

Generic Rubric to Assess a Research-based Project (Inquiry)

Name: _____

Categories & Expectations	Criteria	Level 1	Level 2	Level 3	Level 4
KNOWLEDGE AND UNDERSTANDING Knowledge of concepts	<i>The student demonstrates knowledge of concepts (e.g. differences between financial concepts)</i>	The student demonstrates limited knowledge of the concepts	The student demonstrates some knowledge of concepts	The student demonstrates good knowledge of concepts	The student demonstrates thorough knowledge of concepts
Understanding of concepts	<i>The student demonstrates understanding of concepts (e.g. significance of concepts, ideas, and application of it)</i>	The student shows limited understanding of concepts	The student shows some understanding of concepts	The student shows good understanding of concepts	The student shows insightful understanding of concepts
THINKING Use of creative/critical thinking processes	<i>The student uses creative/critical thinking processes with effectiveness to create a new product and reflect on the learning and concepts</i>	The student uses creative/critical thinking processes to create a final product and reflect on their learning with limited effectiveness	The student uses creative/critical thinking processes to create final product and to reflect on their learning with some effectiveness	The student uses creative/critical thinking processes to create final product and to reflect on their learning with considerable effectiveness	The student uses creative/critical thinking processes to create a final product and reflect on their learning with a high degree of effectiveness
COMMUNICATION Expression and organization of ideas and information in oral, written, and visual forms	<i>The student expresses and organizes ideas and information with effectiveness. This may be shared in a variety of formats</i>	The student effectively organizes ideas in presenting results of inquiry with limited effectiveness	The student organizes ideas in presenting results of inquiry with some effectiveness	The student organizes ideas in presenting results of inquiry with considerable effectiveness	The student organizes ideas in presenting results of inquiry with a high degree of effectiveness
Communication for different audiences and purposes	<i>The student communicates for different audiences and purposes with effectiveness</i>	The student presents findings of inquiry for different audiences with limited effectiveness	The student presents findings of inquiry for different audiences with some effectiveness	The student presents findings of inquiry for different audiences with considerable effectiveness	The student presents findings of inquiry for different audiences with a high degree of effectiveness
Use of conventions, vocabulary, and terminology	<i>The student uses conventions, vocabulary, and terminology related to their concepts and the presentation of their inquiry project</i>	The student uses conventions, vocabulary, and terminology within their inquiry project with limited effectiveness	The student uses conventions, vocabulary, and terminology within their inquiry project with some effectiveness	The student uses conventions, vocabulary, and terminology related to their inquiry project with considerable effectiveness	The student uses conventions, vocabulary, and terminology related to their inquiry project with a high degree of effectiveness

<p>APPLICATION Making connections within and between contexts</p>	<p><i>The student makes connections between project and the world outside the school</i></p>	<p>The student makes a limited number of connections between the project and the world outside the school. (connection between life and your future finances)</p>	<p>The student makes some connections between project and the world outside the school</p>	<p>The student makes a variety of connections between project and the world outside the school</p>	<p>The student makes a wide variety of connections between project work and the world outside the school</p>
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