

Final Draft of Inquiry Project– Updated 2024 (Pilot)

The final draft of the inquiry project is used to evaluate the following:

SLO 1: Students will be able to conduct inquiry and inquiry through implementation of a project that reflects all of the following: research/inquiry based, a written product, public oral and/or visual presentation.

Directions for the evaluator: If the product meets all of the criteria descriptors in a particular level (e.g., Proficient), then the product should be marked at that level. Select only one level for each criterion. The overall rating is based on the mean score across all rubric components.

Component	Not Met		Met		Score
	Not Observed 0 points	Emergent/Developing 1 point	Proficient 4 points	Accomplished 5 points	
Title Page:					
Candidate includes an APA formatted title page.	Title page is missing.	Title page is incorrectly formatted OR Many components are missing.	Title page is mostly formatted accurately using APA style AND Most required components are included.	Title page is formatted accurately using APA style AND All required components are included.	X .5
Literature Review Section:					
Candidate describes the <u>broad</u> and <u>specific</u> educational problem or issue in the Introduction section of the paper. (funnel steps 1-3)	Description of the broad and /or specific education problem or issue is missing.	Broad and/or specific educational problem or issue is not detailed, unclear, or disorganized OR The specific problem or issue is disconnected from the broader problem or issue OR Candidate demonstrates an incomplete or inaccurate understanding of the problem or issue OR Reasoning lacks relevant citations from data-based inquiry articles and general sources to explain the broad	Broad and specific educational problem or issue is detailed, clear, and organized. AND Candidate describes reasons why the broad or specific problem or issue is important, including pros, cons, and/or definitions of key terms. AND Candidate demonstrates a basic understanding of the problem or issue AND Reasoning is supported with relevant citations from data-based inquiry articles OR general sources.	Broad and specific educational problem or issue is detailed yet succinct, clearly articulated, and organized. AND Candidate presents a thorough, succinct, and convincing description of significant reasons why the broad or specific problem or issue is important, including pros, cons, and/or definitions of key terms. AND Candidate demonstrates an in-depth understanding of the problem or issue AND Reasoning is supported with relevant citations from	

		and/or specific problem or issue.		data-based inquiry articles AND general sources.	
Candidate describes data-based research articles in the Background Literature section. (funnel step 4)	Description of the data-based research articles is not evident. Citations are missing.	Descriptions of the data-based research articles are missing many details and may not connect to the purpose of the inquiry project OR The Background Literature section lacks convincing reasons why the proposed study is important OR Annotated bibliography summaries are simply copied into the Background Literature section without an attempt to transition between them OR Candidate has an incomplete or inaccurate understanding of the research articles.	Descriptions of the data-based research articles are accurately summarized and connect to the purpose of the inquiry project AND The research summaries help persuade the reader why the proposed study is important AND Relevant details from the annotated bibliography summaries are included in theme-based subsections of the Background Literature section AND Candidate has a basic understanding of the research articles.	Descriptions of high-quality general and data-based research articles are accurately and logically synthesized, and clearly connect to the purpose of the inquiry project AND The Background Literature section very effectively persuades the reader why the proposed study is important AND Relevant details from the annotated bibliography summaries are synthesized in theme-based subsections of the Background Literature section AND Candidate clearly understands the major concepts or themes across the research articles.	X2
Candidate analyzes the limitations, weaknesses, and/or gaps in the data-based research articles (funnel step 5)	Analysis of data-based limitations, weaknesses, and/or gaps across data-based research articles is missing.	Analysis of limitations, weaknesses, and/or gaps across the data-based research articles related inquiry purpose is inaccurate or incomplete. OR Citations do not support analysis. OR Citations are missing.	Analysis includes an accurate summary or list of the limitations, weaknesses, and/or gaps across the data-based research articles. OR Analysis includes a combination of an accurate summary, list, or synthesis of the limitations, weaknesses, and/or gaps across the data-based research articles. AND Includes relevant citations to support analysis.	Analysis includes an accurate synthesis of the limitations, weaknesses, and/or gaps across the data-based research articles. AND Includes relevant citations to support analysis.	
Candidate describes the inquiry purpose (funnel step 6)	The purpose of the inquiry project is missing.	Inquiry purpose is unclear, incomplete, OR not justified. OR	Inquiry purpose is generally well developed and justified. AND	Inquiry purpose is well developed and well justified. AND	

