

Evidence of Inquiry

Questions leading to Understanding
(For Teacher observation and students' self-report)

Inquiry levels:

I – Gather

II – Process

III – Apply

Student: _____

Teacher: _____

A. Questions/Statements/Wonderings:

Date: _____ Topic/Unit: _____ Questions (level): _____

Sample of questions:

B. Major Teacher/Student Inquiry Strategies:

Modeling, OTQ, KWHLAQ,
Journals,
small group problem
solving/investigations,
students' own self-directed
approaches

Date: _____ Strategy: _____

Notes on involvement:

C. Kinds of Investigations Chosen:

Books,
Personal interviews,
Web searches
Field trips
Video conferences

Date: _____ Form of Investigation used: _____

Time spent: _____ Student or teacher choice (circle)

Questions arising from investigations:

D. Evidence of Achievement/Understanding:

based upon culminating performance

Projects, Presentations with Q & A, Essays,
Art work, Formal teacher tests,
Use of inquiry vocabulary,
Quality of journal reflections (What I learned
about subject, self, inquiry...)
Ability to express awareness of personal growth
Taking Action/Application of concepts/ideas

Date: _____ Form of evidence: _____

Rating stage: Beginning or Improving or Proficient

Comments:

E. Change/Development in Inquiry over time:

Improvement in level of complexity or depth,
Inquiry levels used,
Considerations of feelings,
Perspective taking,
Openness to novelty,
Tolerance for ambiguity,
Reflecting compassion for others,
Other evidence....

Date: _____

Comments:

Persistence in investigations:

F. Summary of Growth comments/observations:

Date: (Consider the degree to which students' questions contributed to involvement during the unit and to their understanding major concepts/ideas.)