

Website Name: _____

Website URL: _____

Specific Activity Name: _____

Specific Activity (Root) URL: _____

Essential Feature of Inquiry	Learner Directed		Materials Directed			
	L2: Learner-driven with much initiative and independence.	L1: Decisions to make, but support & scaffolding, particularly with process.	M1: Much selecting from provided materials. Limited choices.	M2: Materials-driven. Few choices and much direction given.		
Learners are engaged by scientifically oriented QUESTIONS .	Prompts learner to formulate own question or hypothesis to be tested.	Suggests topic areas or provides samples to help learner formulate own question or hypothesis.	Offers learner lists of questions or hypotheses from which to select.	Provides learner with specific stated (or implied) question/hypothesis to be investigated.		
Learners give priority to EVIDENCE , which allows them to draw conclusions and/or develop and evaluate explanations that address scientifically oriented questions.	Learner determines what constitutes evidence and develops procedures and protocols for gathering relevant data (as appropriate).	Directs learner to collect certain data, or only provides portion of needed data. Often provides protocols for data collection.	Provides data and asks learner to analyze.	Provides data and gives specific direction on how data to be analyzed.		
Learners formulate CONCLUSIONS and/or EXPLANATIONS from evidence to address scientifically oriented questions.	Prompts learner to analyze evidence (often in the form of data) and formulate own conclusions/explanations.	Prompts learner to think about how evidence leads to conclusions/explanations, but does not cite specific evidence.	Directs learner attention (often through questions) to specific pieces of evidence (often in the form of data) to draw conclusions and/or formulate explanations.	Directs learner attention (often through questions) to specific pieces of evidence (often in the form of data) to lead learner to predetermined correct conclusion/explanation (verification).		
Learners evaluate their conclusions and/or explanations in light of ALTERNATIVE CONCLUSIONS/EXPLANATIONS , particularly those reflecting scientific understanding.	Prompts learner to examine other resources and make connections to conclusions and/or explanations independently ("Catalyst").	Provides hypertext links but does not refer to them. Learner independently examines other resources and make connections to conclusions and/or explanations.	Directs learner to hypertext links related to areas and sources of scientific knowledge.	Identifies areas and sources of scientific knowledge that could be useful, but does not provide hypertext links.	Suggests or implies possible connections, but does not provide hypertext links.	Explicitly states specific connections, but does not provide hypertext links.
Learners COMMUNICATE and justify their proposed conclusions and/or explanations.	Reminds learner of general purpose of communication and/or need for communication, but gives no specific guidance.	Talks about how to improve communication, but does not suggest content or layout.	Suggests possible content to include and/or layout that might be used.	Specifies content to be included and/or layout to be used.		