|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY**  |  **4****Outstanding** |  3**Fully Meets** |  **2****Approaching** |  **1****Does not meet** |
| PRODUCT and ORGANISATION | Student created an original, accurate and interesting product that thoroughly addresses the issue. Information is organized and well-constructed. Outstanding work. | Student created an accurate product that met expectations for the grade level and adequately addressed the issue.Very good work.  | Product is either accurate but does not meet expectations for thorough research for this grade level OR product covers a broad scope without in-depth research or analysis. Approaching expectations. | Product is non-existent or appears rushed or nearing completion.  |
| QUALITY OF INFORMATION | Information clearly relates to the main topic. Inquiry question is well structured: not too broad or narrow. Information supports inquiry with relevant examples or details. Student can speak in depth on the topic.  | Information clearly relates but may not fully support the inquiry question. Question may be broad or narrow. Information may appear scattered or too broad. Student can speak adequately to the topic. | Information provided is too brief and/or strays from the inquiry question. Student does not appear to be well versed on the topic. | Information has little or nothing to do with the topic. Student does not appear to know much about their inquiry question or may appear unenthusiastic about the project as a whole.  |
| QUALITY OR APPROPRIATENESS OF RESEARCH SOURCES; MECHANICS and CITATION | Research includes a full range of academic, popular, and human sources. All work is cited in a Bibliography in correct format | Research includes one academic, one popular and one human source.  Bibliography exists but may contain errors. | Research is inconsistent or relies on popular sources; resources could be used more appropriately to support the inquiry.  | Little evidence of appropriate sources.Plagiarism is suspected. Work is not cited. |
| IMAGES: DIAGRAMS, VISUALS, ILLUSTRATIONS,GRAPHS | Diagrams, illustrations, photographs, OR graphs are presented clearly, neatly, and make an impact. They further the viewer’s understanding of the topic.  | Some diagrams, illustrations, photographs, OR graphs are presented and relate to the topic but may not advance the audience’s understanding of the topic due to insufficient explanatory context. | Diagrams, illustrations, photographs, and graphs are sparse and/or presentation could be stronger. Weak or random relationship to the inquiry.  | There are no diagrams, illustrations, photographs, OR graphs. |
| STUDENT ENGAGEMENT AND OVERALL PREPARATION | Student has been engaged and inquisitive throughout the project. Student has delved deeply into the subject and may have more questions than when they started. Student is mature and insightful in their approach.  | Student has been interested and remained on topic throughout the project. Student may have experienced some confusion during the learning process but has shown growth and has emerged well informed on their topic.  | Student has invested a minimal level of engagement in the inquiry project. Student appears disinterested and/or not meeting grade level expectations for a project of this scope. Student has relied upon others and/or previous methods of research.  | Student has been absent and/or disengaged during class time throughout the much of inquiry process. Student has missed valuable instruction and has spent class time engaged in activities unrelated to the inquiry.  |