		Purpose of the project is not connected to research literature. OR Citations are missing or not relevant to the study purpose.	Purpose connects back to the research literature AND Includes mostly relevant citations	Purpose connects to the research literature and a theoretical framework. AND Includes relevant citations	
Candidate presents inquiry questions (funnel step 6)	Inquiry questions are missing.	Inquiry questions may need further details OR Inquiry questions are not investigable	Inquiry questions are stated and investigable	Inquiry questions are clearly written, specific, and investigable	
Candidate references and cites high-quality general sources (1 must be a book chapter) <u>and</u> data-based research articles (1 must be a systematic review, meta-analysis, or comprehensive literature review).	References and citations of data-based research articles and general sources are not evident.	References and cites less than 5 data-based research articles from peer-reviewed journals OR Less than 3 general sources connected to the inquiry project problem or issue.	References and cites at least 5 data-based research articles from peer-reviewed journals AND At least 3 general sources connected to the inquiry project problem or issue.	References and cites 5 or more high-quality, data-based research articles from respected peer-reviewed journals AND 3 or more high-quality general sources clearly connected to the inquiry project problem or issue. <i>*Note: If you want to publish, include more research articles in your paper.</i>	X 2
Project Design Section:					
Candidate describes the proposed project design.	No description of the project design is evident. OR Citations for the design are missing.	Description of the project design indicates an incomplete or inaccurate understanding OR Explanation of how the design is appropriate for answering the inquiry questions is disconnected or lacking in detail OR Citations for the design are incomplete or inappropriate	Description of the project design indicates a general understanding AND Explanation of how the design is appropriate for answering the inquiry questions is generally justified. AND Citations for the design are included	Description of the project design indicates a thorough understanding AND Explanation of how the design is appropriate for answering the inquiry questions is logical and thorough yet succinct. AND Appropriate citations for the design are included	

Candidate describes their positionality.	Positionality is missing	Description of the positionality is incomplete or unclear. OR Description is not succinct.	Description of the positionality includes the candidate's role in the inquiry and beliefs about the topic. AND Description is generally succinct.	Description of the positionality includes the candidate's role in the inquiry, and beliefs about the topic. AND Description is succinct.	
Candidate describes the required components of the project design process/steps. Scorer: Only complete one of the three rows below.					
Option 1: Inquiry projects - Systematic Reviews: Keywords, databases, inclusion and exclusion criteria, phase 1-3, confirmation, study quality/bias, article summaries, data analysis	Descriptions of the project design process/steps are missing.	Descriptions of the project design process/steps are incomplete or lacking enough details.	Descriptions of the project design process/steps are mostly complete and detailed.	Descriptions of the project design process/steps are complete and thorough yet succinct.	X7
Option 2: Inquiry projects – collect & analyze existing or new data: <i>As applicable:</i> Participants, setting, site permission, recruitment, consent/assent, data sources, data collection, variables, data security, data analysis, trustworthiness or	Descriptions of the project design process/steps are missing.	Descriptions of the project design process/steps are incomplete or lacking enough details.	Descriptions of the project design process/steps are mostly complete and detailed.	Descriptions of the project design process/steps are complete and thorough yet succinct.	X7

validity and reliability					
Option 3: Inquiry projects – apply existing data: Human support, setting, materials, steps, memos, other, dissemination	Descriptions of the project design process/steps are missing.	Descriptions of the project design process/steps are incomplete or lacking enough details.	Descriptions of the project design process/steps are mostly complete and detailed.	Descriptions of the project design process/steps are complete and thorough yet succinct.	X7
Final Product: The product is the outcome of the educational inquiry. Through the product, one or more provisional answers to the inquiry questions are given form in media. Media can be written, oral, visual, aural, and/or experimental. Examples include curriculum unit of study, organized formal training (e.g., workshop), performance/visual creative work, solution to a real-world problem using the creative problem solving process, technology product, written thesis, or other approved product.					
What product format did the candidate select?					
Responses to Inquiry Questions	Final product does not indicate evidence of the inquiry questions.	Final product includes responses that are minimally aligned to the inquiry questions. AND/OR Inquiry questions have been minimally addressed. AND/OR Organization of the responses to the inquiry questions is weak.	Final product includes responses that are adequately aligned to the inquiry questions. AND All inquiry questions have been adequately addressed. AND Organization of the responses to the inquiry questions is adequate.	Final product includes responses that are clearly aligned to the inquiry questions. AND All inquiry questions have been thoroughly addressed. AND Organization of the responses to the inquiry questions is strong.	X2
Discussion or Reflection	Project does not include a discussion or reflection.	Final product includes minimal details about the significance of the responses to the inquiry questions. AND Connections back to the literature review are minimal AND Implications for practice and future inquiry are not logical or incomplete.	Final product includes adequate detail about the significance of the responses to the inquiry questions. AND Connects back to the literature review. AND Implications for practice and future inquiry are included.	Final product includes accurate and logical details about the significance of the responses to the inquiry questions. AND Thoroughly and appropriately connects back to the literature review. AND Thoughtful implications for practice and future inquiry are included.	X2

