

Illustration: Evaluation of Inquiry
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The following tool illustrates how two English teachers use with students to grow their capacity to develop and pursue meaningful questions. They provide this to their students to use the criteria to guide question development, reflect on their work, and have a voice in evaluating performance

Inquiry Expectation:

Poses significant questions for investigation. Initial investigations lead to new questions, deeper investigations, and a more nuanced understanding of the problem.

Related Standard: CCSS.ELA-LITERACY.SL.9-10.1.C

Related HOM: Questioning and problem posing, Thinking flexibly, Thinking about your thinking

INQUIRY SCORING TOOL

Category	Excelling	Got it	Keep Working	Feedback
Generates questions that are worth pursuing				
Comes to insightful ideas through studying text(s)				
Develops further questions based on answers to lines of questioning				

A student who **excels** in the inquiry standard creates and pursues a series of questions that delve deeper and deeper into a topic or idea. These questions create space for insightful thinking by helping the student think *through* a text. This student will employ the 5 Whys, will use questions to push his/her peers during discussions, and will question the texts while reading. An important part of inquiry is keeping track of thinking, therefore a successful student will have evidence of the evolution of his/her questions over time.

A student who **does not meet** the Inquiry standard sometimes stops his/her questioning after surface level and/or comprehension questions have been answered. This student might also asks a series of yes/no questions, rather than a series of questions that grow from the response to the previous question. Students who are not successful at inquiry may participate in negative self talk about the text (I hate to read; This book is stupid) or their own skills and interests (I can't do this; I'm not interested in this topic, book, etc.).