Rubric for Grade 9 Discipline Inquiry

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Beginning | Developing | Emerging | Aspiring |
| Authenticity | Work requires finding and recalling static and inert facts | Work has some connection to the world outside the classroom | Work requires productive collaboration with each other and with experts around matters that are central to the discipline and the broader community outside of school | Work requires productive collaboration with each other and with experts around real problems, issues, questions or ideas that are of real concern and central to the discipline, the students, and the broader community outside of school |
| Fosters Deep Learning | Work builds on group think by requiring a simple solution and/or absolute conclusion by experts with no consideration of implications/facts | Work requires students to draw conclusions with simplistic solutions, and a cursory examination of implications/ facts | Work allows students to * formulate plausible solutions
* voice opinions
* formulate reasonable conclusions/judgement based on evidence,
* consider implications that reach beyond the immediate situation
 | Work allows students to* be innovative and creative
* to formulate plausible, coherent working theories,
* formulate well-reasoned conclusions/judgements based on evidence with an examination of different viewpoints
* analyze assumptions
* thoroughly examine implications
* consider ambiguities
* make connections among concepts
 |
| Adds Value Beyond the School | Work would not likely be tackled outside a school setting and can be completed in the school setting. | Work somewhat connects to the work of adults outside the school and requires some connection to community outside school setting | Work addresses a question, exploration, issue or problem grounded in the life and work beyond the school. Adults outside of the school are intrigued by the study. It meets school approval and requires students to engage with their community (locally, provincially, nationally, and/or globally). | Work is recognizable to those working within the discipline or profession (someone working in the industry might actually tackle a similar question) and it meets school approval and requires students to contribute to their community (locally, provincially, nationally, and/or globally). |
| Learn with Digital Technologies | Digital technologies are used but contribute little value to student learning | Digital technologies are used in effective ways contributing to enjoyment of learning | Digital technologies are used in ways that are appropriate to their use in the discipline/profession, the world beyond the school, and add value to student learning | Digital technologies are used in ways that mirror their use in the discipline/profession, the world beyond school, and extend, expand, and deepen student learning. |
| Engage in Active Exploration | Work requires students to receive information about a topic | Work requires students to gather information about a topic | Work requires students to gather information about a topic and apply their knowledge in a variety of situations | Work requires students to develop knowledge through the ways of working that are central to the discipline (field work, labs, interviews, studio work, construction, etc.) to negotiate a fit between personal ideas and the ideas of others.  |
| Connecting with Experts | Student hears or reads about relevant information from teacher given resources | Students watch speakers or interviews with experts from outside the classroom | Students observe and interact with adults with relevant expertise and experience in a variety of situations | Students engage with experts and professionals beyond the classroom to deepen their understanding and improve their performance and product. |
| Elaborated Forms of Communication | Student does not take opportunity to discuss work with others except the teacher | Students share their work with classmates and the teacher | Students share their work with an audience that includes adults outside the classroom and negotiate conversation within that group | Students share their work with an audience that includes adults outside the classroom and negotiate conversation within that group as well as mirror what would be done in the industry |