Limitations	Project does not include limitations.	Limitations are not logical OR Apparent limitations are not discussed.	Limitations are articulate and logical.	Limitations are articulated and logical AND Candidate explains how the limitations may be addressed in the future.	
References:					
Candidate includes an APA formatted reference list	Reference list is missing.	Reference list omits multiple sources cited in the paper OR Reference list includes more than 5 formatting errors. OR Candidate did not use a page break to begin the Reference list on a new page	Reference list omits 1-2 sources cited in the paper and in the annotated bibliography. OR Reference list includes no more than 3-5 minor APA style errors. AND Candidate used a page break to begin the Reference list on a new page.	Reference list includes all sources cited in the paper and in the annotated bibliography. AND Reference list has less than 3 minor errors in APA style. AND Candidate used a page break to begin the Reference list on a new page.	X .5
Appendices:					
Candidate includes appropriate appendices	Appendices are missing	Multiple required appendix items are missing OR Candidate does not use a page break to begin each Appendix on a new page.	Appendices are mostly complete and relevant AND Candidate used a page break to begin most of the Appendices on a new page.	Appendices are complete and relevant AND Candidate used a page break to begin each Appendix on a new page.	
Other Requirements:					
Candidate applies APA Manual Guidelines	APA style is not evident	More than 2 major errors (e.g., inaccurate formatting of one APA guideline throughout whole paper) or more than 3 minor errors in APA style (e.g., formatting of headings, citations, quotes, tables, figures) OR Written expression interferes with the flow of the methods section.	No more than 1 or 2 major errors (e.g., inaccurate formatting of one APA guideline throughout whole paper) or 3 minor errors in APA style (e.g., formatting of headings, citations, quotes, tables, figures) AND Written expression makes the paper comprehensible.	Fewer than 3 minor errors in APA style (e.g., formatting of headings, citations, quotes, tables, figures) AND Written expression enhances the paper.	X .5
Originality	No submission to plagiarism check software	Results from plagiarism check indicate more than three instances of 5 words in	N/A	Results from plagiarism check indicate no matches to published work OR less than three	X .5

		a row that match a published work.		instances of 5 words in a row that match a published work.	
Project Dissemination: Project should be disseminated to an authentic audience (if feasible). At the very least, the project must be presented to the committee members. Examples include: Electronic format (create website), LiveBinder for curriculum sharing, journal article, Niner Commons, presentation to stakeholders, scheduled viewing/exhibition of work, conference presentation, social media and/or other online presence, think tank/focus group presentation, written thesis repository, or other approved audience.					
How did the candidate disseminate their Honors project?					
Project Dissemination Format	Project was not disseminated	Candidate's advisor completed most of the planning to disseminate the project. AND Project was not disseminated effectively and/or professionally to an audience. AND Project dissemination shows evidence of developing communication skills. OR Audience was not invited to provide evaluative feedback on the project.	Candidate took co-led planning efforts to disseminate the project. AND Project was disseminated adequately to an audience which may have been just the committee members and invited guests. AND Project dissemination shows evidence of good communication skills. AND Audience was invited to provide evaluative feedback on the project.	Candidate took the lead in planning to disseminate the project. AND Project was disseminated effectively and professionally to an authentic audience that went beyond the committee members. AND Project dissemination shows evidence of strong communication skills. AND Audience was invited to provide evaluative feedback on the project and candidate responded.	
Candidate Knowledge Candidate demonstrates knowledge of their project topic.	Does not answer several of the audience's questions.	The candidate's responses to several questions were inaccurate or showed lack of understanding of the project topic and outcomes. OR The candidate struggled to answer audience's questions.	The candidate's responses to most questions demonstrate mostly accurate knowledge of the project topic and study outcomes. AND The candidate answered most of the audience's questions well.	The candidate's responses to the audience's questions demonstrate accurate and thorough knowledge of the project topic and outcomes. AND The candidate answered the audience's questions easily and with confidence.	
Feedback to student:					Total Score for the Gradebook: /135

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