

Generic Rubric to Assess a Research-based Project (Inquiry)

Categories & Expectations	Criteria	Level 1	Level 2	Level 3	Level 4
KNOWLEDGE AND UNDERSTANDING Knowledge of content	<i>The student demonstrates knowledge of content (e.g. facts)</i>	The student demonstrates limited knowledge of the content. (life of the famous person)	The student demonstrates some knowledge of content	The student demonstrates good knowledge of content	The student demonstrates thorough knowledge of content
Understanding of content	<i>The student demonstrates understanding of content (e.g. significance of concepts, ideas, theories)</i>	The student shows limited understanding of the content. (significance of the famous person on their times)	The student shows some understanding of content	The student shows good understanding of content	The student shows insightful understanding of content
THINKING Use of creative/critical thinking processes	<i>The student uses creative/critical thinking processes with effectiveness to create a new product and reflect on the learning</i>	The student uses creative/critical thinking processes to create final product (biography report) 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 limited effectiveness	The student uses creative/critical thinking processes to create final product and reflect on their learning with limited 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</i>	The student effectively organizes ideas in presenting results of inquiry with limited effectiveness (report format)	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</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 conventions, vocabulary, and terminology</i>	The student uses conventions, vocabulary, and terminology related to making and presenting	The student uses conventions, vocabulary, and terminology related to making and presenting	The student uses conventions, vocabulary, and terminology related to making and presenting	The student uses conventions, vocabulary, and terminology related to making and presenting

		products for inquiry with limited effectiveness	products for inquiry with some effectiveness	products for inquiry with considerable effectiveness	products for inquiry with a high degree of effectiveness
APPLICATION Making connections within and between contexts	<i>The student makes connections between project and the world outside the school</i>	The student makes a limited number of connections between the project and the world outside the school. (connection between life of the famous person and the impact of that person has on their own world and society)	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