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**Student: Grade: Year:**

**~ Type III Independent Investigation Rubric ~**

**Project Title:**

**Essential Question:**

**~ Phase 1: Plan ~**

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| --- | --- | --- | --- | --- |
| **Criteria** | **Exceeds - 4** | **Meets - 3** | **Approaching – 2** | **Below – 1** |
| **Academic Ability:** Topic Shopping  Exploring Resources  Questions & Focus | Identifies a clear, narrow topic that will enable deep and meaningful research; explores a wide variety of high quality, meaningful sources in order to build schema and develop strong inquiry questions closely related to the topic. | Identifies a narrow enough topic to enable deep research while exploring a variety of high-quality sources to build schema and develop clear, effective inquiry questions related to the topic. | Identifies a somewhat broad topic that will lead to broad, general research; explored some quality sources to build schema and develop inquiry questions that may or may not be clear or effective. | Has not identified a clear topic and/or did very little source exploration or schema building. Inquiry questions are incomplete or vague. |
| **Creativity:** Originality  Flexibility  Fluency  Elaboration | Generates many possible topics and/or ideas related to topic selection and question development or was uniquely inspired by an experience. Inquiry questions demonstrate strong fluent, flexible, original, elaborate thinking. | Generates some possible topics and/or ideas related to topic selection and question development. Inquiry questions demonstrate some fluent, flexible, original, elaborate thinking. | Generates few possible topics and/or ideas related to topic selection and question development. Inquiry questions demonstrate limited fluent, flexible, original, elaborate thinking. | Generates very little possible topics/ideas. Inquiry questions do not demonstrate creative thinking. |
| **Task Commitment:**  Time  Effort  Energy | Work consistently shows evidence of intrinsic enjoyment with the satisfaction and challenge of the work itself and is completed independently, both in school and at home. | Self-motivated, accepts guidance and completes the majority of the work independently, likely in school and at home. | Extrinsically motivated by task but can be guided to develop interest. May have difficulty accepting constructive criticism. | Task is completed because it is required, completed very late, or not completed at all. |
| **Student Comments:** | | | | |
| **Teacher Comments:** | | | | |



**To change cell shade, use right-click, Table Properties → Cell Background Color, or click the paint can.**

Students’ scores will appear with a BLUE shading (light blue 3).

Teacher’s scores will appear with a YELLOW shading (light yellow 3). If both agree, it will be GREEN (light green 3).

A close up of a logo

Description automatically generated**~ Phase 2: Find ~**

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| --- | --- | --- | --- | --- |
| **Criteria** | **Exceeds - 4** | **Meets - 3** | **Approaching – 2** | **Below – 1** |
| **Academic Ability:** Relevant Info  Evidence  Citations  Organization | Digs deep, extracts and paraphrases strong relevant information from high quality, properly cited sources through appropriate use of notecards, including detailed evidence to support ideas in response to the Essential Question and Thesis development. | Extracts and paraphrases some relevant information from high quality, cited sources through appropriate use of notecards, including evidence to support ideas in response to the Essential Question and Thesis development. | Extracts information from sources though some may be irrelevant. Sources are not properly cited, and/or there is limited use of notecards and evidence to support ideas in response to the Essential Question and Thesis development. | Only pulls direct quotations from text with little paraphrasing. Sources are not properly cited, and/or there is no evidence to support ideas in response to the Essential Question and Thesis development. |
| **Creativity:** Originality  Flexibility  Fluency  Elaboration | Remains open-minded in his or her research and independently explores different sides/angles of the topic. Strong analytical thinking, unique connections, and original ideas are developing. | Is at times open-minded in his or her research and with guidance explores different sides/angles of the topic. Analytical thinking, unique connections, and original ideas are starting to develop through “My Ideas” in notecards. | Begins to look at multiple angles in his or her research, with guidance. A little analytical thinking, unique connections, or original ideas are starting to develop through “My Ideas” in notecards. | Resists looking at multiple angles in his or her research, even with guidance. My ideas is not being utilized in notecards or only basic questions are addressed. |
| **Task Commitment:**  Time  Effort  Energy | Work consistently shows evidence of intrinsic enjoyment with the satisfaction and challenge of the work itself and is completed independently, both in school and at home. | Self-motivated, accepts guidance and completes the majority of the work independently. likely in school and at home. | Extrinsically motivated by task but can be guided to develop interest. May have difficulty accepting constructive criticism. | Task is completed because it is required, completed very late, or not completed at all. |
| **Student Comments:** | | | | |
| **Teacher Comments:** | | | | |

* **Interview with an Expert Completed** (Right-click to checkmark)

**~ Commercial Break 3 Rings ~**

|  |  |
| --- | --- |
| **Academic Ability** | **/16** |
| **Creativity** | **/12** |
| **Task Commitment** | **/12** |

**A close up of a logo

Description automatically generatedA close up of a sign

Description automatically generated~ Phase 3: Create, Test, Share ~**

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| --- | --- | --- | --- | --- |
| **Criteria** | **Exceeds - 4** | **Meets - 3** | **Approaching – 2** | **Below – 1** |
| **Academic Ability:** Thesis  Organization & Interpretation of Information | Uses notes and research tools, such as an outline, to organize ideas and develop a clear supported thesis. Writing is fluent and detailed. Extends concepts and ideas, utilizing detailed evidence for support. | Uses notes and research tools, such as an outline, to organize ideas and develop a thesis. Writing is fluent and detailed. Shows understanding of content under study. | May not use notes and research tools, such as an outline. Writing defines the problem, investigation or challenge, but explanation lacks depth, clarity. Mostly reports on facts. Makes some connections between facts. | Repackages information, reports on unconnected facts. Little evidence of use of notes and research tools, such as an outline. |
| **Creativity:** Originality  Flexibility  Fluency  Elaboration | Takes an original and imaginative approach to conclusions that are unique to the student’s thinking (analysis and synthesis of information). “Voice” is clear in written work. Takes great pride in presenting his or her project in an innovative way. Final product shows extra details and is colorful and visually appealing. | Clearly defines the problem, investigation, or challenge in a manner that builds a relevant framework for idea generation. Starts to develop “voice” in written work. Presents the information creatively. Final product is detailed, colorful, and visually appealing. | May include a limited number of ideas. Little creativity demonstrated in the completion of the final product. | Tends to rely on ideas of others. Generates few ideas; offers ideas that are often vague and relate loosely to the challenge or project. |
| **Task Commitment:**  Time  Effort  Energy | Project is complete, thorough, and on time or early. Product shows great care and effort in completion and sharing, both through written work and visual appeal. | Project is complete and on time. Product shows care and effort in completion, both through written work and visual appeal. | Final project is not completed on time and/or little care and effort is shown through written work and visual appeal. | Final project is not presented. |
| **Student Comments:** | | | | |
| **Teacher Comments:** | | | | |

**~ Summary of 3 Rings of Giftedness for Your Type III Inquiry Investigation~**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Student’s Scores** | | | **Teacher’s Scores** | | |
|  | **Academic**  **Ability** | **Creativity** | **Task Commitment** | **Academic**  **Ability** | **Creativity** | **Task Commitment** |
| **Phase 1** |  |  |  |  |  |  |
| **Phase 2** |  |  |  |  |  |  |
| **Phase 3** |  |  |  |  |  |  |
| **Total per Ring:** |  |  |  |  |  |  |
| **Average (total/3):** |  |  |  |  |  |  |

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| --- |
| **Student Comments ~ How did your rings change throughout the process?** |
| **Teacher Comments:** |