Planning Document for the Calgary Scence School Inquiry Rubric   Topic/Subject:

Authenticity:

Where does this topic live in the world? What are some of the current questions that experts are wrestling with in this area? What will students find relevant about this topic? Why would someone care about this topic? What are the ways that experts in this field do their work? What counts as evidence or proof within this topic? How might students access or create authentic sources of data on this topic? Where will students have the opportunity to solve problems, create solutions, test ideas, recognize patterns, innovate, build or design?

Tools/Technologies:

What technologies are used by people in this discipline? Are there particular tools, technologies, types of data, sources of information, etc that experts in this areas utilize? What tools might allow students to collected data in ways similar to experts?

Ethical Citizenship:

How will students connect to this issue personally? How will the study allow students to reflect on their own values, beliefs and opinions on the issue? Are there opportunities for students to enact a solution or action plan about the issue?

Tools/Technologies:

How will the task reinforce critical and ethical uses of information and media? Will elements of thoughful digital citizenship be embedded into the study? How might technology support student reflection about their opinions or values about the topic? What tools might allow students to share their thoughts? How might technology be used to let students carry out an action plan either within or beyond the walls of the school?

Teaching for Deep Understanding:

What is worth knowing about a topic? What is the one concept students need to know in order to really understand this particular topic?

Through this study I want my students to understand that.....

What do you want your students to get better at through this task?

How will the goals of this task connect to broader goals for the term or year? What learning activities will you plan that are directed toward building deep understanding of the key learning outcomes? What habits of critical thinking will your students practice during the task?

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Assessment for Learning:

How will the design of the study intervene to increase student understanding? Where are the places you will check for student understanding throughout the task? What will you collect and/or observe as evidence of student understanding? Does this count as evidence of deep understanding of the key learning outcomes? Are their clear and direct connections between the key learning goals and the assessment criteria? How might you involve parents in the assessment practices? What opportunities exist for students to gain a clear understanding of their progress toward key learning outcomes?

Tools/Technologies:

What technologies might be used to increase formative assessment? What tools would allow for increased peer-feedback? What tools would allow student work to be shared with experts or parents to increase feedback?

Student Success:

Are there places where the students can set goals, deadlines and self -organize during the task? Can students have the opportunity to take on different roles in the study? What life skills be modeled or explicitly taught in the task? (i.e., effective group work, powerful feedback, etc)? How does the design of the study allow for a variety of student abilities and learning styles?

Tools/Technologies:

What tools would allow students to set goals and self –organize? How can technology be used to model or capture the development of life skills? How will technology be used meet the needs of all students?

Connecting with Experts:

Who in the world works in this topic? What organizations/experts can be contacted to assist with the planning of this project? What organizations/experts might be willing to collaborate with students about this topic (either face-to-face or digitally)? How might student work be shown to experts to get feedback and suggestions for next steps? Are there places where real world exemplars can be used to guide the study?

Tools/Technologies:

What technologies might be used to connect with experts? What technologies could be used to show real-world exemplars to improve student performances?

Performances of Understanding:

Do students have the opportunity to choose the most appropriate way to communicate their findings/understanding? Who is the audience for this task? Can an authentic audience for student work be found? Does the study create a knowledge building environment where students are sharing and improving ideas? Does the performance task provide an opportunity for students to flexibly use and apply understanding, rather than merely repeat it?