Plan for Inquiry-based Learning Project

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ General Topic/Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Pre-planning** | | | | | |
| **About the topic/Question**  What I know:  How I know:  What else do I need to know:  Why do I want to know: | | **What skills will I use/learn**  Related to the topic:  Related to the presentation: | | | |
| **How does this relate to my other courses**  Which course  Which topic | | | | | |
| **Goal Setting** | | | | | |
| **Primary Goal** | **Subgoals** | | | **Ideas for next time** | |
| **Target Setting** | | |  | | |
| Identify Milestones  1.  2.  3.  4.  Final | | | Milestone Dates  1.  2.  3.  4.  Final | | Date Achieved |
| **Resources Planning** | | | | | |
| What resources or materials do I need?  What procedures or steps should I follow to acquire them?  Who can support me?  Are there connections in the community that can help? | | What might go wrong?  How might I prevent that problem?  Who can support me in avoiding these problems? | | | |
| Post Activity Review | | | | | |
| What did I learn?  How well did I achieve my goal?  What changes did I have to make to meet my goal? | | What should I be aware of for next time?  Where else can I use the strategies I have learned? | | | |

**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 |