Discipline-Based Inquiry Rubric

	Beginning	Developing	Accomplished
Authenticity	The scope of the inquiry study is determined mainly by the mandated curriculum.	Students' interests and concerns influence the scope of the inquiry study.	The inquiry study emanates from a question, problem, issue or exploration that is significant to the disciplines, builds connections outside of the school and is mapped to the mandated curriculum. Students have significant influence and input in determining the scope of the study.
	The assignments or activities or tasks students do within the study would not likely be tackled outside a school setting.	Other adults outside the school are intrigued by the assignments or activities or tasks students are asked to do and can find ways to contribute to it.	An adult working within the discipline or in the community might actually tackle the question, problem or exploration posed by the assignments or activities or tasks.
	The inquiry study originates with and only meets programs of study expectations.	The inquiry study originates with the program of studies but provides some opportunities to extend beyond curriculum expectations.	The inquiry study originates with an issue, problem, question or exploration that provides opportunities to create or produce something that contributes to knowledge.
	The assignments or activities or tasks within the study contain few roles that reflect a single perspective.	The assignments or activities or tasks within the study contain some separate roles that reflect few perspectives.	The assignments or activities or tasks within the study require a complex array of roles and diverse perspectives.

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Academic Rigor	The inquiry study provides for the acquisition of factual known information.	The inquiry study facilitates the acquisition and application of a broader understanding.	The inquiry study leads students to build deep knowledge that leads to deep understanding.
	Students are required to follow clearly defined approaches to teacher-generated criteria.	Students are offered a menu of approaches organized around the problem, issue or question under study in order to meet specific learning outcomes.	Students are offered a menu of approaches organized around the problem, issue or question under study that use methods of inquiry central to the disciplines that underpin the problem, issue or question.
	The inquiry study encourages students to memorize and repeat facts.	The inquiry study encourages students to find relationships between and among concepts in more than one subject area.	The inquiry study encourages students to develop habits of mind that encourage them to ask questions of: • evidence (how do we know what we know?) • viewpoint (who is speaking?) • pattern and connection (what causes what?) • supposition (how might things have been different?) • why it matters (who cares?)

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Assessment	All assessment is done at the end of the study.	On-going assessment is conducted on an informal basis and evaluation is conducted at logical mid points in the process. Assessment is used in a limited way in guiding teacher's instructional planning.	On-going assessment is woven into the design of the inquiry study providing timely, descriptive feedback and utilizes a range of methods, including peer and self-evaluation. Assessment guides student learning and teacher's instructional planning.
	The study provides no opportunities for students to reflect on their learning. There are few criteria to guide the students' learning. There is little or no evidence of goal setting.	The study provides opportunities for students to reflect on their learning using clear criteria established by the teacher. Teachers help students set learning goals, establish next steps and develop effective learning strategies.	The study provides opportunities for students to reflect on their learning using clear criteria that they have helped to set. The students use these reflections to set learning goals, establish next steps and develop effective learning strategies.
	Teacher is the only adult who assesses the work.	Teacher and student self-assessment are used.	Teachers, peers, adults from outside the classroom and the student are involved in the assessment of the work.

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Beyond the School	The study involves a teacher-structured problem framed directly from stated curriculum outcomes.	Students help develop or contribute to defining a relevant question, exploration, problem or issue for study that relates to the world outside the school.	The inquiry requires students to address a question, exploration, issue or problem, relevant to curriculum outcomes, but grounded in the life and work beyond the school.
	All parameters of the inquiry (eg outcomes, due dates, & expectations) are established by the teacher prior to commencement of the inquiry.	Parameters & desired outcomes of the inquiry are set by the teacher. Milestones and organizational strategies are provided for student self-monitoring.	The study requires students to develop organizational and self management skills in order to complete the study.
	The inquiry requires mainly individual effort, with little on-going feed back on performance; the expectation for completion is handing it in.	Teacher presents the study and students choose group members and topics from a menu of choices. The task could be completed independently, but this is not encouraged.	The study leads students to acquire and use competencies expected in high performance work organizations (eg. Team work, problem solving, communications, decision making, project management).

