

Notebook Entries and Descriptions for an Investigation

Categories of Notebook Entries	Descriptions of Entries
Question, Problem, Purpose	<ul style="list-style-type: none"> • Tells what students know and want to know • Clearly written in student words • Relates to important concepts
Predictions	<ul style="list-style-type: none"> • Connects to prior experience or knowledge • Need not be correct but is plausible and thoughtful • Relates to questions • Gives explanation or a reason
Planning	<ul style="list-style-type: none"> • Relates to question • Sequencing of events and directions • Identifies materials • Identifies observations or variables that will be tested or controlled • Design and use of data
Observations, Data, Charts, Graphs, Drawings, and Illustrations	<ul style="list-style-type: none"> • Relate to question • Use of appropriate words, drawings, charts, graphs, and numbers • Labeled and titled graphics
Claims and Evidence	<ul style="list-style-type: none"> • Connects with personal life, technology, and society • Evidence-based explanations • Demonstrates evidence of understanding of relevance of learning
Conclusions	<ul style="list-style-type: none"> • Findings described in own words • Connected to inquiry question, procedures, and data or other evidence
Next Steps, New Questions	<ul style="list-style-type: none"> • Develop action plan for further study • Contains student-generated ideas and new questions to investigate • Include extensions and applications of original inquiry question

Adapted from *Formative Assessment Strategies For Enhanced Learning In Science, K-8*, Elizabeth Hammerman and *Using Science Notebooks in Elementary Classrooms*, Michael P. Klentschy

Notebook Entries and Sentence Frames

Categories of Notebook Entries	Sentence Frames
Question, Problem, Purpose	
Predictions	
Planning	
Observations, Data, Charts, Graphs, Drawings, and Illustrations	
Claims and Evidence	
Conclusions	
Next Steps, New Questions	