

Community of Inquiry Evaluation Criteria (08/25/03)

Evaluation Question	My participation in the classroom community of inquiry does not meet expectations.	My participation in the classroom community of inquiry meets expectations.	My participation in the classroom community of inquiry exceeds expectations.
	(1)	(2)	(3)
(4)			
(5)			
A. Cognitive Virtues of Inquiry			
1. How well can I reason? (5, 9, 12h)	<p>I cannot reason well. For example:</p> <ul style="list-style-type: none"> • I usually cannot ask good questions. • I usually cannot give good reasons. • I usually cannot understand whether comments are relevant. • I usually cannot use or identify examples or counter-examples. • I usually cannot make distinctions or connections (part/whole, means/end, cause/effect). • I usually cannot detect assumptions. • I usually cannot draw implications. 	<p>I can reason well. For example:</p> <ul style="list-style-type: none"> • I can often ask good questions. • I can often give good reasons. • I can often understand whether comments are relevant. • I can often use or identify examples or counter-examples. • I can often make distinctions or connections (part/whole, means/end, cause/effect). • I can often detect assumptions. • I can often draw implications. 	<p>I reason exceptionally well. For example:</p> <ul style="list-style-type: none"> • I can almost always ask good questions. • I can almost always give good reasons. • I can almost always understand whether comments are relevant. • I can almost always use or identify examples or counter-examples. • I can almost always make distinctions or connections (part/whole, means/end, cause/effect). • I can almost always detect assumptions. • I can almost always draw implications.

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2. How creatively can I think? (5, 9, 12f, 12h)	<p>I cannot think creatively. For example:</p> <ul style="list-style-type: none"> • I usually cannot invent examples or counter-examples. • I usually cannot construct analogies. • I usually cannot imagine different points of view. • I usually cannot reason hypothetically. 	<p>I can think creatively. For example:</p> <ul style="list-style-type: none"> • I can often invent examples or counter-examples. • I can often construct analogies. • I can often imagine different points of view. • I can often reason hypothetically. 	<p>I can think very creatively. For example:</p> <ul style="list-style-type: none"> • I can almost always invent examples and counterexamples. • I can almost always construct analogies. • I can almost always imagine points of view. • I can almost always reason hypothetically.
3. Can I consider other points of view fairly? (6, 12b, 12f, 12g)	<p>I cannot fairly consider other points of view. For example:</p> <ul style="list-style-type: none"> • I usually dismiss other points of view. • I usually cannot develop the views of others. • I am usually unfair or unhelpful when I challenge the views of others. • I usually cannot put forward unpopular points of view. 	<p>I can fairly consider other points of view. For example:</p> <ul style="list-style-type: none"> • I am usually open to other points of view. • I can often develop the views of others. • I am usually fair and helpful when I challenge the views of others. • I can often put forward unpopular points of view 	<p>I almost always consider other points of view fairly. For example:</p> <ul style="list-style-type: none"> • I almost never dismiss other points of view. • I can almost always develop the views of others. • I am almost always fair and helpful when I challenge the views of others. • I can almost always put forward unpopular points of view.

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4. How well can I self-correct? (5, 9, 12h)	<p>I cannot self-correct. For example:</p> <ul style="list-style-type: none"> • I usually cannot acknowledge my own mistakes. • I often trivialize other points of view. • I almost never change my mind, even when there is good reason to. • I often give up on the inquiry when it gets too complicated. • I rarely ask questions to help me understand. • I rarely test my understanding in the discussion. 		<p>I can sometimes self-correct. For example:</p> <ul style="list-style-type: none"> • I can often acknowledge my own mistakes. • I generally do not trivialize other points of view. • I sometimes change my mind when there is good reason to. • I generally do not give up on the inquiry when it gets too complicated. • I sometimes ask questions to help me understand. • I sometimes test my understandings in the discussion. 		<p>I can often self-correct. For example:</p> <ul style="list-style-type: none"> • I almost always acknowledge my own mistakes. • I almost never trivialize other points of view. • I almost always change my mind when I have good reason to. • I almost never give up on the inquiry when it gets too complicated. • I frequently ask questions to help me understand • I frequently test my understanding in the discussion.

