Inquiry Rubric

		Beginning	Developing	Accomplished
Authenticity		The scope of the inquiry is determined mainly by the curriculum.	The students have some influence in determining the scope of the inquiry.	The inquiry emanates from a question, problem or exploration that has meaning to the students.
		The inquiry task/s would not likely be tackled outside a school setting.	Other adults outside the school are intrigued by the inquiry task/s and can find ways to contribute to it.	An adult at work or in the community might actually tackle the question, problem or exploration posed by the inquiry task/s.
		The inquiry originates with and only meets program of studies expectations.	The inquiry originates with the program of studies but provides some opportunities to extend beyond curriculum expectations.	The inquiry originates with an issue, problem, question, exploration or topic that provides opportunities to create or produce something that contributes to the world's knowledge.
		The task/s contain/s few steps no separate roles are assigned.	The task/s contain/s some separate tasks or assigns some roles.	The task/s require/s a variety of roles or perspectives.
Academic Rigor		The inquiry provides for the acquisition of factual information	The inquiry facilitates the acquisition and application of a broader understanding.	The inquiry leads students to build knowledge, not just acquire or apply it.
		The inquiry requires a clearly defined approach to externally generated criteria	The student is offered a menu of approaches to inquiry to meet specific learning outcomes	The inquiry challenges students to use methods of inquiry central to actual disciplines.
		The inquiry encourages students to memorize and repeat facts.	The inquiry encourages students to find relationships between and among concepts in more than one subject area	The inquiry encourages students to develop habits of mind that encourage them to ask questions of • evidence (how do we know what we know?) • viewpoint (who is speaking?) • pattern and connection (what causes what?) • supposition (how might things have been different?) • why it matters (who cares?)
Learning in the World		The inquiry involves a teacher-structured problem framed directly from stated curriculum outcomes.	Students help develop or contribute to defining a relevant question, exploration, problem or issue for study that relates to the world outside the school.	The inquiry requires students to address a semi-structured question, exploration, issue or problem, relevant to curriculum outcomes, but grounded in the life and work beyond the school.
		All parameters of the inquiry (eg outcomes, due dates, & expectations) are established by the teacher prior to commencement of the inquiry.	Parameters & desired outcomes of the inquiry are set by the teacher. Milestones and organizational strategies are provided for student self-monitoring.	The inquiry requires students to develop organizational and self management skills in order to complete the inquiry
		The inquiry requires mainly individual effort, with little on-going feed back on performance; the expectation for completion is handing it in.	Teacher presents the inquiry and students choose group members & topics from a menu of choices. The inquiry task could be completed independently, but this is not encouraged.	The inquiry leads students to acquire and use competencies expected in high performance work organizations (eg. Team work, problem solving, communications, decision making, project management)

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Appropriate Use of Technology	The inquiry requires that all students use the same presentation mode.	The inquiry permits a variety of presentation modes.	The inquiry permits students to use a variety of technologies at every stage of the inquiry.
	Teacher decides which technologies will be used.	Students and teachers collaboratively decide which technologies will be used.	The inquiry requires students to determine which technologies are most appropriate to the task.
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	Major focus is on developing skill and fluency with software applications.	The inquiry requires students to conduct research, share information, make decisions, solve problems, create meaning and communicate, mainly inside the classroom.	The inquiry requires students to conduct research, share information, make decisions, solve problems, create meaning and communicate with various audiences inside and outside the classroom.
	There is limited or no use of web based resources.	Students use web based resources.	The inquiry makes excellent use of the web's timeliness. Parents have on-going, on line access to the study as it develops.
	The inquiry requires use of word processing, simple presentation software and/or internet searching.	The inquiry permits the use of a wider variety of technology choices.	The inquiry requires sophisticated use of multimedia/hypermedia software, video, conferencing, simulation, databases or programming.

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Active Exploration	The inquiry can be completed in limited amount of time, in a few areas, with teacher-generated tasks	The inquiry requires increased time and variety of tasks spent on exploration	The inquiry requires students to spend significant amounts of time doing field work, labs, interviews, studio work, construction, etc.
	The inquiry requires students to complete a series of teacher-constructed activities using limited resources	The inquiry requires students to engage in a basic investigation using a variety of sources.	The inquiry requires students to engage in real (authentic) investigations using a variety of media, methods and sources.
	The inquiry requires students to communicate what they are learning with a presentation to teacher audience (ie handing in as an assignment)	The inquiry requires students to communicate what they are learning in a presentation to classroom audience	The inquiry requires students to communicate what they are learning with a variety of audiences through presentation or exhibition
Connecting with Experts	Students hear or read about relevant information only from the teacher, or resources provided by the teacher.	The inquiry involves speakers or interviews with experts outside the classroom.	The inquiry requires students to observe and interact with adults with relevant expertise and experience in a variety of situations.
	Students have limited, or no, access to experts	Guest speakers, other teachers, older students or other adults are available in a limited, perhaps one-shot way.	The inquiry requires students to work closely with and get to know at least one adult other than their teacher.
	Learning is strongly teacher directed	The inquiry requires some adult or student collaboration/input on design and implementation.	The inquiry requires adults to collaborate with one another and with students on the design and assessment of inquiry work.

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Assessment	All assessment is done at the end of the study.	On-going assessment is conducted on an informal basis and evaluation is conducted at logical mid points in the process. Assessment feeds back into student and teacher next steps.	The inquiry provides opportunities for regular assessment of student work through a range of methods, including peer and self-evaluation. Assessment feeds back into student and teacher next steps.
	Assessment is mainly summative.	The inquiry provides opportunities for students to reflect on their learning using clear inquiry criteria established by the teacher. Teacher or parent helps students set goals, next steps or strategies.	The inquiry provides opportunities for students to reflect on their learning using clear inquiry criteria that they helped to set. Assessment allows students to set goals, next steps or strategies.
	Teacher is the only adult who assesses the work.	Teacher and self-assessment are used.	The inquiry provides opportunities for adults from outside the classroom and for peers to be involved in the assessment of the work.