



INQUIRY AND ANALYSIS RUBRIC

Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the products of analysis and inquiry, not the processes themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

Conclusions

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level 1 performance.

	Not Approaching 0	Approaching 1	Meeting 2 (CORE ASSESSMENT BENCHMARK)	Exceeding 3	Capstone 4 (GRADUATING ASSESSMENT BENCHMARK)
Topic Selection	Does not meet level 1 achievement target of 'Approaching'.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.
Existing Knowledge, Research, and/or Views	Does not meet level 1 achievement target of 'Approaching'.	Presents information from irrelevant sources representing limited points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	