

B2 Inquiry and Analysis Rubric

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

B2: Students will systematically explore issues, problems, objects, and works through the collection and analysis of evidence, identification of informed conclusions, and analysis of complex topics by breaking them down.

	Capstone 4	Milestones 3 2		Benchmark 1
Scope and Existing Knowledge	Synthesizes in-depth information on a focused, manageable topic from relevant sources representing various points of view/approaches.	Presents in-depth information on a manageable topic from relevant sources representing various points of view/approaches.	Presents information from relevant sources, but represents limited points of view/approaches and/or the scope is not appropriate (either too wide or too narrow).	Presents information from irrelevant sources or uses relevant sources ineffectively or incorrectly. Represents limited points of view/approaches. Topic is inappropriate in scope.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized across disciplines or relevant subdisciplines.	All elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions and Implications	States a conclusion that is a logical extrapolation from the inquiry findings. Discusses in detail relevant limitations or uncertainties.	States a conclusion that follows from the inquiry findings. Identifies relevant limitations, uncertainties, and their implications.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. Presents relevant and supported limitations and implications.	States and ambiguous, illogical, or unsupported conclusion from inquiry findings. Presents limitations and implications, but they are possibly irrelevant and unsupported.

Adapted from "Inquiry and Analysis VALUE Rubric" by the Association of American Colleges and Universities, 2009, <https://www.aacu.org/value-rubrics>.

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