

Performance Indicators

Level 1: Achievement falls much below provincial standards.

Level 2: Achievement approaches provincial standards.

Level 3: Achievement meets provincial standards.

Level 4: Achievement surpasses provincial standards.

Performance Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge—Understanding of Content <ul style="list-style-type: none"> is aware of basic concepts and principles 	Student shows limited understanding and many misconceptions.	Student shows some understanding and minor misconceptions.	Student shows considerable understanding and few misconceptions.	Student has a high degree of understanding and no misconceptions.
Knowledge—Accurate Explanations <ul style="list-style-type: none"> explains concepts in full, with details 	Student needs help with explanations.	Student can explain, with some inaccuracies.	Student can explain in some detail.	Student shows competence in explanations.
Thinking and Investigation—Analysis <ul style="list-style-type: none"> interprets concepts without confusion uses balanced approach 	Student shows confusion in analysis, and needs help to balance approach.	Student may show some confusion, and needs help to balance approach.	Student is able to analyze without confusion or imbalance in approach.	Student is able to analyze with confidence and balanced approach.
Thinking and Investigation—Use of Critical Thinking Skills <ul style="list-style-type: none"> differentiates fact from opinion in various contexts 	Student may detect difference, with help.	Student sometimes needs prompts to tell fact from opinion.	Student usually tells fact from opinion.	Student differentiates fact from opinion and responds.
Application <ul style="list-style-type: none"> recognizes science and technology in daily life 	Student identifies few real-life examples.	Student can identify real-life examples with prompts.	Student can relate concepts to daily life with little help.	Student links concepts to daily life well.

Source: Adapted and used with permission of York University.