**Objective** | **Definition** | **Key Term** | (3) Competence | (2) Building Capacity | (1) Exposure  
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Scientific inquiry | The activities through which students develop knowledge and understand scientific ideas, as well as an understanding of how scientists study the natural world. | Question/ topic selection | Identifies a creative, focused, and manageable research question that addresses potentially significant aspects of the topic that have as yet been explored little, inadequately, or not at all. | Identifies a focused, manageable and testable research question that appropriately addresses relevant aspects of the topic. | Identifies a research topic that, although being a doable and manageable question, it omits relevant aspects of the topic, e.g., it may be too broad or too narrow.  
Information literacy | The ability to know when a need for information exists, and be able to identify, locate, evaluate and then utilize and share information for the problem at hand — The National Forum on Information Literacy. | Access and reference the needed information | Accesses information using effective, well-designed search strategies and most appropriate information sources. Correctly uses all information strategies: use of citations and references; choice of quotes, paraphrasing, or summary; applies information in ways that are true to the original context; and demonstrates a full understanding of the ethical and legal restrictions on use of published, confidential, and/or proprietary information. | Accesses information using a variety of search strategies and sources. Demonstrates ability to refine research. Correctly uses three of these information strategies: citations and references; choice of quotes, paraphrasing, or summary; applies information in ways that are true to the original context; and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Accesses information using simple search strategies; retrieves it from limited and similar sources. Correctly uses two of these information strategies: use of citations and references; choice of quotes, paraphrasing, or summary; applies information in ways that are true to the original context; and demonstrates a full understanding of the ethical and legal restrictions on the utilization of published, confidential, and/or proprietary information.  
Quantitative literacy | A “habit of mind” and competency in working with numerical data. | Data interpretation | Provides accurate explanations of information presented in mathematical forms. Makes sound inferences based on that information. | Provides accurate explanations of information presented in mathematical forms but may draw incorrect conclusions about its meaning. For example, accurately explains trends shown in a graph but may miscalculate the trend line slope. | Attempts to explain information presented in mathematical forms, but draws incorrect or incomplete conclusions about what the information means.  
Quantitative analysis | Uses quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. | Quantitative analysis | Uses quantitative analysis of data as the basis for competent judgments, drawing reasonable conclusions from this work. Consistently communicates and justifies conclusions in an effective format. | Uses the quantitative analysis of data as the basis for tentative, basic judgments. |  
Rubric for Inquiry and Analysis, Part A  
Students will be able to apply critical thinking skills and employ qualitative and quantitative methodologies in order to formulate questions and evaluate core knowledge areas.  