*2015  Inquiry  project  rubric:*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Criteria*** | *Developing* | *Meets* | *Exceeds* |
| ***Content*** |  Ideas  not  fully  developed   Content  is  weakly  connected  to  the  topic   Lacks  adequate  supporting  evidence   Critical  analysis  is  weak |  Content  is  relevant  and  connected  to  the  topic   Has  clear  direction   The  question  is  critically  addressed  and  there  is  some  analysis   Ideas  are  adequately  developed   Structure  is  coherent  and  relevant  information  included  in  each  section |  Content  is  clear,  relevant  and  engaging   Fully  addresses  and  develops  inquiry  question   Paper  has  deep  and  insightful  observations   Content  has  broad  relevance  and  meaningful  implications  for  teaching   There  is  a  “natural”  flow  to  the  paper |
| ***Research*** |  Fewer  than  5  academic  resources   Most  sources  are  scholarly  articles    Research  material  is  outdated   Cited  material  is  not  correctly  referenced |  Uses  and  correctly  references  5  academic  resources   Presents  more  than  one  perspective   Articles/  material  chosen  are  relevant  to  topic  and  comprehensive |  Research  is  innovative  and  current   7  or  more  articles  or  sources  references   Multiple  perspectives  are  presented/addressed   References  are  varied  and  include  evidence  supporting  opposing  opinions |
| ***Reflection*** | Lacks  insightful  and  personal  reflections   Reflections  are  not  connected  or  are  loosely  connected  to    practice  or  to  the  question   Reflections  do  not  touch  on  personal,  autobiographical  or  anecdotal  experience |  Reflections  pertain  to  the  question   Provide  meaningful  personal  examples   Reflects  on  two  or  more  experiences   Personal  experiences  are  used  to  provide  meaningful  contextualization   Thoughtfully  takes  all  perspectives  into  account |  Makes  relevant  connections  to  future  practice   Insights  are  varied  and  related  to  experience   Insights  are  autobiographical,  anecdotal  and  grounded  in  research   Develops  more  questions  for  future  inquiry/research |
| ***Style  and  use  of***  ***language*** |  Several  errors  in  grammar,  usage  and  spelling  which  interrupt  flow   Proofreading/editing  are  weak   Tone  is  too  informal  for  an  academic  paper   Sources  incorrectly  cited   Paper  does  not  use  APA  format |  Minimal  errors  in  grammar,  usage  and  spelling   Evidence  of  careful  editing  and  proofreading   Evidence  of  varied  sentence  structure  and  concise  expression   Use  of  academic  language  and  appropriate  tone   Quotations  are  either  paraphrased  or  cited  correctly   APA  format  is  correctly  used |  Sentence  structure  is  varied  and  interesting   Writing  is  well  expressed  and  concise   Vocabulary  is  varied  and  correctly  used   No  noticeable  errors  in  spelling,  grammar  and  usage   Strong  use  of  academic  language   No  formatting  errors |
| ***Presentation*** |  Purpose  of  Inquiry  is  somewhat  unclear   No  discussion  of  process   Important  details  of  inquiry  are  missing   Facilitates  engagement  and  discussion  amongst  colleagues |  Purpose  and  process  of  Inquiry  is  stated,  as  are  important  aspects  of  the  inquiry   Evidence  of  preparation   Discussion  and  involvement  of  colleagues  is  facilitated |  Purpose  and  process  of  inquiry  is  understood,  and  explanation  of  approach  and  newly  found  understandings  are  shared   Evidence  of  extensive  preparation  and  practice   Collegial  involvement  is  expertly  facilitated |