	Beginning	Developing	Accomplished
Authenticity	The inquiry study originates with and only meets programs of study expectations.	The inquiry study originates with the program of studies but provides some opportunities to extend beyond curriculum expectations.	The inquiry study originates with a generative topic, problem, or exploration that engages the students emotionally and intellectually while rooted in the program of studies.
	The task/s would not likely be tackled outside a school setting.	Other adults outside the school are intrigued by the task/s and can find ways to contribute to it.	An adult at work or in the community might actually tackle the question, problem or exploration posed by the task/s. It is deeply connected to life and work beyond the school.
	Students are required to follow clearly defined approaches to teacher- generated criteria.	Students are offered a menu of approaches in order to meet specific learning outcomes.	The study is structured around methods of inquiry and ways of thinking that are central to the disciplines that underpin the topic, problem or exploration.

	Beginning	Developing	Accomplished
Deep Understanding	The inquiry study provides for the acquisition of known factual information.	The inquiry study facilitates the acquisition and application of a broader understanding.	The inquiry study leads students to build or refine knowledge structured around clearly stated 'big ideas' or controversies central to the topic.
	The inquiry study encourages an uncritical approach to memorizing and repeating facts or applying pre-determined algorithms. Students may lack understanding of what they are memorizing and why.	With support, students can be critical or skeptical about what they thinking, know, hear, read and take to be disciplinary content.	The inquiry study embeds healthy critical and skeptical thinking habits of mind including: ☐evidence (how do we know what we know?) ☐viewpoint (who is speaking?) ☐pattern and connection (what causeswhat?) ☐supposition (how might things havebeen different?) ☐why it matters (who cares?)
	Overarching learning goals are absent or integrated once during the study.	Students are given multiple opportunities to develop improved understanding of the overarching learning goals for the task or study.	Students are given multiple and varied opportunities to develop improved understanding of learning goals that are connected to larger learning goals for the term or year.

	Beginning	Developing	Accomplished
Assessment	All assessment is done at the end of the study.	Ongoing assessment is conducted on an informal basis and evaluation is conducted at logical midpoints in the process. Assessment is used in a limited way in guiding teacher's instructional planning.	Ongoing assessment is woven into the design of the inquiry study providing timely, descriptive feedback and utilizes a range of methods, including peer and self- evaluation. Assessment guides student learning and teacher's instructional planning.
	The study provides no opportunities for students to reflect on their learning. There are few criteria to guide the students' learning. There is little or no evidence of goal setting.	The study provides opportunities for students to reflect on their learning using clear criteria established by the teacher. Teachers help students set learning goals, establish next steps and develop effective learning strategies.	The study provides opportunities for students to reflect on their learning using clear criteria that they have helped to set. The students use these reflections to set learning goals, establish next steps and develop effective learning strategies.
	Assessment is mainly focused on surface knowledge or the presentation of the knowledge.	Assessment is focused on assessing student understanding of central concepts.	Assessment is used to improve and refine student understanding of the foundational concepts or ways of thinking central to the topic.

	Beginning	Developing	Accomplished
Appropriate Use of Technology	Technology is used for the sake of using technology, not because it will enhance the inquiry. The task is built around the technology used.	Technology has relevance to the inquiry. Students have choice into which technology is utilized.	Technology is used in a purposeful manner rooted in disciplined ways of thinking and doing. The nature of the work determines the appropriate technology being used.
	The major focus is on developing skill and fluency with software applications.	The study uses technology to conduct research, share information, make decisions, solve problems, create meaning, test theories and communicate, mainly inside the classroom.	The study requires students to conduct research, share information, make decisions, solve problems, create meaning, test theories and communicate with various audiences inside and outside the classroom.
	The ongoing inquiry study is not available online.	Students have ongoing, online access to the study as it develops.	Students, parents and the larger community have ongoing, online access to the study as it develops.

	Beginning	Developing	Accomplished
Connecting with Experts	Students hear or read about relevant information only from the teacher, or resources provided by the teacher.	The task involves speakers or interviews with experts outside the classroom. (e.g. one-shot visits, presentations by experts)	The task provides opportunities for students to collaborate with relevant experts in a variety of situations. Students use experts (or expert work) as mentors (or examples) for their own work.
	The task is designed by the teacher(s) in isolation (without expert input).	The task is designed by the teacher in consultation with an expert regarding the topic of inquiry (which may include reading a relevant book or accessing current data on the topic).	The task is designed and implemented by the teacher in collaboration with an expert who provides ongoing feedback to teachers and students. (Feedback may occur in the form of rubric criteria based on expert work).
	The study requires students to communicate what they are learning with a presentation to teacher audience (i.e. handing in as an assignment).	The study requires students to communicate what they are learning in a presentation to the classroom audience.	The study requires students to communicate what they are learning with a variety of audiences through presentation or exhibition.

	Beginning	Developing	Accomplished
Performances of Learning	Students have few opportunities to discuss their work with others.	The study provides opportunities for students to share ideas with others. Discussion is often related to the task (i.e. iMovie) rather than the foundational concepts.	The study provides extended opportunities to support, challenge, and respond to each other's ideas with the goal of deepening the collective understanding of the foundational concepts.
	The task dictates the form of expression that the students use. Students have little opportunity to reflect on how the selected medium enhances their message or understanding.	Students have limited opportunities to choose forms of expression and to reflect on what media would best communicate their message or understanding.	The task provides opportunities for students to choose forms of expression appropriate to the task and to reflect on their choices.
	The task requires students to communicate what they are learning to a teacher audience (i.e. handing in an assignment)	The task requires students to communicate what they are learning with a classroom audience.	The task requires opportunities for students to communicate what they are learning with a variety of audiences.

	Beginning	Developing	Accomplished
Student Success	The teacher tells students how to organize and manage their time and materials.	The teacher sets project management goals and allows students to self-monitor within that framework.	The task provides opportunities for students to set their own project management goals.
	The task provides little opportunity for teamwork.	The task provides few opportunities for students to determine roles, facilitate discussions, and resolve conflict.	The task provides opportunities for students to determine roles, facilitate discussions, and resolve conflict.
	The study has a 'one size fits all' design and does not confirm to individual learner needs.	The design of the study makes some accommodations for different learning needs.	The design of the study allows for all learners to find success through the three elements of the Universal Design for Learning framework: students are provided with multiple means of representation, expression and engagement.

	Beginning	Developing	Accomplished
Ethical Citizenship	The task only requires students to adhere to clear rules of behavior that govern the way they interact with and treat one another	The task requires students to help determine standards of behavior to govern the way they interact with and treat one another.	The task provides opportunities for students to develop a deeper understanding of themselves, each other, and they way they interact with and treat one another.
	The task requires students to learn about people around the world and/or the natural world.	The task requires students to consider the impact of their understandings and actions on people in their local and global communities and/or the natural world.	The task provides opportunities for students to interact with and care about the impact of their understanding and actions on people in their local and global communities and/or the natural world. Students are also offered the opportunities to change the own behaviors or impact the behaviors of others.
	The task does not require students to consider habits of digital citizenship.	The task provides limited opportunity for students to consider habits of digital citizenship.	Digital citizenship habits are embedded into the task, including the critical and ethical use of images, text, information, sounds and video as well as encouraging students to consider their own digital footprint.