B. Social Virtues of Inquiry			
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5. How attentive am I? (6, 12g)	I do not pay attention to others. For example: <ul style="list-style-type: none"> • I often don't listen well to others. • I often have side conversations. • I usually cannot respond meaningfully to what others say. • I usually cannot follow the logic of the discussion. 	I pay attention to others. For example: <ul style="list-style-type: none"> • I sometimes don't listen well to others. • I have few side conversations. • I can often respond meaningfully to what others say. • I can often follow the logic of the discussion. 	I pay consistent attention to others. For example: <ul style="list-style-type: none"> • I almost always listen well to others. • I almost never have side conversations. • I almost always respond meaningfully to what others say. • I can almost always follow the logic of the discussion.
6. How effectively can I contribute to the dialogue? (6, 12g)	I cannot contribute to the dialogue. For example: <ul style="list-style-type: none"> • I frequently talk too much. • I frequently talk too little. • I usually cannot express myself well. • I frequently speak without thinking. 	I can contribute to the dialogue. For example: <ul style="list-style-type: none"> • I usually do not talk too much. • I usually do not talk too little. • I can often express myself well. • I often think before I speak. 	I contribute effectively to the dialogue. For example: <ul style="list-style-type: none"> • I almost never talk too much. • I almost never talk too little. • I can almost always express myself well. • I almost always think before I speak.

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7. How well can I help facilitate the dialogue? (6, 12g)	<p>I cannot help facilitate the dialogue. For example:</p> <ul style="list-style-type: none"> • I usually don't remember who said what. • I usually can't articulate the logic of the discussion. • I usually can't help evaluate the inquiry. • I almost never draw timid members into the dialogue. • I almost never intervene against domineering members. 		<p>I can help facilitate the dialogue. For example:</p> <ul style="list-style-type: none"> • I often remember who said what. • I can often articulate the logic of the discussion. • I am often helpful in evaluating the inquiry. • I sometimes draw timid members into the dialogue. • I sometimes intervene against domineering members. 		<p>I help facilitate the dialogue effectively. For example:</p> <ul style="list-style-type: none"> • I almost always remember who said what. • I can almost always articulate the logic of the discussion. • I am almost always very helpful in evaluating the inquiry. • I often draw timid members into the dialogue. • I often intervene against domineering members. 	
8. How respectful and considerate am I? (6, 12f, 12g)	<p>I am not respectful and considerate. For example:</p> <ul style="list-style-type: none"> • I am often aggressive toward others. • I sometimes insult or belittle others. • I'm just there to talk about myself. • I am often impatient. 		<p>I am somewhat respectful and considerate. For example:</p> <ul style="list-style-type: none"> • I am neither aggressive nor supportive of others. • I am civil and polite toward others. • I sometimes talk about myself too much. • I am sometimes impatient. 		<p>I am very respectful and considerate. For example:</p> <ul style="list-style-type: none"> • I am protective and/or supportive of others. • I am able to empathize with others. • I am sincerely interested in what the discussion means for others. • I am almost always patient. 	

C. Inquiry Outcomes			
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9. How well does our inquiry advance? (5, 12h)	<p>Our inquiry does not advance. For example:</p> <ul style="list-style-type: none"> • Concepts usually remain confused or overly simple. • Little progress is made toward answering important questions. • We often lose focus. • I usually get nothing out of it. 	<p>Our inquiry advances. For example:</p> <ul style="list-style-type: none"> • Concepts are somewhat clarified or helpfully complicated. • Some progress is made toward answering important questions. • We sometimes lose focus. • I get something out of it. 	<p>Our inquiry advances significantly. For example:</p> <ul style="list-style-type: none"> • Concepts are fully clarified or helpfully complicated. • Significant progress is made toward answering important questions. • We almost always maintain focus. • I get a lot out of it.
10. How well can I understand the readings? (5, 12h)	<p>I cannot understand. For example:</p> <ul style="list-style-type: none"> • I usually cannot restate the meaning of the readings in my own words. • I usually cannot interpret the readings. • I am usually not able to critically analyze the readings. • I am usually not able to make comparisons among readings. 	<p>I understand somewhat. For example:</p> <ul style="list-style-type: none"> • I am sometimes able to restate the meaning of the readings in my own words. • I can often interpret the readings. • I sometimes critically analyze the readings. • I sometimes make comparisons among readings. 	<p>I understand very well. For example:</p> <ul style="list-style-type: none"> • I am almost always able to restate the meaning of the readings in my own words. • I can almost always interpret the readings. • I almost always critically analyze the readings. • I almost always make comparisons among readings.

