



CALIFORNIA --- --- DEMOCRACY SCHOOL

CIVIC INQUIRY AND INVESTIGATION RUBRIC

	Inadequate	Adequate	Exemplary
Framing of the Inquiry Question	The Inquiry Question • 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 biased, not neutral and does not allow for multiple perspectives	The Inquiry Question • is somewhat clear and not overly broad • addresses a particular problem • engaged 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 relatively neutral and allows for a few perspectives	The Inquiry Question • is clear, specific, authentic, and manageable • addresses a problem that is authentic and relevant to students • actively engages 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 • is neutral, not biased, and allows for multiple perspectives
Civil Dialogue	Dialogue and discourse • 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	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	Dialogue and discourse • 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

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Investigation	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	The Investigation • 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	The Investigation • 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

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Communicate Conclusions	Conclusions • are reached independently by students; no or few opportunities exist for students to collaborate • are not based on relevant information based on evidence • do not reflect an analysis of multiple perspectives or points of view • are not communicated clearly; language is vague or off topic • do not demonstrate proficient use of academic language and conventions • are communicated in a single format (i.e. writing, oral presentation) by individual students • are not compelling; they do not inspire informed civic action	Conclusions • 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 • are based on relevant information based on evidence • reflect an analysis of multiple perspectives or points of view • are communicated clearly; language is appropriate and compelling • demonstrate proficient use of academic language and conventions • are communicated in multiple formats (i.e. writing, oral presentation, multi-media presentations) • are compelling and inspire informed civic action	Conclusions • 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 • are based on relevant information based on evidence • reflect an analysis of multiple perspectives by acknowledging the strengths and weaknesses of claims and counterclaims • are communicated clearly; language is appropriate and compelling • demonstrate proficient use of academic language and conventions • are communicated in 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) • are compelling and inspire a variety of audiences (i.e. students, families, community members) to take informed civic action • are carefully constructed to influence or persuade constituencies with various needs and perspectives

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Take Informed Action	Taking Informed Action • is not encouraged or supported • may or may not be appropriate or informed by inquiry or investigation	Taking Informed Action • is explored if time permits • 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 • applies a democratic procedure to address the issue in a strategic manner	Taking Informed Action • is characterized as an ideal staging ground for all students to <i>practice</i> civic learning • 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 • applies democratic procedures to address the issue in a strategic manner to a variety of audiences • utilizes a variety of tools and innovative formats to promote action (i.e. multi-media) presentations, petitions, online • includes dedicated time for students to reflect on the process and outcomes