

## INQUIRY-DRIVEN TEACHING AND LEARNING: A general rubric

		Threshold signs of inquiry	Constrained or limited inquiry	Promising signs of inquiry but some missed opportunities	Deeply embedded inquiry
<b>1</b>	<b>Teacher role</b>	<p>There is a strong impression that the teacher's overriding priority is to stick to the provided lesson content and instructions.</p> <p>The teacher presents themselves as an expert on the topic.</p>	<p>The teacher may talk about pursuing inquiry and learning along with the students. However, the general impression is that the teacher's priority is to stick to the provided lesson content and instructions and that they are the expert.</p>	<p>The teacher tries to model what it looks like to be curious and open-minded through the way they talk and lead class discussions. However, the teacher does not fully position themselves as learning alongside their students.</p>	<p>The teacher does a good job of modeling what it looks like to be genuinely curious and open-minded.</p> <p>The teacher presents themselves as learning alongside their students.</p>
<b>2</b>	<b>Type and use of questions</b>	<p>The teacher asks questions with correct answers in mind, which does not allow students to explore their own interests, questions, or ideas.</p>	<p>The teacher occasionally asks open-ended questions, but rarely uses students' answers or ideas to explore the topic further.</p>	<p>The teacher asks open-ended questions, trying to pique students' interest and occasionally encouraging students to make connections to prior ideas, knowledge, and experiences.</p>	<p>The teacher asks open-ended questions that capture students' attention and interest.</p> <p>The teacher encourages students to make connections to prior ideas, knowledge, and experiences with the apparent overarching goal of developing critical, reflective, and empowered learners.</p>
<b>3</b>	<b>Facilitation of class discussion</b>	<p>During class discussions, the teacher rarely invites students to share their ideas or questions.</p>	<p>During class discussions, the teacher invites students to share some ideas but the teacher's questions are generally closed and interesting points or questions by students are not attended to.</p> <p>The teacher only occasionally encourages students to listen to their fellow classmates or to make connections to other learning experiences.</p>	<p>During class discussions, the teacher invites some students to ask questions and share their own ideas but in a way that is rather limited in scope and mostly focused on factual recall or demonstration of a specific skill.</p> <p>The teacher encourages students to listen to their fellow classmates or to make connections to other learning experiences. However, these opportunities can feel rushed or superficial.</p>	<p>During class discussions, the teacher actively includes diverse perspectives and allows students to generate their own questions and develop their own ideas, which they are encouraged to pursue beyond the lesson.</p> <p>The teacher creates powerful opportunities for students to listen to one another and to make substantive connections to other learning experiences and areas of knowledge.</p>
<b>4</b>	<b>Response to the needs and interests of students</b>	<p>The teacher sticks tightly to the prescribed lesson content and materials, not appearing to make any adaptations that might account for the evolving needs and interests of students.</p>	<p>The teacher appears willing to respond somewhat flexibly to the evolving needs and interests of students but for the most part sticks tightly to the prescribed lesson content and materials. The teacher does not seem particularly aware of students' needs and interests.</p>	<p>The teacher is attentive and willing to respond flexibly to the evolving needs and interests of at least some students. The teacher shows some awareness of students' needs and interests.</p>	<p>The teacher is attentive and willing to respond flexibly to the evolving needs and interests of students and shows excellent awareness of those needs and interests.</p>

## INQUIRY-DRIVEN TEACHING AND LEARNING: A general rubric (continued)

		Threshold signs of inquiry	Constrained or limited inquiry	Promising signs of inquiry but some missed opportunities	Deeply embedded inquiry
5	<b>Observation and reflection</b>	The activities students engage in are quite rushed or superficial. They generally involve retrieving or copying information, even if they have some choices regarding style and presentation.	Class activities, including discussions, may encourage students to observe the world carefully and be reflective, but they are rushed or superficial. Furthermore, the opportunities to do so are somewhat constrained and/or used in a rather mechanical way rather than as a means to promote inquiry.	Class activities, including discussions, may encourage students to observe the world carefully and be reflective. However, the teacher does not take full advantage of these activities to try to extend students' thinking or pursue inquiry.	Class activities, including discussions, are designed to let students observe the world carefully and be reflective in ways that extend their thinking or understanding of the focus of inquiry.
6	<b>Pursuit of ideas and solutions</b>	Class activities are quite prescribed and generally involve repetition, identification, or memorization of content, with no clear purpose beyond that.	Class activities may invite students to try out different ideas or seek solutions. However, the purpose of the activities may be very limited and/or used in a rather mechanical way rather than as a means to promote inquiry.	Class activities give students some opportunities to try out different ideas or seek solutions. However, the activities may offer students only limited opportunities to extend their thinking or pursue inquiry.	Class activities are designed to give students opportunities to genuinely try out different ideas and to seek solutions to problems they have identified.
7	<b>Documentation</b>	There is very little or no attempt to document learning.	There is some attempt to document learning but it is not clear how it is promoting learning.	Documentation is practiced in the classroom but its purpose is not always clear.	Documentation is practiced in the classroom as a way of advancing students' thinking and pursuing inquiry.
8	<b>Critical thinking and autonomy</b>	Students accept information without questioning. There are occasional moments where students have the opportunity to contribute ideas. If a student makes an interesting point or asks a novel question, it is not pursued or attended to.	Students ask some questions but are still dependent on the teacher or leader to tell them what to do or think.	Students ask questions, including critical ones, and have opportunities to direct their own learning.  The teacher may give students some limited choices about how they approach certain activities.	Critical thinking is clearly valued in the classroom.  Students may be periodically consulted on their own learning process (e.g. the format and/or timing of an activity), in ways that encourage them to develop autonomy as learners.
9	<b>Student engagement</b>	Students are generally quite passive: they follow instructions but there is not a high level of energy or curiosity in the room.	Most students are moderately engaged most of the time in the process of learning, showing some curiosity about the topic at hand.	Most students are engaged in and curious about their learning and the process of inquiry for large parts of the lesson.	Virtually all students are actively engaged in their learning and the process of inquiry.