on prior observations	makes thoughtful predictions about the outcome of an inquiry based on prior observations and knowledge
	with prompting, offers ideas for a procedure	contributes ideas for a procedure but they may not be complete	provides ideas for a simple procedure	provides clear, sequential steps for a simple procedure
	with prompting, identifies some materials which could be used to carry out the plan	identifies some materials and describes how they could be used to carry out the plan	selects materials and describes how they will be used to carry out the plan	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	carries out the plan/ follows most of a simple procedure	carries out the plan/follows a simple procedure	carries out the plan/ follows a simple procedure, making adjustments as necessary
	with prompting, uses some appropriate tools with assistance	selects and uses common tools	selects and uses some appropriate tools	selects and uses all appropriate tools
	makes simple observations using senses and, with prompting, records observations in provided charts or in drawings	makes some relevant observations using senses and records observations in provided charts or in drawings	makes relevant observations using appropriate senses and records observations using suitable method	makes relevant, detailed observations using appropriate senses and chooses an effective method for recording observations
	needs help to estimate measurements and, with prompting, records simple measurements	estimates measurements but units may not be appropriate, and records measurements which may be incomplete	estimates measurements using appropriate units and records measurements accurately	consistently estimates measurements using the most appropriate units and records measurements accurately in a variety of ways
	gets information from a teacher-chosen science source	uses some relevant information from familiar science sources	uses relevant information from science sources of the same type	uses relevant information from a variety of science sources
	needs help to follow safety procedures and rules	needs occasional prompting to follow safety procedures and rules	follows most safety procedures and rules	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	sequences or groups materials and objects based on a few simple attributes	sequences or groups materials and objects based on multiple attributes	accurately sequences or groups materials and objects based on multiple attributes
	needs help to sort materials according to simple criteria	sorts materials according to some of the criteria	identifies a method of sorting materials according to the criteria	identifies the most useful method of sorting materials according to the criteria
	with prompting, constructs a concrete-object graph, pictograph, or bar graph	constructs a concrete-object graph, pictograph, or bar graph but title and labels may be missing or inappropriate	constructs a concrete-object graph, pictograph, or bar graph with appropriate title and labels	constructs a concrete-object graph, pictograph, or bar graph with appropriate title and labels to accurately reflect results
	with prompting, identifies some patterns and discrepancies in objects and events	identifies and suggests simple explanations for some patterns and discrepancies in objects and events	identifies and suggests explanations for most patterns and discrepancies in objects and events	identifies and suggests clear explanations for patterns and discrepancies in objects and events
	with prompting, distinguishes between some useful and not useful information when answering a science question	distinguishes between some useful and not useful information when answering a science question but not all information may be relevant	focuses on relevant information and distinguishes between useful and not useful information when answering a science question	consistently distinguishes between useful and not useful information by focusing on strictly relevant information when answering a science question
	describes what happened	draws a simple conclusion based on observations but may not link conclusion to the initial question	draws a conclusion based on observations which link to the initial question	draws a conclusion based on observations and states if it supports or refutes their prediction
	with prompting, identifies some new questions but they may not be about this inquiry	identifies some simple new questions on the topic of this inquiry	identifies some new questions on the topic of this inquiry that could be investigated	identifies new questions on the topic of this inquiry and suggests how they could be investigated

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Inquiry Process Rubric (Continued)

	Level 1	Level 2	Level 3	Level 4
COMMUNICATING AND TEAMWORK	willingly asks for help and accepts help from other group members	makes suggestions to group members as to what should be done	communicates with group members, sometimes with problems	communicates and works effectively with group members
	understands some scientific terminology but rarely uses it	understands simple scientific terminology but does not always use it correctly	usually uses scientific terminology appropriately	consistently uses scientific terminology appropriately
	with prompting, describes the result and some of the procedures	communicates basic information about the result and most of the procedures	communicates most of the information about the result and procedures	accurately communicates the information about the result and procedures
	listens to others and learns from their observations	listens to others and learns from their observations, and draws on their language use	considers and responds to the ideas of others and learns from their observations and descriptions	considers and responds to the ideas of others and applies the observations and descriptions to their own ideas and understandings