

PYP programme of inquiry rubric

After reading *Developing a transdisciplinary programme of inquiry* (2012) it would be appropriate for a school to carry out a self-assessment of its programme of inquiry using this PYP programme of inquiry rubric.

Prior to completing the self-assessment, a school should ensure that the programme of inquiry is presented in the same format as the PYP sample programme of inquiry included in *Developing a transdisciplinary programme of inquiry* (2012), with central idea, key concepts, related concepts, and lines of inquiry included. For the purpose of a school's self-assessment it is important that the school has identified the PYP subject areas relevant to each unit of inquiry.

The terms “all, or almost all”, “many”, “some”, and “few” used in the rubric have a degree of subjectivity. The percentages below are provided as approximate guidelines to ensure a common understanding. However, schools are encouraged to resist counting, but rather to consider their programme of inquiry holistically and to estimate based on repeated reading of the whole document.

- “all or almost all” to mean more than 95% (for example, all except for 1 or 2 units out of 50)
- “many” to mean between 61%–95%
- “some” to mean between 11%–60%
- “few” to mean 10% or below (for example, 5 or fewer units out of 50)

A *Word* version of the rubric can be found in the HTML version of *Developing a transdisciplinary programme of inquiry* (2012) available from the OCC, PYP e-library.

Central ideas					
1	a) There are six central ideas for all grades/year levels (other than 3–5 year olds).			Yes	No
	b) There are at least four central ideas at each grade/year level for 3–5 year olds including “Who we are” and “How we express ourselves”.			Yes	No
	c) Each central idea is written as one sentence.			Yes	No
	d) The PYP key concepts have been identified (no more than three) for each unit of inquiry.			Yes	No
2	All, or almost all, central ideas are written in a neutral voice that does not convey a specific/particular value of an individual.	Many central ideas are written in a neutral voice that does not convey a specific/particular value of an individual.	Some central ideas are written in a neutral voice that does not convey a specific/particular value of an individual.	A few central ideas are written in a neutral voice that does not convey a specific/particular value of an individual.	
3	All, or almost all, central ideas are written in such a way to invite student inquiry, so that a range of responses is possible.	Many central ideas are written in such a way to invite student inquiry, so that a range of responses is possible.	Some central ideas are written in such a way to invite student inquiry, so that a range of responses is possible.	A few central ideas are written in such a way to invite student inquiry, so that a range of responses is possible.	
4	All, or almost all, central ideas are relevant to the transdisciplinary themes under which they have been placed.	Many central ideas are relevant to the transdisciplinary themes under which they have been placed.	Some central ideas are relevant to the transdisciplinary themes under which they have been placed.	A few central ideas are relevant to the transdisciplinary themes under which they have been placed.	
5	All, or almost all, central ideas are written in such a manner as to develop conceptual understanding supported by the identified PYP key concepts.	Many central ideas are written in such a manner as to develop conceptual understanding supported by the identified PYP key concepts.	Some central ideas are written in such a manner as to develop conceptual understanding supported by the identified PYP key concepts.	A few central ideas are written in such a manner as to develop conceptual understanding supported by the identified PYP key concepts.	
6	All, or almost all, central ideas are globally significant addressing the commonalities of human experience.	Many central ideas are globally significant addressing the commonalities of human experience.	Some central ideas are globally significant addressing the commonalities of human experience.	A few central ideas are globally significant addressing the commonalities of human experience.	

Lines of inquiry				
7	a) Three or four lines of inquiry have been identified for each unit. b) The lines of inquiry are written as statements or phrases, not questions, topics or tasks.			Yes No Yes No
8	In all, or almost all, units the lines of inquiry develop understanding of the central ideas.	In many units the lines of inquiry develop understanding of the central ideas.	In some units the lines of inquiry develop understanding of the central ideas.	In a few units the lines of inquiry develop understanding of the central ideas.
9	In all, or almost all, units the lines of inquiry offer opportunities to develop understanding through multiple perspectives.	In many units the lines of inquiry offer opportunities to develop understanding through multiple perspectives.	In some units the lines of inquiry offer opportunities to develop understanding through multiple perspectives.	In a few units the lines of inquiry offer opportunities to develop understanding through multiple perspectives.
10	In all, or almost all, units the lines of inquiry develop understanding of aspects of the designated transdisciplinary theme.	In many units, the lines of inquiry develop understanding of aspects of the designated transdisciplinary theme.	In some units the lines of inquiry develop understanding of aspects of the designated transdisciplinary theme.	In a few units the lines of inquiry develop understanding of aspects of the designated transdisciplinary theme.
11	In all, or almost all, units the lines of inquiry are relevant to the experience of the students within a particular developmental range.	In many units the lines of inquiry are relevant to the experience of the students within a particular developmental range.	In some units the lines of inquiry are relevant to the experience of the students within a particular developmental range.	In a few units the lines of inquiry are relevant to the experience of the students within a particular developmental range.
12	In all, or almost all, units the lines of inquiry are distinctive yet connected to one another.	In many units the lines of inquiry are distinctive yet connected to one another.	In some units the lines of inquiry are distinctive yet connected to one another.	In a few units the lines of inquiry are distinctive yet connected to one another.
13	In all, or almost all, units the lines of inquiry are written in such a manner as to develop conceptual understanding supported by the identified PYP key concepts and related concepts.	In many units the lines of inquiry are written in such a manner as to develop conceptual understanding of the identified PYP key concepts and related concepts.	In some units the lines of inquiry are written in such a manner as to develop conceptual understanding of the identified PYP key concepts and related concepts.	In a few units the lines of inquiry are written in such a manner as to develop conceptual understanding of the identified PYP key concepts and related concepts.

Balance and articulation within the programme of inquiry					
14	a) All eight PYP key concepts are represented at each grade/year level.			Yes	No
	b) *There is a balance of PYP key concepts used throughout each transdisciplinary theme. (This does not mean that each key concept must be represented under each transdisciplinary theme.)			Yes	No
	c) The related concepts are derived from the subject areas and connect to the PYP key concepts.			Yes	No
	d) All the planned science and social studies is incorporated into the programme of inquiry.			Yes	No
	e) The school has mapped its subject-specific scope and sequences with its programme of inquiry.			Yes	No
	f) Two or three PYP subject area focuses are recorded for each unit.			Yes	No
	g) All PYP subject areas are represented within the programme of inquiry at each grade/year level.			Yes	No
	h) There is a balance of PYP subject areas identified to support understanding of each transdisciplinary theme. (This does not mean that each subject area must be represented under each transdisciplinary theme.)			Yes	No
15	All, or almost all, aspects of the descriptions of the transdisciplinary themes are explored at some point in the programme of inquiry.	Many aspects of the descriptions of the transdisciplinary themes are explored at some point in the programme of inquiry.	Some aspects of the descriptions of the transdisciplinary themes are explored at some point in the programme of inquiry.	A few aspects of the descriptions of the transdisciplinary themes are explored at some point in the programme of inquiry.	
16	In all, or almost all, units the PYP subject areas identified will support students' understanding of the central idea.	In many units, the PYP subject areas identified will support students' understanding of the central idea.	In some units the PYP subject areas identified will support students' understanding of the central idea.	In a few units the PYP subject areas identified will support students' understanding of the central idea.	
17	All, or almost all, units throughout the programme of inquiry challenge and extend students' understanding.	Many units throughout the programme of inquiry challenge and extend students' understanding.	Some units throughout the programme of inquiry challenge and extend students' understanding.	A few units throughout the programme of inquiry challenge and extend students' understanding.	
Note regarding 14b. * Applies only to schools with at least five consecutive grades/year levels					