

Inquiry-Based Learning Self-Assessment

Self-Assessment Statement	Not at All	Very Little	Somewhat	To a Great Extent
I encourage students to support their ideas and opinions with evidence.				
I use open-ended questions that encourage investigation, observation, and thinking.				
I encourage students to ask <i>how</i> , <i>why</i> , and <i>what if</i> questions, rather than just <i>yes</i> or <i>no</i> , <i>which</i> , <i>who</i> , <i>when</i> , <i>where</i> , and <i>what</i> questions.				
My classroom is rich with opportunities for students to experience and explore the world.				
I focus and support inquiries while interacting with students.				
I stimulate discourse among students about scientific ideas.				
I challenge students to accept and share responsibility for their own learning.				
I model skills of science inquiry.				

Self-Assessment Statement	Not at All	Very Little	Somewhat	To a Great Extent
I model the curiosity, the openness to new ideas and data, and the skepticism that characterize learning in the given subject area.				
I respect the diversity of the students and allow for a diversity of strategies for learning.				
I encourage students to design and carry out investigations, collaboratively as well as individually, and to identify variables and clarify what counts as data.				
I make sure students do not simply perform the experiments like a prescribed routine but actually understand and explain what they do and what the results mean.				
I allow for a variety of ways for students to demonstrate their learning (such as multiple means of assessment).				
I help students identify patterns within data and generate viable and reliable claims that are supported by evidence.				
I teach students strategies for using argumentation based on evidence and communicating information.				
I carefully listen to students' ideas, comments, and questions.				

Source: Adapted from National Research Council. (1996). National Science Education Standards. Washington, DC: National Academies Press.