

Inquiry Project Assessment Rubric

Criteria	Exceeding	Meeting	Approaching	Not Yet Approaching
Questioning	Student applies understanding of the qualities of an effective inquiry question by consistently asking and refining inquiry questions without guidance.	Student applies understanding of the qualities of an effective inquiry question by frequently asking and refining inquiry questions. Sometimes requires guidance.	Student is beginning to understand the qualities of an effective inquiry question by asking and refining some inquiry questions. Frequently requires some guidance.	Student struggles to identify the qualities of an effective inquiry question and cannot apply their understanding to refining or asking their own inquiry question-
Thinking	Student effectively transfers critical, creative, and discipline based thinking skills when proposing an answer to the inquiry question or proposing a course of practical action. Student effectively evaluates evidence to draw valid conclusions.	Student successfully transfers critical, creative, and discipline based thinking skills when proposing an answer to the inquiry question or proposing a course of practical action. Student evaluates evidence to draw some conclusions.	Student attempts to transfers critical, creative and discipline based thinking skills when proposing an answer to the inquiry question or proposing a course of practical action. Student makes an attempt to evaluate evidence to draw conclusions.	Student does not transfer critical, creative, and discipline based thinking skills. Student proposes simple answers to the inquiry question. Student does not evaluate evidence to draw conclusions.
Process	Student shows a deep understanding of themselves as a learner. They independently apply strategies to widen and deepen their learning through the inquiry process.	Student demonstrates a good understanding of themselves as a learner. Student frequently applies strategies to widen and deepen their learning through the inquiry process.	Student is beginning to understand themselves as a learner. They are beginning to apply strategies to widen and deepen their learning through the inquiry process, but often need support and guidance.	Student does not demonstrate an understanding of themselves as a learner. Student struggles to apply strategies to deepen their learning through the inquiry process.
Information Literacy	Student always applies information literacy concepts and skills to accomplish deeper learning. Student effectively gathers and analyzes multiple sources critically. Student always engages ethically with information and demonstrates intellectual integrity in their final product.	Student successfully applies information literacy concepts and skills to accomplish learning. Student frequently gathers and analyzes multiple sources critically. Student frequently engages ethically with information and demonstrates intellectual integrity in their final product.	Student sometimes applies information literacy concepts and skills to accomplish learning. Student gathers and analyzes few sources. Student consistently demonstrates an understanding of the ethical use of information.	Student shows little understanding of information literacy skills. Student consults a minimal number of sources Student does not demonstrate a clear understanding of the ethical use of information or intellectual integrity.

Communication	Student communicates effectively and skillfully the audience. Student appropriately uses the terminology and vocabulary relevant to the inquiry. Articulation of reflection shows a growing understanding of self as a learner.	Student clearly communicates with the audience. Student makes good use of the terminology and vocabulary relevant to the inquiry. Shows an emerging understanding of self as a learner.	Student shows an inconsistent understanding of self as a learner. Student attempts to use the terminology and vocabulary relevant to the inquiry. Student is making attempts to understand self as a learner.	Student employs basic communication skills throughout the inquiry. Student struggles to understand and use the terminology and vocabulary* relevant to the inquiry. Student does not display growth in understanding self as a learner.
Demonstration of Knowledge	Student fully demonstrates a deep understanding of the content important to the inquiry. Student skillfully extends concepts and ideas and transfers those concepts into other areas of study, disciplines, or topics.	Student demonstrates a clear understanding of the content important to the inquiry. Student is beginning to extend concepts and ideas and to transfer those concepts into other areas of study, disciplines or topics.	Student demonstrates a superficial understanding of the content important to the inquiry. Student mostly reports on facts. Student makes some connection between facts, but does not extend the concepts in any way	Student repackages information. Student does not demonstrate a depth of learning nor the ability to synthesize information for meaning.