

I-Search Paper Scoring Rubric

| Dimensions | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) |
|---|--|---|---|---|
| [Part I] Introduction: Question | The student develops/articulates what their question is and why it is personally meaningful to them. Question is clearly relevant to the seminar theme. | The student develops/articulates what their question is and why it is personally meaningful to them and loosely connected to the seminar theme. | The student describes what their question is and includes some detail of why it is personally meaningful to them. | The student provides a question that lacks focus and clarity. |
| [Part I] Introduction: Background | The student articulates what they already know about the question. The student provides information about his/her relevant experiences and background knowledge relating to the chosen topic/question with a high level of depth. | The student explains what they already know about the question. The student provides sufficient information about his/her relevant experiences and/or prior background knowledge related to their topic/question. | The student provides some information about his/her experiences and background knowledge of the question | Cursory information regarding the student's experiences and knowledge is provided. |
| [Part I] Searching: <i>Search Strategies and Plan</i> | The student provides specific and detailed information about his/her intended search process, including logical strategies they will use to find information and seek feedback. | The student provides general information about his/her intended search process, including logical strategies that will be used to find information and seek feedback. | The student provides a superficial description about their intended search process and alludes to strategies they will use in the search process. | The student provides a vague description about their intended search process which lacks details and/or strategies in conducting their search. |
| [Part II] Searching: <i>Process</i> | The student provides specific and detailed information about his/her actual search process, including logical steps they used to find information and seek feedback. A detailed description of how the question or the search process changed or did not change is included. | The student provides a general overview about his/her actual search process, including logical steps they used to find information and seek feedback. A general description of how the question or the search process may or may not have change is included. | The student provides a superficial description about their actual search process and alludes to superficial strategies they used in the search process. A cursory description of how the process changed or did not change is included. | The student provides a vague description about their actual search process which lacks details and/or strategies in conducting their search and does not address how the search process changed over the course of the project. |

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| [Part II] Searching: <i>Sources</i> | The selected sources are well-chosen and represent a broad range of viewpoints. The selected sources clearly supports the purpose of the search, and informs the I-Search question. | The selected sources include some range of viewpoints. The selected sources are at least one trustworthy human source and four credible internet/text-based sources that demonstrate an appropriate breadth of viewpoints. The sources are relevant to the purpose and focus of the I-Search paper. | Some variety in sources demonstrates a limited range of viewpoints. The connection of sources to the purpose and compelling question may not be clear. | An insufficient variety of sources and does not provide differing perspectives. Sources do not appear to support the purpose and compelling question. |
| [Part III] Searching: <i>Reflection</i> | The student provides a thoughtful reflection on the I-Search process and findings and describes in detail how his/her thinking, question, and/or topic has evolved during the course of inquiry. | The student provides a thoughtful reflection on the I-Search process and alludes to how his/her thinking, question, and/or topic has evolved during the course of inquiry. | The student provides a brief summary on the I-Search process and findings and alludes to superficial changes in his/her thinking, question, and topic. | The student provides a cursory summary of the process and findings, but does not demonstrate growth in thinking, evolution of the question, and/or topic as result of Part I of the I-Search process. |
| [Part III] Findings: <i>Content</i> | The student accurately and precisely describes the most relevant and significant findings of his/her I-Search with a high level of depth. The findings are clearly connected to the compelling question and inferences are evident. | The student describes the most relevant and significant findings of his/her I-Search. The findings are connected to the compelling question and inferences are evident. | The student describes some major findings of the I-Search. The findings are related to the compelling question. Inferences are weakly supported with some evidence. | The student provides a cursory description of some findings. The relationship of the findings to the compelling question is not clear. Inferences are not supported with evidence. |
| [Part III] Findings: <i>Synthesis</i> | The student synthesizes the findings by identifying connections and themes across the findings, reconciling competing and differing viewpoints-while identifying potential questions for future consideration. | The student synthesizes significant findings by identifying connections and themes across the some of the findings. Student acknowledges competing and differing viewpoints. | The student provides some synthesis of findings but connections are weak. Competing/differing viewpoints may be acknowledged but not reconciled. | The student does not synthesize findings. Contradictions and differing viewpoints are not acknowledged. |

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| [Part III] Conclusion: <i>Assumptions and Implications</i> | The student proposes several ways in which the understanding gained from the I-Search may impact his/her own self-understanding as well as that of others. Comparison of new understandings with prior assumptions demonstrates that the student has grown in his/her understanding of the topic. | The student proposes several ways in which the understanding gained from the I-Search influences his/her own thinking about the topic and insights gained about the I-Search process itself. cursory comparison of new understandings with prior assumptions demonstrates some growth. | The student proposes several ways in which the understanding gained from the I-Search may impact his/her learning but not that of others. | The student provides minimal implications for how the I-Search may impact his/her learning and academic inquiry skills. |
| [Part III] Documentation | <p>The student consulted more than one expert human source or authorities;</p> <p>The student consulted more than four trustworthy internet or text-based sources;</p> <p>The student includes in-text citations of all referenced sources;</p> <p>The student includes a bibliography.</p> | <p>The student consulted at least one expert human source;</p> <p>The student consulted at least four credible internet or text-based sources.</p> <p>The student includes in-text citations of all referenced sources;</p> <p>The student includes a bibliography.</p> | <p>The student consulted a variety of sources, but fewer than required;</p> <p>The student consulted sources that are not trustworthy;</p> <p>The student provides incomplete citations OR citations do not follow a consistent style;</p> <p>Does not include a bibliography.</p> | <p>The student consulted an insufficient number or variety of sources;</p> <p>The student provided no citation information.</p> <p>The student does not include a bibliography.</p> |

Note: Artifacts that do not meet the criteria for a given dimension will receive a zero (0) or “did not address/not present.”

