

Rubric: Inquiry Project

Name: _____

Categories & Expectations	Friendly Language	Level 1	Level 2	Level 3	Level 4
KNOWLEDGE AND UNDERSTANDING Knowledge of concepts	<i>The student demonstrates knowledge of concepts (e.g. insert something you want the students to focus on)</i>	The student demonstrates limited knowledge of the concepts	The student demonstrates some knowledge of concepts	The student demonstrates good knowledge of concepts	The student demonstrates thorough knowledge of concepts
Understanding of concepts	<i>The student demonstrates understanding of concepts (e.g. They can discuss concepts and answer questions)</i>	The student shows limited understanding of concepts	The student shows some understanding of concepts	The student shows good understanding of concepts	The student shows insightful understanding of concepts
THINKING Use of creative/critical thinking processes	<i>The student creates a product that reflects their learning and the key concepts. They also use creative/critical thinking processes with effectiveness.</i>	The student uses creative/critical thinking processes to create a final product and reflect on their learning with limited effectiveness	The student uses creative/critical thinking processes to create final product and to reflect on their learning with some effectiveness	The student uses creative/critical thinking processes to create final product and to reflect on their learning with considerable effectiveness	The student uses creative/critical thinking processes to create a final product and reflect on their learning with a high degree of effectiveness
COMMUNICATION Expression and organization of ideas and information in oral, written, and visual forms	<i>The student expresses and organizes ideas and information with effectiveness. This may be shared in a variety of formats.</i>	The student effectively organizes ideas in presenting results of inquiry with limited effectiveness	The student organizes ideas in presenting results of inquiry with some effectiveness	The student organizes ideas in presenting results of inquiry with considerable effectiveness	The student organizes ideas in presenting results of inquiry with a high degree of effectiveness
Communication for different audiences and purposes	<i>The student communicates for different audiences and purposes with effectiveness. Example, videos, pictures, discussion and written information.</i>	The student presents findings of inquiry for different audiences with limited effectiveness	The student presents findings of inquiry for different audiences with some effectiveness	The student presents findings of inquiry for different audiences with considerable effectiveness	The student presents findings of inquiry for different audiences with a high degree of effectiveness
Use of conventions, vocabulary, and terminology	<i>The student uses vocabulary, and terminology related to their concepts and within their inquiry project presentation.</i>	The student uses vocabulary and terminology within their inquiry project with limited effectiveness	The student uses vocabulary and terminology within their inquiry project with some effectiveness	The student uses vocabulary and terminology related to their inquiry project with considerable effectiveness	The student uses vocabulary and terminology related to their inquiry project with a high degree of effectiveness

APPLICATION Making connections within and between contexts	<i>The student makes connections between their project and the world outside the school (real life).</i>	The student makes a limited number of connections between the project and the world outside the school.	The student makes some connections between project and the world outside the school	The student makes a variety of connections between project and the world outside the school	The student makes a wide variety of connections between project work and the world outside the school
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