INQUIRY AND ANALYSIS RUBRIC

Adapted from the [AACU "Inquiry and Analysis VALUE Rubric"](#) by the 2017 Inquiry and Analysis PLC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing, knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the products of analysis and inquiry, not the processes themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Conclusions: A synthesis of key findings drawn from research/evidence.
- Limitations: Critique of the process or evidence.
- Implications: How inquiry results apply to a larger context or the real world.

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Definition

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/ judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Topic Selection	Identifies a creative, focused, and manageable topic with appropriate attention to the context of the topic	Identifies a reasonable topic with appropriate attention to context of the topic	Identifies a reasonable topic, but perhaps the focus is too narrow or demonstrates a lack of sophistication	Identifies a topic that is far too general or wide-ranging to be manageable OR student selects topic from range provided by instructor.
Existing knowledge, research and/or views	Synthesizes in-depth information (makes connections) from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources and multiple points of view/approaches.	Presents known information and/or engages in fact-finding from relevant sources, but perhaps with still too limited points of view.	Presents known information and/or engages in fact-finding at an introductory level. Perhaps information is from irrelevant sources or only from a limited point of view.
Design Process (How to solve a problem)	All elements of the methodology or framework are skillfully developed by the student. Appropriate methodology or frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or framework are appropriately developed by the student, however more subtle elements may be unaccounted for.	Student employs an established framework or methodology with a basic level of success OR student makes their own design with some success. *(may lack sophistication, but is appropriate at this level)*	Student employs an established framework or methodology with rudimentary success OR student makes their own design with rudimentary success – perhaps their design is too limited or too broad or simply untenable.
Analysis of Evidence or Use of Evidence (Formerly Analysis)	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes the evidence in some way, but the organization is not effective in revealing important patterns, differences, or similarities or simply lacks sophistication.	Lists evidence, and/or identifies patterns, and/or generates a graph/representation, but at an introductory level. Perhaps the effort is not organized well (or at all) or is unrelated to the focus
Conclusions	States a conclusion that is a logical <u>extrapolation</u> from the inquiry findings and/or makes a connection to broader context.	States a conclusion focused on inquiry findings, but perhaps lacking sophistication or connection to broader context	States a conclusion that is general and applies beyond the scope of the inquiry findings	States a conclusion, but it is ambiguous, illogical, or unsupportable from inquiry findings.
Limitations and Implications	<u>Insightfully</u> discusses in detail relevant and supported limitations and implications of the method AND findings.	Discusses relevant and supported limitations and implications of the method OR findings.	Presents relevant and supported limitations and implications of the method or findings, but with little to no discussion.	Presents limitations or implications of the method or findings, but they are possibly irrelevant and/or unsupported.