Inquiry Project Assessment Rubric

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

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