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Appropriate Use of Technology	Technology is used for the sake of using technology, not because it will enhance the inquiry. The technology is not needed to accomplish the task.	Technology has some relevance to the inquiry. The technology is somewhat needed to accomplish the task.	Technology is used in a purposeful manner that demonstrates an appreciation of new ways of thinking and doing. The technology is essential in accomplishing the task.
	Teacher decides which technologies will be used.	Students and teachers collaboratively decide which technologies will be used.	The study requires students to determine which technologies are most appropriate to the task.
	Major focus is on developing skill and fluency with software applications.	The study requires students to conduct research, share information, make decisions, solve problems, create meaning and communicate, mainly inside the classroom.	The study requires students to conduct research, share information, make decisions, solve problems, create meaning and communicate with various audiences inside and outside the classroom.
	The ongoing inquiry study is not available online.	Students have ongoing, online access to the study as it develops.	Students, parents and the larger community have ongoing, online access to the study as it develops.
	The study requires use of word processing or simple presentation software.	The study permits the use of a wider variety of technology choices.	The study requires sophistication use of multimedia/hypermedia software, video, videoconferencing, simulation, dynamic geometry, databases and/or programming.

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Active Exploration	The study can be completed in a limited amount of time, in a few areas, with teacher-generated tasks.	The study requires increased time and variety of tasks spent on exploration.	The inquiry requires students to spend significant amounts of time doing field work, labs, interviews, studio work, construction, etc.
	The study requires students to complete a series of teacher-constructed activities using limited resources.	The study requires students to engage in a basic investigation using a variety of sources.	The study requires students to engage in real (authentic) investigations using a variety of media, methods and sources.
	The study requires students to communicate what they are learning with a presentation to teacher audience (ie handing in as an assignment).	The study requires students to communicate what they are learning in a presentation to classroom audience.	The study requires students to communicate what they are learning with a variety of audiences through presentation or exhibition.

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Connecting with Expertise	Students hear or read about relevant information only from the teacher, or resources provided by the teacher.	The study involves speakers or interviews with experts outside the classroom.	The study requires students to observe and interact with adults with relevant expertise and experience in a variety of situations.
	Students have limited, or no access to experts.	Guest speakers, other teachers, older students or other adults are available in a limited, perhaps one-shot way.	The study requires students to work closely with and get to know at least one adult other than their teacher.
	The teacher designs the taks in isolation (without input from external expertise).	The teacher designs the task in consultation with expertise, either directly or indirectly regarding the topic for inquiry.	The teacher designs the task in collaboration with expertise, either directly or indirectly. The inquiry requires adults to collaborate with one another and with students on the design and assessment of the inquiry work.

	Beginning	Developing	Accomplished
Elaborated Communication	Students have little or no opportunity to discuss their work with others.	The task provides opportunities for students to share their ideas with each other. Opportunities to respond to each others' idea may be limited.	Students have extended opportunities to support, challenge and respond to each others' ideas as they negotiate a collective understanding of relevant concepts. Students have opportunities to negotiate the flow of conversation within small and large group discussions.
	The task dictates the form of expressions that students may use. Students have little opportunity to reflect on how the selected medium enhances their message.	Students have limited opportunities to choose forms of expression and to reflect on what media would best communicate their message.	Students have opportunities to choose forms of expression appropriate to the task (eg. Powerpoint, imovie, tableau, mime, puppet show, readers theatre, drum solo, interpretative dance, debate, etc.) and to reflect on the impact of their choices.
	The inquiry requires students to communicate what they are learning to a teacher audience (eg. handing it in as an assignment).	The inquiry requires students to communicate what they are learning with a classroom audience.	The inquiry provides opportunities for students to communicate what they are learning with a variety of audiences.