CIVIC INQUIRY AND INVESTIGATION RUBRIC
<table>
<thead>
<tr>
<th>Framing of the Inquiry Question</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Exemplary</th>
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</thead>
</table>
| The Inquiry Question          | • is somewhat clear and not overly broad  
• addresses a particular problem  
• engages students in the development stage  
• has the potential to meet the Common Core State Standards and/or other content standards  
• has some opportunity to develop creativity, collaboration, communication, or critical thinking skills  
• has the potential to develop participatory skills for students to take informed civic action. | • is unclear or overly broad  
• does not address a particular problem  
• did not engage students in the development stage  
• does not have the potential to meet Common Core State Standards or other content standards  
• provides little opportunity to develop creativity, collaboration, communication, or critical thinking skills  
• does not have the potential to develop participatory skills for students to take informed civic action. | • is clear, specific, authentic, and manageable  
• addresses a problem that is authentic and relevant to students  
• actively engaged students in the development stage  
• has the opportunity to develop creativity, collaboration, communication, and critical thinking skills  
• will develop cognitive and participatory skills of students to result in students’ taking informed civic action in the form of policy or direct service. |

<table>
<thead>
<tr>
<th>Civil Dialogue</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Exemplary</th>
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</thead>
</table>
| Dialogue and discourse | • values most but not all viewpoints  
• is civil or respectful at times  
• reflects some preparation in advance from the facilitator and participants  
• demonstrates some use of academic language  
• partially relies on evidence from research and multiple sources  
• is delivered by the facilitator and participants  
• allows adequate time to explore a particular idea before moving to another point  
• allows participants to feel comfortable  
• prompts questions that are authentic and refer back to previous points made in the discussion | • discredits diverse viewpoints  
• is not civil or respectful  
• is spontaneous; facilitator and participants are not prepared in advance  
• does not demonstrate use of academic language  
• does not rely on evidence from research  
• is primarily delivered by the facilitator; not by the participants  
• does not allow enough time to explore a particular idea before moving to another point  
• does not allow participants to feel comfortable  
• prompts questions are inauthentic and do not refer back to previous points made in the discussion | • values all viewpoints  
• is civil and respectful at all times  
• reflects a great deal of preparation in advance from the facilitator and participants  
• demonstrates much use of academic language  
• relies heavily on evidence from research and multiple sources  
• is led by a facilitator but primarily delivered by participants  
• allows adequate time to explore a particular idea before moving to another point  
• is intentionally designed to make all participants feel comfortable  
• prompts questions that are authentic and refer back to previous points made in the discussion  
• is monitored and “owned” by the entire group |
<table>
<thead>
<tr>
<th>Investigation</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Exemplary</th>
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</table>
| **The Investigation** | • does not prompt students to develop or respond to compelling or supporting questions to further the investigation  
• does not prompt students to delve into content areas to apply disciplinary knowledge and concepts  
• focuses on only one perspective or point of view  
• does not prompt students to seek out evidence from multiple sources  
• does not allow opportunities to evaluate sources, analyze information or make conclusions  
• is not intentionally targeted to respond to the Inquiry Question; investigation may digress from the topic  
• does not encourage or support the development of creativity, collaboration, communication, or critical thinking skills  
• does not encourage or support the use of technology or digital media | • prompts students to develop or respond to compelling or supporting questions to further the investigation  
• prompts students to delve into content areas to apply disciplinary knowledge and concepts  
• focuses on two perspectives or points of view  
• prompts students to seek out evidence from multiple sources  
• allows opportunities to evaluate sources, analyze information or make conclusions  
• is intentionally targeted to respond to the Inquiry Question; investigation does not digress from the topic  
• encourages the development of creativity, collaboration, communication, or critical thinking skills  
• encourages the use of technology or digital media | • compels students to develop or respond to compelling or supporting questions to further the investigation  
• compels students to delve into content areas to apply disciplinary knowledge and concepts  
• focuses on a variety of perspectives or points of view from traditional and non-traditional sources including centers of power and influence  
• compels students to seek out evidence from multiple sources including direct observations, surveys, legislative actions, documents, and testimonials  
• engages all students in opportunities to evaluate sources, analyze information or make conclusions  
• is intentionally targeted to respond to the Inquiry Question; investigation does not digress from the topic  
• intentionally develops creativity, collaboration, communication, or critical thinking skills  
• requires the use of technology or digital media |
<table>
<thead>
<tr>
<th>Communicate Conclusions</th>
<th>Conclusions</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Inadequate</td>
<td>Adequate</td>
<td>Exemplary</td>
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<tr>
<td></td>
<td>• are reached independently by students; no or few opportunities exist for students to collaborate</td>
<td>• are reached through a collaborative process as students work together to collect and analyze evidence; students may or may not reach consensus when determining conclusions</td>
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</tr>
<tr>
<td></td>
<td>• are not based on relevant information based on evidence</td>
<td>• are based on relevant information based on evidence</td>
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<td></td>
<td>• do not reflect an analysis of multiple perspectives or points of view</td>
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<td>• reflect an analysis of multiple perspectives by acknowledging the strengths and weaknesses of claims and counterclaims</td>
</tr>
<tr>
<td></td>
<td>• are not communicated clearly; language is vague or off topic</td>
<td>• are communicated clearly; language is appropriate and compelling</td>
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<tr>
<td></td>
<td>• do not demonstrate proficient use of academic language and conventions</td>
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<tr>
<td></td>
<td>• are communicated in a single format (i.e. writing, oral presentation) by individual students</td>
<td>• are communicated in a multiple formats (i.e. writing, oral presentation, multi-media presentations)</td>
<td>• are communicated in a multiple formats (i.e. writing, oral presentation, multi-media presentations) to a variety of audiences within and outside the school (i.e. student peers, teachers, administrators, families, community members, policymakers, legislators)</td>
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<td></td>
<td>• are not compelling; they do not inspire informed civic action</td>
<td>• are compelling and inspire informed civic action</td>
<td>• are compelling and inspire a variety of audiences (i.e. students, families, community members) to take informed civic action</td>
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<td></td>
<td>• are carefully constructed to influence or persuade constituencies with various needs and perspectives</td>
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<tr>
<td><strong>Take Informed Action</strong></td>
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<td>• is not encouraged or supported</td>
<td>• is explored if time permits</td>
<td>• is characterized as an ideal staging ground for all students to practice civic learning</td>
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<tr>
<td>• may or may not be appropriate or informed by inquiry or investigation</td>
<td>• is based on an extensive inquiry and investigative process for understanding the causes and characteristics of an issue, analysis of a variety of democratic strategies and procedures, and assessment of the challenges and opportunities faced by those who have tried to address the issue over time and place</td>
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<td>• applies a democratic procedure to address the issue in a strategic manner</td>
<td>• applies democratic procedures to address the issue in a strategic manner to a variety of audiences</td>
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<td>• utilizes a variety of tools and innovative formats to promote action (i.e. multimedia) presentations, petitions, online</td>
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<td>• includes dedicated time for students to reflect on the process and outcomes</td>
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