**As your work together during this TFI experience, please provide the following items/deliverables:**

1.       A) Name of the Essential Learning Outcome (ELO)

*Inquiry and Analysis*

  B)      if you have an alternative name for the ELO feel free to also suggest it here

*None*

 2.       Both refined definitions of the ELO:

     a) one short definition (one sentence directed for students)

*Inquiry and analysis is a systematic process of refining our understanding of issues, objects, and works through a cycle of questions and evaluation.*

      b) a longer definition (useful particularly for faculty)

*Inquiry and analysis is a systematic process of refining our understanding of issues, objects, and works through a cycle of questions and evaluation. Inquiry explores our current understanding of the subject through the gathering of information, a directed line of questioning, and the design of a research process to guide the analysis. Analysis is the process of breaking complex topics or issues into parts and critiquing them to reveal patterns, challenge assumptions, and/or gain a better understanding of the subject which can direct future inquiry.*

 3.       Glossary of key terms

***Dimensions*** *- The major row headings of the rubric. The artifacts assessed by this rubric will be specifically observed for these major factors.*

***Inference*** *- One of the dimensions of the Inquiry and Analysis Rubric, this dimension specifically focuses on the direct conclusions drawn from the analysis performed in the artifact. The level 4 performance level provides a good working definition for Inference*: *Thoroughly assesses the relationships between the components and the properties that emerge from their interactions, and integrates those observations into a logical conclusion.*

***Performance Levels*** *- Each of the dimensions in the rubric are divided into four possible performance levels that are meant to be distinct and recognizable from each other. Artifacts assessed by this rubric will either fall into one of these performance levels, but there is also an implied 0 rank performance level if the assessed artifact is lacking evidence for a particular dimension.*

 4.       If applicable, identify the key resource that you used to generate your rubric (e.g., an AACU Value Rubric or one from another university), if you used one as a starting point and made slight modifications

*AACU Value Rubric was the primary source consulted and modified.*

 5.       Examples of key assessments/assignments/projects

*The Inquiry and Analysis Rubric was designed by a multi-disciplinary group of faculty to be applicable across a broad range of subject areas. The Dimensions and Performance Levels were designed with language that would be amenable to any subject area. Projects that could be assessed by this rubric could be analysis of an ecosystem, philosophical concept, business proposal, mathematical concept, or work of art among other possibilities. If the learner is tasked with identifying components of an issue, object or work, then analyzing the components of that subject and how those components interact to give the subject its inherent and emergent properties, then that would be an appropriate assignment to be assessed by this rubric.*

 6.       The completed rubric with 4-6 dimensions and 4 performance levels

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Directed Questioning | Identifies a topic that is unmanageable. | Identifies a topic that is manageable but not well-focused. | Identifies a focused and manageable question that addresses relevant aspects of the topic. | Identifies a creative, focused, and manageable question that addresses potentially significant yet previously less explored aspects of the topic |
| Information Gathering | Gathers and organizes some information from irrelevant sources. | Gathers and organizes some information from relevant sources representing limited points of view/approaches. | Gathers and organizes sufficient information from relevant sources representing various points of view/approaches. | Gathers and organizes comprehensive information from relevant sources representing various points of view/approaches. |
| Investigative Design Process | Provides an explanation of an inappropriate process by which the collected information will be assessed, interpreted, and synthesized. | Provides an incomplete explanation of an appropriate process by which the collected information will be assessed, interpreted, and synthesized. | Shows or explains an appropriate process by which the collected information will be assessed, interpreted, and synthesized. | Shows or explains an appropriate process by which the collected information will be assessed, interpreted, and synthesized, and provides a rationale for the decisions. |
| Recognition and Discussion of Components | Recognized and/or discussed at least one smaller component of the larger topic. | Partially breaks the topic into smaller pieces some of which are recognized and/or discussed as separate concepts/topics. | Sufficiently breaks the topic into smaller pieces which are discussed and analyzed as separate concepts/topics. | Thoroughly breaks the topic into smaller pieces which are individually discussed and analyzed in depth as separate concepts/topics |
| Inference | Partially assesses the relationships between the components and the properties that emerge from their interactions. | Partially assesses the relationships between the components and the properties that emerge from their interactions, and integrates those observations into a rudimentary conclusion. | Sufficiently assesses the relationships between the components and the properties that emerge from their interactions, and integrates those observations into a logical conclusion. | Thoroughly assesses the relationships between the components and the properties that emerge from their interactions, and integrates those observations into a logical conclusion. |
| Further Implications and Next Steps | Concludes that the findings are not applicable beyond the scope of the current work with evidence from the work as proof. | Suggests a potential application beyond the immediate subject or topic without support from the work. | Provides a discussion of the inference that may draw out the consequences beyond the immediate subject to open the doors of continued inquiry/practice. | Provides a meaningful discussion of the inference that appropriately draws out the consequences beyond the immediate subject to open the doors of further or deeper inquiry/practice. |