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 courseWhich topic |
| **Goal Setting** |
| **Primary Goal** | **Subgoals** | **Ideas for next time** |
| **Target Setting** |  |
| Identify Milestones1.2.3.4.Final | Milestone Dates1.2. 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 |