

#craftreconciliation Inquiry Rubric

Course:

Student:

Date:

Instructions.

1. Collect your evidence of learning by hyperlinking your work to the appropriate word/term. You may have to take pictures of hard copies or screenshots of your work in various platforms in order to include that evidence on this document;
2. Self-Assess using this rubric;
3. Determine a mark and add it to the bottom of the rubric;
4. Add this rubric to Sesame.

<p style="text-align: center;">Highlight your evidence of learning and add specific details in the leveled column</p>	<p style="text-align: center;">Level 4 (80 - 100%)</p>	<p style="text-align: center;">Level 3 (70 - 79%)</p>	<p style="text-align: center;">Level 2 (60 - 69%)</p>	<p style="text-align: center;">Level 1 (50 - 59%)</p>
<p>Knowledge and Understanding: What is reconciliation? What are the issues? What are the facts?</p> <p>Where is your evidence of Learning? Research notes Hangout Participation Planner Interviews D2L comments/replies Goodreads postings Project Reflections Writing in notebook OC 1.4; 1.5; 1.6; 1.7; 1.8 RLS1.3; MS1</p>	<p>demonstrates knowledge of the topic with a high degree of accuracy</p>	<p>demonstrates knowledge of the topic with considerable accuracy</p>	<p>demonstrates knowledge of the topic with some accuracy</p>	<p>demonstrates knowledge of the topic with limited accuracy</p>

<p>Thinking: Use of a planning process formulating questions, generating ideas, gathering information, organizing a presentation or project Where is your evidence of Learning? Inquiry Planner Report Planner Build Planning W1.2; 1.3; MS1</p>	<p>uses planning process with a high degree of logic</p>	<p>uses planning process with considerable logic</p>	<p>uses planning process with some logic</p>	<p>uses planning process with limited logic</p>
<p>Thinking: Use of processing skills interpreting, justifying, revising, forming conclusions, synthesizing Where is your evidence of Learning? Research notes Hangout Participation Planner Hypothes.is D2L comments/replies Goodreads postings Project Reflections RLS1.4; 1.5; 1.6</p>	<p>uses processing skills with a high degree of appropriateness</p>	<p>uses processing skills with considerable appropriateness</p>	<p>uses processing skills with some appropriateness</p>	<p>uses processing skills with limited appropriateness</p>
<p>Communication: express and organize ideas using various formats and styles, as appropriate for the audience and purpose Where is your evidence of Learning? Build Sharing Build MS3</p>	<p>communicates with a high degree of clarity</p>	<p>communicates with considerable clarity</p>	<p>communicates with some clarity</p>	<p>communicates with limited clarity</p>
<p>Application of inquiry skills ask questions to deepen understanding of an issue; listen to and consider multiple</p>	<p>applies inquiry skills with a high degree of fluency</p>	<p>applies inquiry skills with considerable fluency</p>	<p>applies inquiry skills with some fluency</p>	<p>applies inquiry skills with limited fluency</p>

<p>perspectives when discussing an issue; collaborate to determine the criteria for decision-making</p> <p>Where is your evidence of Learning?</p> <p>Midpoint project reflection</p> <p>End project reflection</p> <p>OC1</p> <p>OC2</p>				
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The words in red are the **qualities of effectiveness**. What do they mean?

Accuracy: You can represent the facts of your inquiry. You know what you're talking about.

Logic: Your planning, thinking, designing, and researching makes sense, even if it is iterative (goes back and restarts).

Appropriateness: You can choose which processing skills are suitable for your inquiry work. Some processing skills are listed on the rubric. Others include: searching, inferring, and theorizing.

Clarity: Your build and your sharing of your build process is clear; that is, it is not ambiguous or vague or general.

Fluency: Explain and reflect on the inquiry skills you have developed or extended with seamlessly; that is, the process is smooth even as you move and forth in the steps.

Level-----