**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rubric for CC9.2 Researched Inquiry Project**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **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** | Formulate questions | 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. | Much help was needed to get you through the inquiry process. More time must be spent asking questions before beginning to find out answers. What do you want to know about your topic? |
| Summarize personal knowledge and understanding | You insightfully and fully summarized your growth in personal knowledge and understanding from the beginning of your inquiry through to the end. You were able to discuss how your gain in knowledge fuelled your inquiry and answered question you had about your topic. | At the beginning of your inquiry journey, you were able to summarize your prior knowledge and understanding. After your exploration was complete, you were able to explain the growth in your personal knowledge and understanding | With help, you were able to summarize some of the growth in knowledge and understanding you had from the start to the end of your inquiry. Look back in your work and consider where you started. How did you come to fully answer your questions? How can your share this clearly and on your own? | Think about what you started out knowing about your topic. Think about what you learned. How can you share this increase in knowledge and understanding so others can see your path to learning? |
| Assess knowledge gained and form personal conclusions | Impressive! You have a great ability to assess the knowledge you have learned and to synthesize the information to make an informed, insightful conclusion. | You are able to assess the knowledge you have gained through the inquiry process and form some strong conclusions. | You need some help assessing the knowledge gained through the inquiry process. You are unclear of how the knowledge gained answers your original question. Think about how the information you have learned helps you answer your original question. | Think about exactly how the information that you have learned answers your original question. Did the information answer your question clearly? Do you need to dig deeper to answer your question more fully? Were you sidetracked in your research and did you gain knowledge that wasn’t directly to your question? |
| **Organization and Coherence** | Select and use a plan for gathering ideas and information and use a variety of tools and resources | Data has been thoroughly researched, sorted, organized, classified, and extended using information technology tools (MS Office, internet, e-mail, threaded discussion, file sharing etc). You have tried using new methods and new resources (group discussions, interviews etc) in order to enhance your project. | Data has been researched, sorted, organized, classified, and extended using information technology tools (MS Office, internet, e-mail, threaded discussion, file sharing etc). You have engaged in adequate resources (group discussions, interviews etc) and used tools appropriately. | Data has been mostly researched, sorted, organized, classified, and extended using information technology tools (MS Office, internet, e-mail, threaded discussion, file sharing etc). More time could be spent considering how best to organize the message. What parts of your information go together? Where can you find more information? | Data has been somewhat researched, sorted, organized, classified, and extended using information technology tools (MS Office, internet, e-mail, threaded discussion, file sharing etc). Try asking for help if you are unsure of where to start. Where can you go for information? How can you gather ideas? How can you organize your work? |
| Assess usefulness, authenticity and reliability of information | Wow! You have done an excellent job of assessing resources using pre-established criteria. You have also created unique criteria that helps establish if a resource is useful, authentic and reliable. You know when a resource is good! | On your own, you are able to assess if a resource is useful, authentic and reliable by using pre-established criteria. | Some help is needed to determine whether a resource is useful, authentic and reliable. You seem confused by the criteria. Practice using the criteria checklist with a variety of digital and non-digital resources. | Much help was needed to guide you through the process of assessing a resource to determine whether it is useful, authentic and reliable. After viewing or reading a resource, make sure to ask the questions on the criteria checklist. How do you know if you can depend on the information you are looking at? |
| Cite authors and publication dates of sources | Information is gathered from multiple electronic and non-electronic sources. There is a comprehensive citation list that is thorough and well organized. | Information is gathered from multiple electronic and non-electronic sources and cited properly. | Information is gathered from limited electronic and non-electronic sources. Errors in citing authors and sources are evident. More time could be spent practicing citing sources. | You are finding citing resources challenging. Make sure to cite resources immediately after reading or viewing them by using an online citation maker. |
| **Style and Language Choices** | Share findings in an appropriate and clear format **(website)** using visual, written and auditory language appropriate for audience and purpose | Responsibility for communication of information clearly rests with you. Wording has been carefully considered and presented and additional multi-media text enhances the message in a way that is suitable for audience and purpose. An effective website has been utilized to creatively share information. | The information is in your own words. Any multi-media text clearly belongs in the presentation as a way to clarify the message. You have considered audience and purpose when choosing your method of presentation and in constructing your website. | Assistance was needed to move from the information gathering to the presentation of information stage. More time should be spent working on making the message your own. Really think about why you are sharing your information and with whom. | Even with assistance, some difficulty occurred in creating a personal message after information was gathered. Working with someone to sort out new understanding might be helpful. Be really clear about who you are sharing your learning with and why you are sharing. |
| Language of Inquiry | You have done an excellent job of correctly and confidently using the language of inquiry throughout your presentation. (I.e wonder, inquiry questions, focus, task, formulate, solutions, conclusions, decisions, alternatives) | You accurately use the language of inquiry throughout your presentation. (I.e wonder, inquiry questions, focus, task, formulate, solutions, conclusions, decisions, alternatives) | When prompted, you were able to use the language of inquiry in your presentation. Spend some more time with the vocabulary. | You experienced a fair bit of difficulty with the language of inquiry. What does inquiry mean? Where can you find vocabulary associated with inquiry? |

**Feedback:**