Academic & Personal Plan Scoring Rubric

| Dimensions | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) |
|--|---|--|---|---|
| <p><i>How does inquiry enhance my ability to learn? To continue learning?</i></p> <p>Articulates the value of the inquiry process and how it has influenced his/her results</p> | <p>Student's reflection of the inquiry process references relevant examples of how he/she applied steps of inquiry for ongoing growth, exploration, and continued development (learning).</p> | <p>The student articulates what he/she has learned about inquiry itself.</p> <p>Student's reflection of the inquiry process references some examples of how he/she applied steps of inquiry into his/her process.</p> | <p>The student explains what he/she learned about inquiry itself. Some reflection may be included but without depth.</p> | <p>The student describes something about what he/she learned about inquiry itself.</p> |
| <p><i>What have I learned? About myself? About my question? About my quest?</i></p> <p>Communicates new learning and insights</p> | <p>Student response demonstrates a relevant reflection on, and personal synthesis of the themes, theories, concepts, strategies and/or activities prompted by the seminar.</p> <p>This reflection includes describing "aha" moments within the seminar, how those moments were triggered, and clearly relating the moments to articulating new learning.</p> | <p>Student response demonstrates a reflection on, and personal synthesis of the themes, theories, concepts, strategies and/or activities prompted by the seminar.</p> <p>Some insights about students' own learning are included.</p> | <p>Student response demonstrates a description of, and synthesis of the themes, theories, concepts, strategies and/or activities prompted by the seminar. Learning insights focus on content and lacks depth in articulating insights related to learning and self.</p> | <p>Student response demonstrates a lack of reflection on or description of, theories, concepts, and/or strategies in the seminar without much insight.</p> |
| <p><i>Where am I in regards to my important decisions?</i></p> <p>Articulates decisions made and those to be made</p> | <p>The student clearly explains his/her process and standards he/she uses in making decisions, especially in relation to his/her academic and personal journey.</p> <p>This reflection articulates decisions that he/she has made around major of study and/or career as well as decisions he/she is still in the process of thinking through. Relevant examples are provided and reference to implications and consequences are clearly present.</p> | <p>The student clearly explains his/her process and standards he/she uses in making decisions.</p> <p>This reflection articulates decisions that he/she has made around major of study and/or career as well as decisions he/she is still in the process of thinking through. Some examples are provided and minimal reference to implications and consequences are present.</p> | <p>The student articulates his/her decision-making process- This reflection may include descriptions on recognizing assumptions, seeking data and information sources, and/or using criteria to select the most appropriate options. Minimal examples are provided. Very little to no reference to implication and consequences around the decision-making process.</p> | <p>The student describes the types of decisions he/she has and will make. This reflection demonstrates minimal to no depth or breadth in describing his/her decision-making process. No examples are provided. No reference to implication and consequences around the decision-making process.</p> |

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|---|--|---|--|---|
| <i>What is my action plan for myself? Articulates next steps and future plans</i> | The student articulates a relevant, personalized plan that aligns their insights, decisions, and new knowledge identified earlier in the APP. The plan contains clear and precise goals and a logical plan for reaching those goals that includes detailed short and long term next steps. | The student articulates a relevant, plan that is aligned with the insights, decisions, and new knowledge identified earlier in the APP. The plan contains general goals and a logical plan for reaching some goals that includes short and long term steps. | The student articulates an academic and personal plan that references insights, decisions, and new knowledge identified earlier in the APP. The plan contains general goals and plan that includes short and/or long term steps. | The student does not develop a coherent academic and/or personal plan to act upon in the future. Idea is not well planned, and each part of the plan is NOT developed. Only a single approach is considered and is used to make future decisions. |
| <i>Who am I as a learner? Reflection on/Analysis of his/her learning process and identifies self as learner</i> | The student clearly explains his/her own thinking about his/her own learning processes. Student response includes reference to self as a learner, as one who asks questions, seeks and considers multiple points of view, and makes decisions based on his/her ability to seek out relevant information. This analysis includes a reflection of the seminar as a learning experience and the value of the derived learning to oneself. | The student explains his/her own thinking about his/her own learning processes. Student response may include some reference to self as a learner, as one who asks questions, seeks and considers multiple points of view, and makes decisions based on his/her ability to seek out relevant information. This analysis references the seminar as a learning experience. | The student describes his/her learning process but is unclear and has little to no examples from the seminar experience. This reflection attempts to analyze the learning experience but the value of the learning to the student is vague and/or unclear. | The reflection begins to describe the student's thinking and/or learning process. The reflection does not move beyond a generic description of his/her learning experience. |

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