

Inquiry and Analysis

Inquiry is a systematic process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgements. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them. Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion of conclusion. Information Literacy is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information. These concepts are inter-related in APSU's general education Inquiry and Analysis Rubric.

Inquiry and Analysis Rubric

	Proficient - 3	Emerging - 2	Insufficient - 1	Does Not Meet Minimum Benchmark - 0
Topic Selection (<i>optional</i>)	Identifies a focused and manageable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that, while manageable, 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 manageable. Topic is stated without clarification or description.	Does not identify topic.
Use of Existing Knowledge, Research, and/or Views with Appropriate Attribution	Successfully incorporates in-depth information from relevant sources that directly relate to topic concepts. Source attribution is appropriate.	Correctly presents information from broadly relevant sources that partially relate to topic concepts. There are some issues in source attribution.	Presents information from irrelevant sources that do not relate to topic concepts. Does not include attribution of sources.	Does not present information from any sources.
Critical Analysis of Information	Organizes and synthesizes evidence to reveal important patterns, differences, or similarities	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. Viewpoints of experts are considered.	Lists evidence but is not organized and/or is unrelated to focus. Viewpoints of experts are not considered.	Fragmented approach to evidence.
Conclusions and Related Outcomes	Discusses relevant and supported limitations and implications. Conclusion is logically tied to a range of information and opposing viewpoints, as appropriate.	Presents relevant and supported limitations. Conclusion is tied to information and related outcomes are discussed.	Conclusion is not tied to information discussed and is ambiguous, illogical, and unsupported. Presents limitations and implications, but they are possibly irrelevant and unsupported.	Does not provide conclusions.