

Source: http://depts.inverhills.edu/LSPS/inquiry_rubric.htm

Inquiry Rubric

Finding, Evaluating, and Assimilating New Information

Learning Through Observation

Assessed Effort:

Accurately and carefully observe and describe an object or process

- 4 Gives evidence of careful and thorough observation of an object or process, noting details and relationships between parts. Describes with clarity and focus, revealing the dominant characteristics or impressions of what is being observed. Considers the audience's need for description to help see or experience what is being observed.
- 3 Gives evidence of careful observation of the object or process, noting details and relationships between parts. Describes with clarity, revealing most of the dominant characteristics or impressions of what is being observed. Considers the audience's need for description to help see or experience what is being observed.
- 2 Gives evidence of having observed the objects or process, noting details and relationships between parts. Describes some of the dominant characteristics or impressions but lacks sufficient clarity and focus. Demonstrates little awareness of the audience's need for description to help see or experience what is being observed.
- 1 Gives little or no evidence of careful or thorough observations of the objects or process. Describes some features but doesn't note dominant characteristics. Lacks awareness of audience's need for description to help see or experience what is being observed.

Substantial Accomplishment:

Observe and describe an object or process within an interpretive framework

- 4 Demonstrates a thorough understanding of an interpretive framework and describes an object or process within that framework. Gives evidence of careful and precise observations, noting details and relationships, which are relevant to the perspective. Describes details with clarity and focus.
- 3 Demonstrates an understanding of the essential principles of an interpretive framework and describes object or process within that framework. Gives evidence of observations of an object or process, noting details and relationships which are relevant to the perspective. Describes these details with clarity.
- 2 Demonstrates some understanding of an interpretive framework and describes object or process within that framework. Gives some evidence of observations of objects and/or processes. Descriptions are vague.
- 1 Demonstrates little understanding of the interpretive framework. Gives minimal evidence of observations of objects or processes. Descriptions are not linked to an understanding of the interpretive framework.

Learning from People

Assessed Effort:

Conduct an informational interview

- 4 Conducts an informational interview by effectively preparing for the interview, describing the results of the

interview in terms of content and process; provides accurate interpretations on what was learned and what could have been done differently.

- 3 Conducts an informational interview by adequately preparing for the interview, describing the results of the interview in terms of content and some analysis of process; provides some interpretation on what was learned and what could have been done differently.
- 2 Conducts an informational interview with little preparation, includes some discussion of the results of the interview, but lacks understanding of the interviewing process; may demonstrate few learning outcomes and knowledge of ways to complete interview differently.
- 1 Conducts an informational interview with no preparation or with inadequate summary of interview content and process; may have incomplete analysis of learning outcomes and ways to complete interview differently.

Learning Through Information Inquiry

Assessed Effort:

Locate information through methodical use of information resources

- 4 Examines a wide variety of resources (which include electronic and various print formats and oral and written communication) that successfully meet the research objective. Shows an understanding of the range of resources available and uses a methodical, knowledgeable search strategy.
- 3 Examines a variety of resources that successfully meets the research objective, but either the variety of resources examined or the search strategy used, shows less expertise than a "4".
- 2 Examines a minimal number of resources that approximate the research objective and/or shows a lack of understanding of the range of resources available or a methodical, knowledgeable search strategy.
- 1 Identifies resources unrelated to the research objective. Lacks an understanding of the range of resources available and/or a methodical, knowledgeable search strategy.

Substantial Accomplishment:

Systematically identifies, for a topic, the best available information

- 4 Uses a well-defined plan to examine primary and secondary sources that meet the research objective. Consistently evaluates quality of the information, using justifiable criteria.
- 3 Purposefully examines primary and secondary sources that meet the research objective. Frequently evaluates quality of information, using justifiable criteria.
- 2 Randomly examines primary and secondary sources that meet the research objective. Inconsistently applies well-defined criteria when evaluating quality of information.
- 1 Does not have a plan of approach when examining resources on a topic. Lacks criteria when evaluating information.

Learning from Texts

Assessed Effort:

Discuss textual information in a larger context

- 4 Demonstrates a broad comprehension of the text and makes insightful inferences which show an understanding of the text's place within a larger world. These inferences are substantiated with sound evidence from the text itself.
- 3 Demonstrates a modest comprehension of the text and makes occasional, obvious inferences to the text's place within the larger world. These inferences are substantiated with sound evidence from the text.
- 2 Demonstrates a narrow comprehension of the text but makes inferences that cannot be or are not substantiated with evidence from the text.
- 1 Lacks comprehension of the text and, therefore, makes irrelevant inferences.

Learning from Recorded Data

Assessed Effort:

Accurately interpret numerical data

- 4 Displays a full understanding of what the data is showing through supporting statements of interpretation.
- 3 Shows a correct understanding of what the data is showing with some supporting interpretive statements.
- 2 Displays only a vague understanding of data with little support for statements made.
- 1 Inaccurately interprets the data or does not display understanding of what it is showing.

Substantial Accomplishment:

Synthesize related data

- 4 Identifies relevant differences, similarities, and patterns in data; is able to distinguish fact from interpretation or assumptions when summarizing graphs.
- 3 Identifies most of the relevant differences, similarities, and patterns in data; for the most part is able to distinguish fact from interpretation when summarizing graphs.
- 2 Does not identify many of the relevant differences, similarities and patterns in data; student offers interpretation instead of facts when summarizing graphs.
- 1 Fails to fully identify and summarize the data; does not understand the difference between facts, interpretation, and assumptions in summarizing graphs.