* **Inquiry Essay:** Inquired-based learning environments ask the following questions: What do we know now? What do we need to know? How do we find out? Then, students solve it, try it, or do it.

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| **EVALUATION CRITERIA** | | **0-12 points****Unsatisfactory****(Below 60%)** | | **13-14 points****Emerging****(65%-70%)** | **15-16 points****Satisfactory****(75%-80%)** | **17-18 points****Proficient****(85%-90%)** | **19-20 points****Distinguished****(95%-100%)** | **SCORE** |
| Question/Purpose/  Hypothesis | | The purpose of the question to be answered during the investigation is erroneous or irrelevant. The hypothesis does not demonstrate a cause/effect relationship or is not stated clearly. | | The purpose of the question to be answered during the investigation is partially identified and is stated in an unclear manner. The hypothesis is stated in a partial "If...then..." format; it demonstrates a cause/effect relationship. | The purpose of the question to be answered during the investigation is identified. The hypothesis is stated in a partial "If...then..." format; it demonstrates a cause/effect relationship. | The purpose of the question to be answered during the investigation is clearly identified and stated. The hypothesis is stated in a "If...then..." format; it demonstrates a cause/effect relationship. | The purpose of the question to be answered during the investigation is clearly identified and stated in a very detailed manner. The hypothesis is stated in the "If...then..." format; it clearly demonstrates and explains a cause/effect relationship. |  |
| Identifying Factors | | Three or four of the variables, constants, or control were not accurately identified, or there are not at least 3 constants identified. | | Two of the variables, constants, or control were not identified, or there are not at least 3 constants identified. | One of the variables, constants, or the control was not accurately identified, or there is not at least 3 constants identified. | Variables, control, and constants are accurately identified, with at least 3 constants identified. | Variables, control, and constants are accurately identified, with at least 5 constants identified. |  |
| Procedure/Data | | Procedures do not accurately list the steps of the investigation. Data is not shown or is inaccurate. | | Procedures are listed but are not in logical order or are difficult to follow. Provides representation of the data in written form, but no charts, graphs, or tables are present. | Procedures are listed in a relatively logical order and are somewhat easy to follow. Fair representation of the data is evident in tables and/or graphs. Charts, graphs, and tables lack labels and/or titles. | Procedures are listed in a logical order. Fair representation of the data is evident in tables and/or graphs. Charts, graphs, and tables are labeled and/or titled. | Procedures are listed in a clear, logical order. Each step is numbered and is in a complete sentence. Accurate representation of the data is evident in tables and/or graphs. Charts, graphs, and tables are clearly labeled and accurately titled. |  |
| Conclusion/  Analysis | | No conclusion was included in the report, OR the report shows little effort and reflection. | | Conclusion includes what was learned from the investigation. | Conclusion includes whether findings supported the hypothesis and what was learned from the investigation. | Conclusion details whether findings supported the hypothesis and clearly defines what was learned from the investigation. | Conclusion clearly details whether the findings supported the hypothesis, possible sources of error, and clearly defines what was learned from the experiment. |  |
| Writing Mechanics | | Writing is extremely unfocused, rambling, or contains major errors; it lacks detail and relevant data and information; it is extremely disorganized. Does not use APA guidelines. | | Writing is unfocused, rambling, or contains serious errors; it lacks detail and relevant data and information; writing is poorly organized. Uses APA guidelines with major violations to cite sources. | Writing somewhat lacks clarity or conciseness; it gives sufficient detail and relevant data and information. Reflects knowledge of APA guidelines with minor violations to cite sources. | Writing is accomplished in terms of clarity and conciseness; it includes sufficient details and relevant data and information; it is well-organized. Uses APA guidelines and cites sources accurately. | Writing demonstrates a sophisticated clarity, conciseness, and correctness; it includes thorough details and relevant data and information; it is extremely well-organized. Uses APA guidelines accurately and consistently to cite all sources. |  |
| Additional Comments: | |  | | | | **Total Rubric Score =**  **100 points** |  |
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