

Rubric: Inquiry Project

Guiding Question: How can we make our school a “Green School”?

Categories & Expectations	Friendly Language	Level 1	Level 2	Level 3	Level 4
KNOWLEDGE AND UNDERSTANDING Knowledge of concepts through research	<i>The student demonstrates knowledge and understanding of impacts on the environment through research</i>	The student demonstrates limited knowledge and understanding of impacts on the environment through research	The student demonstrates some knowledge and understanding of impacts on the environment through research	The student demonstrates good knowledge and understanding of impacts on the environment through research	The student demonstrates thorough knowledge and understanding of impacts on the environment through research
THINKING Use of creative/critical thinking processes through creation of final product	<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
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 and our Catholic faith	<i>The student makes connections between their project and our Catholic faith.</i>	The student makes a limited number of connections between the project and our Catholic faith.	The student makes some connections between project and our Catholic faith.	The student makes a variety of connections between project and our Catholic faith.	The student makes a wide variety of connections between project work and our Catholic faith.
Total Score					