Self Assessing My IQ (Inquiry Quotient)

On the 1 - 5 “inquiry indicator” continuum, circle the number that best describes your classroom practice.

I tend more toward this practice.						**I tend more toward this practice.**
Activities that demonstrate and verify science content.	1	2	3	4	5	Activities that investigate and analyze questions.
Investigations confined to one class period.	1	2	3	4	5	Investigations over extended periods of time.
Process skills out of context (e.g. “Let’s observe today.”)	1	2	3	4	5	Process skills in context (e.g. “Let’s observe ____ today.”)
Emphasis on individual process skills such as observation or inference.	1	2	3	4	5	Using multiple process skills - manipulation, cognitive, procedural.
Getting an answer.	1	2	3	4	5	Using evidence and strategies for developing or revising an explanation.
Science as exploration and experiment.	1	2	3	4	5	Science as argument and explanation.
Providing answers to questions about science content.	1	2	3	4	5	Communicating science explanations.
Individuals and groups of students analyzing and synthesizing data without defending a conclusion.	1	2	3	4	5	Groups of students often analyzing and synthesizing data and defending conclusions.
Doing only a few investigations in order to leave time to cover large amounts of content.	1	2	3	4	5	Doing more investigations in order to develop understanding, ability, values of inquiry, and knowledge of science content.
Concluding inquiries with the result of the experiment.	1	2	3	4	5	Applying the results of experiments to scientific arguments and explanations.
Time spent managing materials and equipment.	1	2	3	4	5	Time spent managing ideas and information.
Private communication of student ideas and conclusions to teacher; teacher is primary audience for students’ thoughts and ideas.	1	2	3	4	5	Public communication of student ideas and work to classmates and others.

Total the scores you assigned yourself to get your Inquiry Quotient: _____

Adapted from format developed by the Eisenhower Consortium @ SERVE, 2000.