**Science: Inquiry and Observation Learning Progression**

| **Domain: Science** | | | | |
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| **Strand: Skills and Processes/Life Science** | | | | |
| **Learning Progression: Inquiry and Observation** | | | | |
| **Operational Definition: Learns about the natural world by observing, investigating, and communicating what is learned** | | | | |
|  | **A** | **B** | **C** | **D** |

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| **Explore, Examine, and Investigate** | Explores objects and people. | Interacts differently with people versus inanimate objects. | Examines new or unfamiliar things before interacting with them or acting on them. | Repeats actions on objects or living things to gather information about them. |

**Observational Rubric:** Explore, Examine, and Investigate

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
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| (Same as Levels 1-5) | **A** | Child explores objects and people. | **Renee**—Renee touches my face when sitting on my lap during story time. |
| **Adaptations: Evidence Examples** | **Vision:**    **Motor:** | **Sarah**—I put the soft bear in Sarah’s hand, and she grasped it and touched it with her other hand.  **Jonathan**—Jonathan reached for and touched objects that are on his tray while he was positioned in his chair. |
| **B** | Child Interacts differently with people versus inanimate objects. | **Tony**—Tony held a soft plush ball with a bell inside, shaking it while looking at me and smiling. |
| **Adaptations: Evidence Examples** | **Vision:**  **Social/Interactional Functioning:** | **Cici**—Cici was sitting in the toy area banging two blocks together when I said “hello, Cici” to let her know I was there. She stopped at the sound of my voice and said “hi” back to me.  **Oliver**—Oliver was very involved in playing with a ring stack when Sammy, his favorite peer, sat down next to him. Oliver stopped his play, turned toward Sammy and watched him very closely. |
| **C** | Child examines new or unfamiliar things before interacting with them or acting on them. | **Allysa**—When I placed a new toy in the room, Allysa looked at it intently before playing with it. |
| **Adaptations: Evidence Examples** | **Vision:** | **Sammie**—I placed a toy car in Sammie’s hands. He felt it and turned it over in his hands, moving the little wheels. Then he put it on the table and pushed it. |
| **D** | Child repeats actions on objects or living things to gather information about them. | **Zachery**—Zachery lightly stroked his finger over and over again on a fuzzy leaf of a lamb’s ear plant outside. Then he picked up another leaf from the same plant and lightly stroked it in the same way. |
| **Adaptations:**  **Evidence Examples** | **Vision:**  **Motor:** | **Toby**—Toby released a small toy car onto a ramp and followed it with his hand as it went down the ramp. Then he tried a bigger car and followed it with his hand.  **Casandra**—Casandra used her special cup with handles to fill up a small container, and then she put a large container next to the small one and filled it up. |