

REPRODUCIBLE 1: How to Model and Assess Inquiry Dispositions

Name: _____

Date: _____

Inquiry disposition	What it looks like in the classroom	How inquiry-based learning supports this disposition	Student reflection prompts
Curiosity	Teacher and students want to know more about the world and its people. They ask important, relevant, and deep questions. These questions are not answered easily—nor does the student or teacher have the correct answer in mind at the outset. They are honestly perplexed by the issue/question/problem and have the motivation to uncover a possible answer/solution.	Inquiry-based learning begins with a question, a curiosity, or a wondering related to the discipline.	<p>An important and relevant question that I find interesting and related to the topic we are studying is...</p> <p>I think it is important to answer this question because...</p> <p>This question is challenging to answer because...</p>
Self-confidence	Teacher and students trust that they can figure out difficult problems by using their reason and intelligence.	Inquiry-based learning proceeds when learners trust that they can harness their own skills of reasoning when confronted with a challenging question.	<p>Even though I may face difficulties or make mistakes, I believe I can succeed in this inquiry because...</p> <p>When faced with a problem I cannot initially answer, I feel that...</p>
Flexible thinking	Teacher and students are willing to try out different types of thinking (i.e., political thinking, creative thinking, critical thinking, and reflective thinking) and different points of view.	Inquiry-based learning allows students to develop discipline-specific thinking skills as they collect, critically assess, and evaluate sources, and then generate conclusions.	<p>I have used critical thinking in this inquiry to...</p> <p>The thinking skill that I have found most helpful in this inquiry is...</p>
Open-mindedness	Teacher and students are genuinely interested in other perspectives and attitudes. They realize that the question is never fully answered and that knowledge is always being constructed. They are open to continual learning.	Inquiry-based learning demands that evidence is gathered from multiple sources that represent diverse perspectives.	<p>Multiple sources and diverse perspectives are important to consider in this inquiry because...</p> <p>When I talk with others, I think the argument I agree/disagree with the most is... because...</p> <p>The one perspective I am having difficulty finding evidence to support is...</p>

Inquiry disposition	What it looks like in the classroom	How inquiry-based learning supports this disposition	Student reflection prompts
Perseverance	Teacher and students are not put off by obstacles and challenges in their learning.	Inquiry-based learning is challenging. It demands higher-order thinking and communication skills.	<p>What I find challenging about this inquiry is...</p> <p>The strategies that I will use to move my inquiry forward are...</p>
Taking risks	Teacher and students are not looking for one correct answer, but are more playful and creative in thinking. They are confident that their thinking is a “work in progress” and are open to new ways of thinking and learning that may be outside their area of expertise/comfort/skill.	Inquiry-based learning is an adventure. It is typically not a linear process, but one with twists and turns. These intellectual surprises allow students to experience what true experts in the discipline feel when attempting to answer a question or solve a problem.	<p>I feel that this inquiry could have many different answers because...</p> <p>I have tried new strategies such as... to research, examine, and communicate my understanding of this inquiry.</p>
Reflection	Teacher and students think about their thinking and know why it is important to do so. They can self- and peer assess products. They can make connections to their personal lives and identity as well as to the broader world.	Inquiry-based learning is complex. Reflection during an inquiry allows learners to consider how to face a challenge, how to meaningfully assess their work and the work of others, and how to make meaningful connections between what they are learning in an inquiry and their lives.	<p>At this point of the inquiry, I am exceeding/meeting/not meeting the success criteria because...</p> <p>The areas I need to improve in are...</p> <p>The strategies I will use to meet my goals are...</p>

SOURCE: Adapted from Walsh, J, and Sattes, B, *Thinking Through Quality Questioning*, Corwin Press (2011).

REPRODUCIBLE 2: Inquiry Rubric

Name: _____ Date: _____

Goal: To design and conduct a successful inquiry and to communicate the results.

Curriculum Expectations: _____

Final Product: _____

Success Criteria Categories*	High degree of effectiveness	Considerable effectiveness	Some effectiveness	Limited effectiveness	Further support required
Inquiry skills and processes The student will ask and refine relevant questions that further the investigation gather and analyze multiple sources critically evaluate evidence and make valid conclusions					
Application of thinking skills in proposing a course of action The student will transfer critical, creative, and discipline-based thinking skills when proposing an answer to the inquiry question or proposing a course of practical action					
Communicate new understandings The student will communicate clearly communicate persuasively engage the audience use the vocabulary and terminology of the discipline					
Learn what is currently known about the topic/problem The student will demonstrate knowledge and understanding of content important to the inquiry					

***Success Criteria:** Success criteria should be co-constructed between teacher and student as appropriate. Success criteria answer the question "What are the specific characteristics of a successful inquiry?"

REPRODUCIBLE 5: Asking Questions about Sources

Name: _____ Date: _____

Speaker/Source: _____

Answer the following questions individually.

1. What is your purpose in asking questions of this person or source?

2. What are your questions?

3. What types of questions have you asked?

Answer the following questions in a group.

4. Compare your questions with those of other students. What points of view and assumptions do the questions reveal?

5. How do the questions link to important concepts and content that we have discussed?

6. How could you improve one of your questions?
