# Student rubric for Student-initiated inquiry

NB. Students may need time to explore their ideas and interests informally before identifying a ‘project’ and developing a plan.

Adapting and adjusting a plan along the way is a desirable, higher order skill and is encouraged throughout the process.

Support, assistance and feedback can be given by a number of mentors (eg teachers, LSOs, other informed adults or experts, students with expertise)

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| Criteria | Explore | Experiment | Expand | Embed |
| **Project Choice**  *Choosing a project that stretches your learning* | Selecting an area of personal interest to pursue.  With support and guidance developing the area of interest into a project idea that will stretch your thinking and learning. | Using the learning environment and own areas of interest to generate ideas for a project.  Using criteria or feedback to check if my project is challenging or stretching my learning. | Seeking ideas from a variety of sources to generate ideas for a project that will challenge me.  Explaining and justifying how my project challenges and stretches my learning. | Seeking out inspiration from real world events as well as own interests and experiences to design a project that challenges me in several ways |
| **Planning**  *Creating a well thought-out plan and adapting it when necessary during the process* | Creating a step by step plan with support.  Adjusting the plan along the way after feedback and assistance from a mentor. | Using scaffolds (eg inquiry processes, or planning templates) to develop a plan that shows the main steps.  Adding detail to the plan and adjusting it with support during the project. | Using resources to create and document a clear plan that matches the aim of the project.  Adapting the plan during the course of the project in response to feedback from a mentor, new information or a problem to be solved. | Using resources to create and document a clear and detailed plan that matches the aim of the project.  Continuously reflecting on the plan, identifying improvements, and recording and applying changes throughout the project. |
| **Self-management**  *Managing yourself effectively throughout the project* | Carrying out the plan with teacher guidance at each stage  Identifying, gathering and organising some resources with assistance  Working towards the end goal with a positive attitude | Taking responsibility for implementing the steps of the plan with support at most stages.  Staying on task and collecting resources needed for the project with support.  Facing setbacks with guidance and support. | Taking responsibility for implementing the steps of plan with some support at key stages.  Accepting setbacks as part of the process and asking for help when needed.  Being organised for each step of the learning, managing my time and resources. | Managing each stage of the project, including time and resources, effectively.  Seeking timely advice, assistance and feedback from appropriate sources.  Remaining focussed and determined, accepting set-backs with a positive mindset. |
| **Collaboration**  *Collaborating with others in order to achieve a high quality project when working in a team, or individually.* | Accepting and fulfilling a designated role when working with a group.  Being open to advice and help from others. | Listening to others when working in a group.  Making a positive contribution to a group effort.  Asking others for help when I need it. | Working effectively when involved in a group project by contributing ideas and sharing the workload.  Valuing the support and ideas of others.  Asking for help when needed and acting on advice and feedback. | Working towards a common goal when working in a team by: contributing ideas, negotiating and compromising, sharing the workload, and encouraging and supporting my team members.  Seeking out others for feedback, support or expert advice in order to achieve my goals. |
| **Dispositions**  *Using learning dispositions, especially persistence, resilience and problem-solving throughout the project* | Naming and noticing dispositions I have used in implementing my project plan. | Reflecting on and describing dispositions I have used.  Identifying dispositions I may need as I work through my project plan. | Describing and explaining how I have used dispositions to help me learn.  Identifying further dispositions I will need and setting goals. | Recognising and applying dispositions that are needed in particular situations.  Reflecting on the effectiveness of dispositions I have used, understanding my strengths as a learner and setting goals based on areas I want to improve. |
| **Reflection**  *Reflecting on work and learning throughout the project* | Retelling what I have done and what I am proud of. | Retelling what I have done and identifying what worked well and what would work better next time. | Explaining what I have achieved and the process of how I went about it.  Evaluating the process and making recommendations for improvement. | Continuously reflecting on my learning and making adjustments as a result of this.  Making connections between my reflection and how I am developing as a learner. |
| **Feedback**  *Seeking out and acting on feedback throughout the project*  *Feedback from peers, teachers* | Listening to feedback | Listening to feedback and making some changes with support  Asking for feedback and sometimes reflecting on it with support | Asking for feedback for specific purposes.  Listening to feedback and making some changes independently | Asking questions for specific feedback from a variety of sources  Reflecting on feedback and choosing appropriate feedback to act on and set new goals |
| **Sharing**  *Sharing your finished project and your learning journey with an audience* | Sharing my completed project with a familiar audience. | Sharing my completed project and some of my my learning with a familiar audience. | Choosing an appropriate method to share my new learning to target audience.  Sharing some achievements and challenges I faced as a learner during the project. | Choosing an appropriate method to share my learning in an engaging way with an appropriate and expanding audience.  Explaining how I extended myself as a learner during the project. |

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