

SLO 7/Inquiry & Analysis

	Mastery 4	Target 3	Progressing 2	Developing 1	Does Not Meet 0
Observation (SLO 7)	Possible alternative logical explanations for observed phenomena are well developed. Fallacies or illogical conclusions based on observations or data are accurately described. Claims based on observation, experimentation or data presented are accurately evaluated.	Possible alternative logical explanations for observed phenomena are observed. Fallacies or illogical conclusions based on observations or data are identified. Claims based on observation, experimentation or data presented are present.	Logical explanations for observed phenomena are identified. Fallacies or illogical conclusions based on observations are attempted but may be inaccurate. Claims based on observation, experimentation or data presented are attempted but may be inaccurate.	Some explanations for observed phenomena are identified but may be inaccurate. Fallacies or illogical conclusions based on observations are absent or incorrect. Claims based on observation, experimentation or data presented are absent or incorrect.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Analysis (SLO 7)	Important relationships, patterns and changes are stated based on observation through the investigation. Calculations (if relevant) are clearly laid out and when appropriate, data are correctly graphed and labeled.	Most relationships, patterns and changes are stated based on observation through the investigation. Calculations (if relevant) are mostly accurate and when appropriate, data are nearly all correctly graphed and labeled.	The data lacks detail, patterns and relationships are based on misconceptions. Calculations (if relevant) contain some errors or misunderstandings.	No mention of the relationships and patterns in the data. Calculations (if relevant) are incomplete or incorrect.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Existing Knowledge, Research, and/or Views (Inquiry and Analysis)	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Analysis (Inquiry and 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 evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Conclusions (Inquiry and Analysis)	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.	The student does not demonstrate the knowledge/skills to a level of developing for this element.