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|  |  | **Exploratory Question Evaluation Rubric***Each student must compose at least 3 questions for topic exploration that are relevant to the material covered previously in the course up to the prior question set submitted.* **Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_** |
|  |   |  | **Rating** | **Comments****Provide comments for each evaluation section, especially for performance marked above or below expectations** |
|  | **Above** | **Meets Expectations** | **Below** | **Score** |
| **Question 1** | **Question Structure** | [ ]  | [ ]  | **Grammar**: Correct spelling, punctuation and grammar | [ ]  |  |  |
| [ ]   | [ ]  | **Clarity**: Language structure and wording clearly convey the idea(s) under investigation | [ ]  |  |
| **Propensity for Exploration** | [ ]  | [ ]  | **Topic Relevance**: Relevant to correct topic coverage within the course. | [ ]  |  |   |
| [ ]  | [ ]  | **Topic Orientation**: Directs the attention of the researcher in one or more clear topic directions or conceptual paths to explore | [ ]  |  |
| [ ]  | [ ]  | **Potential for Deep Exploration**: Uncovers additional layers of the topic, deeply examines or analyzes the topic, or inquires about a relation or connection between or among topics | [ ]  |  |

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|  |   |  | **Rating** | **Comments** |
|  |  | **Meets Expectations** |  |  |
| **Question 2** | **Question Structure** | [ ]  | [ ]  | **Grammar**: Correct spelling, punctuation and grammar | [ ]  |  |  |
| [ ]   | [ ]  | **Clarity**: Language structure and wording clearly convey the idea(s) under investigation | [ ]  |  |
| **Propensity for Exploration** | [ ]  | [ ]  | **Topic Relevance**: Relevant to correct topic coverage within the course. | [ ]  |  |   |
| [ ]  | [ ]  | **Topic Orientation**: Directs the attention of the researcher in one or more clear topic directions or conceptual paths to explore | [ ]  |  |
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|  |   |  | **Rating** | **Comments** |
|  |  | **Meets Expectations** |  |  |
| **Question 3** | **Question Structure** | [ ]  | [ ]  | **Grammar**: Correct spelling, punctuation and grammar | [ ]  |  |  |
| [ ]   | [ ]  | **Clarity**: Language structure and wording clearly convey the idea(s) under investigation | [ ]  |  |
| **Propensity for Exploration** | [ ]  | [ ]  | **Topic Relevance**: Relevant to correct topic coverage within the course. | [ ]  |  |   |
| [ ]  | [ ]  | **Topic Orientation**: Directs the attention of the researcher in one or more clear topic directions or conceptual paths to explore | [ ]  |  |
| [ ]  | [ ]  | **Potential for Deep Exploration**: Uncovers additional layers of the topic, deeply examines or analyzes the topic, or inquires about a relation or connection between or among topics | [ ]  |  |

Template based on Single Point Student-Client Interaction Rubric Version 5.0 by John K. Estell & Susannah Howe