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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 |  |  |
|  |  | **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 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