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|  | **Foundations of Inquiry: Post-Inquiry Reflection** |

In essay form (proper structure including thesis, body, conclusion), address the following question: **What did you learn from your inquiry?**

Make sure you address the following key pieces of the question:

* What should you be aware of for next time?
* How well did you achieve your goal? (If not, why not?)
* What changes did you have to make to meet your goal?
* Where else can you use the strategies you have learned?

Remember that school norms around academic integrity apply. When you have completed your analysis, save your essay and upload it to the hand-in box on the course site.

Please write your piece in the box below

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**Assessment Criteria**

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| **Aspect** | **Thorough** | **Addressed** | **Not Addressed** |
| What should you be aware of for next time? |  |  |  |
| How well did you achieve your goal? (If not, why not?) |  |  |  |
| What changes did you have to make to meet your goal? |  |  |  |
| Where else can you use the strategies you have learned? |  |  |  |

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| **Criteria** | **Exceeds Expectations** | **Fully Meets Expectations** | **Minimally Meets Expectations** | **Does Not Yet Meet Expectations** |
| **Use of Language** | * displays varied and effective use of language and sentence structures
* exhibits excellent word choice including transitions
* has few, if any, grammatical errors (including spelling)
 | * displays varied use of language and sentence structure
* exhibits good word choice including transitions
* has consistent grammar with minor errors
 | * displays limited use of language, repetitive sentence structure
* exhibits adequate word choice
* has frequent grammatical errors but meaning remains clear
 | * struggles for clarity and coherence, simplistic sentence structure (often incorrect)
* words are often used incorrectly
* has frequent grammatical errors that impede meaning
 |
| **Quality of Ideas** | * exhibits excellent, independent analysis/criticism
* consistently relevant
* makes powerful connections to relevant examples
 | * exhibits very good ability to engage in analysis/criticism
* avoids irrelevance
* makes good connections to relevant examples
 | * exhibits ability to discuss questions
* uses insubstantive generalizations
* makes limited connections to relevant examples
 | * struggles to discuss questions
* often off topic
* does not make connections to relevant examples
 |
| **Presentation of Ideas** | * selects excellent supporting evidence for a strongly worded thesis
* organizes ideas effectively into a strong format (introduction, body, conclusion)
* shapes and edits material to persuade and convince
* focuses material consistently
 | * selects evidence for a clearly worded thesis
* organizes ideas into essay format (introduction, body, conclusion)
* shapes and edits material in an attempt to persuade and convince
* focuses material
 | * selects some evidence to support a thesis
* organizes some material, but inconsistently
* does some shaping and editing, but inconsistently
* focus is inconsistent
 | * selects little or no evidence; thesis not apparent
* shows little or no organization
* shapes or edits little or no material
* struggles to find focus
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