**Inquiry Rubric**

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| Category | Accomplished | Developing | Beginning |
| Quality of the Question | - Effective use of stem; clearly expressed; focused- Multiple reasonable positions- Interesting, Robust, Authentic & arguable- Leads to deep understanding | - Clear use of stem; clearly expressed & focused for the most part- Reasonable positions- Robust & arguable- Leads to deeper understanding | - Ineffective or no use of stem; not clearly expressed; unfocused- positions may be unclear, confused, or non-existent - may neglect to take a position- factual or unarguable- Leads to very little or limited new understanding |
| Active Exploration & Connecting With Expertise | - Extended engagement in time & effort with topic- Meaningful investigation using a wide variety of sources- Student communicated and interacted with a variety of audiences and sources- consults experts beyond the classroom teacher to support research and learning. | - engagement in time & effort with topic- generally meaningful investigation using a variety of sources- Student communicated and interacted with some audiences and sources- some consultation with experts beyond the classroom teacher to support research and learning. | - limited engagement in time & effort with topic- limited investigation using a small variety of sources- Student communicated and interacted with few audiences and sources- limited or no consultation with experts beyond the classroom teacher to support research and learning. |
| Reflection and Communication | - effectively uses peer evaluation, reflection and learning goals- skillful use of appropriate and interesting medium- communication style reflects strong knowledge of audience- very clearly organized ideas | - some use of peer evaluation, reflection and learning goals- chooses appropriate and interesting medium- communication style reflects some knowledge of audience- some organization of ideas | - attempts to use peer evaluation, reflection and learning goals- may use somewhat inappropriate or unengaging medium- communication style reflects minimal knowledge of audience- inconsistent with organization of ideas |
| Academic Rigour | - Thorough consideration of diverse perspectives & positions- Extensive & effective use of substantive, diverse & high-quality evidence- Clearly demonstrates deep understanding | - some consideration of diverse perspectives & positions- some use of substantive, diverse & high-quality evidence- Demonstrates some understanding | - Little or no consideration of diverse perspectives & positions is evident.- minimal use of substantive, diverse & high-quality evidence- struggles to demonstrate understanding |

**Comments**: