**Year XXX Inquiry Curriculum**

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| Skill | Beginning | Developing | Capable | Evidence of Skill | Teacher Practices / Modelling / Graphic Organisers |
| What evidence will demonstrate the development of skills? | What strategies and approaches will you use to develop these skills in your students? |
| Research  * Define – what purpose, why * Locate – understanding different types of information * Evaluate and select – identify information (accurate, timely, coverage/depth, recognising/acknowledging bias, authority, respect of origin) * Organising notes gathering and organising the information into a consistent structure * Action Plan Report | Use a graphic organiser to identify what they already know about the topic and what they need to find out  Use a single word or question in a search engine to select a random link and scan to locate information  Identifies information that meets the requirements of the task and criteria  Uses a graphic organizer to group ideas and concepts  Put together report that meets some of the set criteria | ***Plus…***  Develop authentic questions that that are designed to find out the required information  ***Plus…***  Uses three search strategies, as presented in the workshop, that locates information  ***Plus…***  Select the information that passes the information evaluation checklist (refer to the ‘crap’ test)  ***Plus…***  Use a PMI chart to rank/evaluate information in their graphic organizer  ***Plus…***  Meets all the criteria and the suggested solutions appear to be able to deliver the desired positive impact | ***Plus…***  **Identifies** the format of information (e.g. images, sound, quotes, text, graphs, etc.)  ***Plus…***  Uses a range of different sources (organisational material, podcasts, videos, music, handouts, poster) to locate alternative information  ***Plus…***  Select the information that creates the most persuasive impact through the project  ***Plus…***  Organises the information into a coherent and logical argument  ***Plus…***  The action plan provides for flexibility and detail that allows for success (dates, roles, actions, responsibilities, resources) |  |  |

Research Rubric Grid – Teacher Version