EDR 627 Rubric: Inquiry Project (updated 7/7/15)

by Grand Valley Education Administrator

Inquiry Project

Standards

INTASC-2013.7 Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

INTASC-2013.8 Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IRA-2010.2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections.

IRA-2010.2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Directions to the Student

Create an inquiry project for the grade level and topic of your choice. The topic must be in a content area (science, social studies, math, health, etc.) Because you will be incorporating language arts areas the topic may not be a literacy area. This project is a culmination of the learning of the course materials including learning about the use of inquiry in the classroom, how to integrate media and text materials with your curriculum, and showing your understanding of the role that reading strategies play in learning content. To share your inquiry project you can choose from creating a word document with active links, a wiki page, a prezi, or a glogster. The following components will be created over the course of the semester and included in whichever project design you choose.

1. Introduction:
   The introduction will include the content area and topic you will use for your project (i.e: content area might be math, topic area might be fractions). You have a choice of the standards you would like to use to guide your project creation but it is likely everyone is using Common Core: one to two content standards, one language arts Common Core standard, and one technology standard. (These
should be for your grade level.) Inquiry tab has all standards.

2. Task:
The task informs the learners of what their end-result or culminating project will be (this aligns with your chosen standards). What do-able, interesting task are you expecting students to complete? Specify what kinds of information you expect your students to find, retell, and synthesize. This should be about a paragraph and written in language your students will understand. We will look at various tasks in class and how to make them engaging and real-life situations your students will be excited to tackle!

3. Process:
The process identifies the steps the learners should go through to accomplish the task. In class we will look at the inquiry process to use. This process is also found in the tab for the inquiry project on Blackboard. In each step of the process you will share how students will complete the discovery of the information. The steps of the process will also include (integrated within the steps):

- **How the process or part of the process is differentiated** for your students who may struggle with reading and writing and for ELL students.
- A minimum of **five quality online sources** for students to explore to help them complete their task. These must be appropriate for their age, easy to navigate, and interesting. The sources should provide current and accurate information about your topic.
- A minimum of **one quality video** to enhance the learning of the topic, to engage students visually, and to provide motivation for the topic. (Online videos are encouraged over videos your school may have.)
- A minimum of **seven texts** that will be utilized by students or by you sharing with students to gain information for learning about the topic. The texts should be appropriate to students’ age, contain accurate information, and show your understanding of high quality text for children. **The texts need to have a copyright of 2000 or later.**
- **Two strategies** learned in class and how you will use them to help children navigate the texts you have chosen. These strategies must be **different** than the strategies chosen for your strategy chats. For each strategy:
  - Explain the reason why you chose each strategy
  - Why the strategy supports the reading of the text you will use the strategy with (name the exact text that the strategy would be designed for)
  - A description of how you would use the strategy
  - How you feel the strategy will benefit your students.

4. Evaluation:
The evaluation describes to the students how their culminating projects will be
evaluated. Explain how you will assess the students in formative ways and a summative assessment. The actual assessments do not need to be created but you will explain what you would like to assess and the format of assessment. Draw on the experiences you have learned about assessment in your program including informal assessments.

5. Self-Evaluation:
The self-evaluation is found in the Inquiry Project tab on BB. This will serve as a checklist for you to make sure you have covered all areas of the project. This does not need to be turned in but it can insure you that have all areas covered.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

Inquiry Project
<table>
<thead>
<tr>
<th>ILA 2.2 InTASC 7</th>
<th>Proficient (3) (3,000 pts)</th>
<th>Developing (2) (2,000 pts)</th>
<th>Unsatisfactory (1) (1,000 pt)</th>
<th>Unacceptable (0) (0,000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1.000, 25%) INTASC-2013.7 IRA-2010.2.2</td>
<td>Provided appropriate in-depth instruction and strategies in the inquiry process for all readers and writers, especially those who struggle with reading and writing.</td>
<td>Provided developing instruction in the inquiry process for readers and writers.</td>
<td>Provided unsatisfactory instruction in the inquiry process for readers and writers.</td>
<td>Did not provide instruction in the inquiry process for readers and writers.</td>
</tr>
<tr>
<td>ILA 2.2 InTASC 8</td>
<td>Differentiated instructional approaches in the inquiry project to meet students’ reading and writing needs.</td>
<td>Demonstrated a developing level of differentiation with instructional approaches.</td>
<td>Demonstrated an unsatisfactory level of differentiation with instructional approaches.</td>
<td>Did not demonstrate differentiation with instructional approaches.</td>
</tr>
<tr>
<td>(1.000, 25%) INTASC-2013.8 IRA-2010.2.2</td>
<td>Adapted instructional materials and approaches in the inquiry project to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.</td>
<td>Demonstrated a developing ability to adapt instructional materials or approaches in the inquiry project to meet the needs of English learners or students who struggle to learn to read and write.</td>
<td>Demonstrated an unsatisfactory ability to adapt instructional materials or approaches in the inquiry project to meet the needs of English learners or students who struggle to learn to read and write.</td>
<td>Did not adapt instructional materials or approaches in the inquiry project to meet the needs of English learners or students who struggle to learn to read and write.</td>
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<tr>
<td>ILA 2.3 InTASC 7</td>
<td>Demonstrated knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources for use in lesson designs.</td>
<td>Demonstrated a developing knowledge of traditional print, digital, and online resources for use in lesson designs.</td>
<td>Demonstrated an unsatisfactory knowledge of traditional print, digital, and online resources for use in lesson designs.</td>
<td>Did no demonstrate knowledge of traditional print, digital, and online resources for use in lesson designs.</td>
</tr>
<tr>
<td>(1.000, 25%) INTASC-2013.7 IRA-2010.2.3</td>
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