GT PATHWAYS COMPETENCY: INQUIRY & ANALYSIS

Required in GT Pathways Content Areas:

GT-SC1 **(SLOs 4, 5 & 6)**
GT-SC2 **(SLOs 4, 5 & 6)**

Inquiry & Analysis

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

Student Learning Outcomes (SLOs)

Students should be able to:

Identify a Topic

a. Identify a discipline-related topic that is focused and manageable to explore and evaluate.

Incorporate Information and Existing Research

a. Incorporate information from relevant sources directly relating to the topic.

Integrate Various Points of View

a. Integrate information that represents various points of view and/or approaches.

Select or Develop a Design Process (required for GT-SC1 & GT-SC2)

a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.

Analyze and Interpret Evidence (required for GT-SC1 & GT-SC2)

a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.
b. Utilize multiple representations to interpret the data.

Draw Conclusions (required for GT-SC1 & GT-SC2)

a. State a conclusion based on findings.

INQUIRY & ANALYSIS RUBRIC

This rubric is meant to be an __optional__ course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.

	4	3	2	1
Identify a Topic	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less- explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Incorporate Information and Existing Research	Synthesizes in-depth information from appropriate and relevant sources.	Examines information from appropriate and relevant sources.	Incorporates foundational information from relevant sources.	Presents foundational information but from limited and/or irrelevant sources.
Integrate Various Points of View	Throughly and deeply integrates appropriate and relevant sources representing multiple points of view/approaches.	Integrates appropriate and relevant sources representing various points of view/approaches.	Integrates relevant sources representing limited points of view/approaches.	Integrates relevant sources representing a singular point of view/approach.
Select or Develop a Design Process	All elements of the methodology or theoretical framework are skillfully developed and/or synthesized.	Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Approach demonstrates a misunderstanding of the methodology or theoretical framework.

	4	3	2	1
Analyze and Interpret Evidence	Organizes and synthesizes evidence to reveal insightful patterns, differences, similarities, limitations, and/or implications related to focus.	Organizes evidence to reveal important patterns, differences, similarities, limitations, and/or implications related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, similarities, limitations, and/or implications.	Lists evidence but is unrelated to focus. Fails to reveal important patterns, differences, similarities, limitations, and/or implications.
Draw Conclusions	States a conclusion that is a logical extrapolation to support a broader context as a direct result of the findings.	States a conclusion focused solely on the findings. The conclusion arises specifically from and responds specifically to the findings.	States a conclusion that is over-generalized and is beyond the scope of the findings	States an ambiguous, illogical, or unsupportable conclusion from findings.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at http://www.aacu.org/value-rubrics. The Interstate Passport Initiative Learning Outcomes can be accessed at http://www.wiche.edu/passport/learningOutcomesCriteria.