**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 outUse a single word or question in a search engine to select a random link and scan to locate informationIdentifies information that meets the requirements of the task and criteriaUses a graphic organizer to group ideas and conceptsPut 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