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

In essay form (proper structure including thesis, body, conclusion), address the following question: **How “successful” was your inquiry? Why?**

**Use the rubric below as a guide in assessing yourself. Highlight portions of it that you think accurately reflect your work in this past inquiry.**

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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 un-engaging 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 |

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

* What should you be aware of for next time?
* What changes did you have to make to meet your goal?
* How did you document your project? (Please link to your documentation somewhere below)
* If you would like to submit additional documents to support your reflection, please submit as below with your name in the document name

Remember that school norms around academic integrity apply. When you have completed your analysis, save your essay as “Reflection2Yourname.doc” (docx,odf, etc. also OK) Once you have successfully submitted your file, you may leave the classroom and go work independently and quietly in the commons. Have a great day and DFTBA. ☺

Notes/Planning Space:

Start your essay/reflection here: