**Rubric for Inquiry – ELA 8 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message/ Meaning** | **Clarity of message** | Subject, topic, theme, or issue has been thoroughly investigated and presented in way that offers the reader or viewer a detailed understanding. The message is complex and refined. | Subject, topic, theme, or issue has been investigated and presented in a way that offers the reader or viewer understanding. The message is clear. | Subject, topic, theme, or issue has been mostly investigated and presented in a way that offers the reader or viewer understanding of most of the information. More time should be spent considering the message and how best to convey it. | Subject, topic, theme, or issue has been somewhat investigated and presented in a way that offers the reader or viewer somewhat of an understanding. Have someone who does not know the topic look over the information to see if it makes sense to them. |
| **Questions/ language of inquiry** | You have clearly engaged in the topic of interest and have formulated a number of insightful questions that have led to an in depth inquiry process. | You have understood your topic and have asked appropriate questions to lead to a solid inquiry. | Some help was needed to explore the topic and formulate questions which would lead to inquiry. More time could be spent exploring how a topic is interesting. | You needed guidance through the inquiry process. More time must be spent asking questions before beginning to find out answers. Choose a topic that is very meaningful to you. |
| **Organization and Coherence** | **Preparation** | A plan was thoroughly prepared and adhered to in order to access, gather, and record relevant information as well as added items (maps graphs, pictures, etc). You were able to thoroughly identify knowledge and ideas to further your inquiry and employ strategies to clarify group needs. Preparation clearly led to in depth understanding and presentation of message. | A plan was prepared and adhered to in order to access, gather, and record relevant information. You were able to identify ideas, knowledge and strategies which further helped to identify group needs. Your preparation resulted in a clear message and adequate understanding. | Most of a plan was prepared in order to access, gather, and record mostly relevant information. You needed assistance in following through with the plan and identifying group needs. More time needs to be spent refining the plan and setting reasonable deadlines. | Somewhat of a plan was prepared in order to access, gather, and record information. Try using a pen and paper to write things down as you look it up - this helps to avoid copying and pasting. Much more time needs to be spent considering the value of a plan to you and your group. |
| **Research and citation** | Your research took you to both expected and unexpected places. You were highly engaged in your topic and looked for multiple perspectives. Your final product cited your sources thoroughly. | You were able to collaborate and search a variety of sources. You adjusted your research as needed. Your final product cited your sources accurately. | You needed some help taking your research beyond the basics. You cited your sources but should spend a little more time exploring options for research and ways to cite those tricky sources. | You are having trouble knowing where to go for information and how to cite your sources accurately and appropriately. Spend time being clear about your inquiry questions and exploring ways to find the answers. |
| **Organization** | You data has been thoroughly sorted, organized, classified, and extended in order of priority, using information technology tools (MS Office, internet, blogs, TV/video, etc). You have collected and summarized your information effectively and have tried using new methods in order to enhance the project. | You data has been sorted, organized, classified, and extended in order of priority, using information technology tools (MS Office, internet, blogs, TV/video, etc). You have taken notes in point form and determined an organization that effectively communicates your main ideas and supporting details. | Your data has been mostly sorted, organized, classified, and extended in order of priority, using information technology tools (MS Office, internet, blogs, TV/video, etc). More time could be spent considering how best to summarize your findings while you are researching and how to ultimately organize the message. | Your data has been somewhat sorted, organized, classified, and extended using information technology tools (MS Office, internet, blogs, TV/video, etc). Try asking for help if you are unsure of where to start. A graphic organizer may help. |
| **Extending, concluding and developing a point of view** | You were able to insightfully and confidently represent, articulate and explain your viewpoints as a result of your inquiry. You summarized your own ideas and conclusions thoroughly and compellingly. You have connected this inquiry to yourself and the world around you. | You were able to represent, articulate and explain your viewpoints as a result of your inquiry and summarize your own ideas and conclusions. You have been able to connect this inquiry to outside experiences. | With help, you were able to somewhat represent and explain your viewpoint as a result of this inquiry. You have developed some of your own ideas and conclusions. You could take your thinking further and explore how this inquiry is important on a larger scale. Why was it important to you? To others? | You are having trouble extending, concluding and developing your own point of view. Return to your original inquiry questions. What have you learned? How is it important to you and to others? |
| **Style and Language Choices** | **Clarity and originality of language** | Responsibility for communication of information clearly rests with the student. Wording has been carefully considered and presented and additional multi-media text enhances the message. | The information is in the student’s own words. Any multi-media text clearly belongs in the presentation as a way to clarify the message. | Assistance was needed to move from the information gathering to the presentation of information stage. More time should be spend working on making the message the student’s own. | Even with assistance, some difficulty occurred in creating a personal message after information was gathered. Working with someone to sort of new understanding might be helpful. |

**Feedback:**