D. Relevance of Inquiry to Teaching and Learning:			
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11. Can I see connections between our democratic classroom practices and how I would teach? (6, 9, 12g, 12h)	<p>I usually cannot see connections. For example:</p> <ul style="list-style-type: none"> • I usually cannot see how our participatory dialogue could be transferred to a classroom. • I usually cannot see how our inquiry-based deliberation could be transferred to a classroom. • I usually cannot see how our non-hierarchical procedures could be transferred to a classroom. 	<p>I often see connections. For example:</p> <ul style="list-style-type: none"> • I often see ways our participatory dialogue could be transferred to a classroom. • I often see ways our inquiry-based deliberation could be transferred to a classroom. • I often see ways our non-hierarchical procedures could be transferred to a classroom. 	<p>I almost always see connections. For example:</p> <ul style="list-style-type: none"> • I almost always see ways our participatory dialogue could be transferred to a classroom. • I almost always see ways our inquiry-based deliberation could be transferred to a classroom. • I almost always see ways our non-hierarchical procedures could be transferred to a classroom.
12. Do I explore implications of race, gender and class? (12b, 12f, 12g, 12h)	<p>I rarely explore implications of race, gender and class. For example:</p> <ul style="list-style-type: none"> • I am too uncomfortable to participate when the discussion turns to issues of race, gender and class. • I think that issues of race, gender and class have little place in our discussions. • I am generally unwilling to challenge my own views about race gender and class. 	<p>I often explore implications of race, gender and class. For example:</p> <ul style="list-style-type: none"> • I am comfortable enough to participate when the discussion turns to issues of race, gender and class. • I think that issues of race, gender and class have a place in our discussions. • I am often willing to challenge my own views about race gender and class. 	<p>I almost always explore implications of race, gender and class. For example:</p> <ul style="list-style-type: none"> • I am almost always comfortable participating when the discussion turns to issues of race, gender and class. • I think that issues of race, gender and class have a central place in our discussions. • I am almost always willing to challenge my own views about race gender and class.

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13. How sensitive am I to diverse learning styles and individual perspectives? (3a, 12b, 12f, 12g, 12h)	<p>I am not sensitive to diverse learning styles and individual perspectives. For example:</p> <ul style="list-style-type: none"> • I think that discussions of diverse learning styles and individual perspectives are largely irrelevant to teaching. • I am not able to recognize diverse learning styles or individual perspectives. 	<p>I am somewhat sensitive to diverse learning styles and individual perspectives. For example:</p> <ul style="list-style-type: none"> • I think that discussions of diverse learning styles and individual perspectives are relevant to teaching. • I am sometimes able to recognize diverse learning styles or individual perspectives. 	<p>I am very sensitive to diverse learning styles and individual perspectives. For example:</p> <ul style="list-style-type: none"> • I think that discussions of diverse learning styles and individual perspectives are very important to teaching. • I am frequently able to recognize diverse learning styles or individual perspectives. 		
14. Do I confront issues of social justice and educational reform? (3c, 12i, 12j)	<p>I rarely confront issues of social justice and educational reform. For example:</p> <ul style="list-style-type: none"> • I am too uncomfortable to participate when the discussion turns to these issues. • I think these issues have little relevance to teaching. • I don't understand these issues well enough to discuss them. 	<p>I often confront issues of social justice and educational reform. For example:</p> <ul style="list-style-type: none"> • I am sometimes comfortable enough to participate when the discussion turns to these issues. • I think these issues are relevant to teaching. • I understand some of these issues well enough to discuss them. 	<p>I almost always confront issues of social justice and educational reform. For example:</p> <ul style="list-style-type: none"> • I am very comfortable participating when the discussion turns to these issues. • I think these issues are highly relevant to teaching. • I understand most of these issues well enough to discuss them. 		