

**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
<b>Investigation Design</b> <ul style="list-style-type: none"> <li>develops design to test a prediction clearly</li> </ul>	Student needs help to shape ideas.	Student can apply lessons, with help.	Student knows how to test a prediction.	Student shows ability in prediction testing.
<b>Materials Needed</b> <ul style="list-style-type: none"> <li>selects materials for design</li> </ul>	Student needs frequent direction.	Student needs some prompts on materials.	Student can select needed materials.	Student readily selects needed materials.
<b>Methods and Procedures</b> <ul style="list-style-type: none"> <li>identifies variables</li> <li>uses instruments</li> </ul>	Student needs much guidance and prompting on variables and measuring with instruments.	Student needs some guidance and prompting on variables and often has to re-measure.	Student makes relevant choices on variables and measures well with instruments.	Student makes effective choices for variables and uses instruments without help.
<b>Safety</b> <ul style="list-style-type: none"> <li>recognizes and takes safety precautions</li> </ul>	Student needs prompting on safety rules.	Student knows safety rules, needs prompts.	Student recognizes and follows rules.	Student leads others to work safety.
<b>Data Collection by Observation</b> <ul style="list-style-type: none"> <li>makes and records detailed observations</li> <li>is systematic</li> </ul>	Student can record detailed observations on tables and charts if provided.	Student can record detailed observations in self-designed tables and charts.	Student makes observations, records them in self-designed tables and charts.	Student can predict data trends through recorded observations.
<b>Analysis of Data</b> <ul style="list-style-type: none"> <li>assesses problems by careful analysis of data collected</li> </ul>	Student shows little awareness of analytical methods.	Student interprets data but needs help relating to inquiry problem.	Student interprets data to assess inquiry problem.	Student relates interpreted data to inquiry problem.
<b>Grammar and Spelling</b> <ul style="list-style-type: none"> <li>finds and fixes errors for final write-up</li> </ul>	Student reports usually have some errors.	Student reports have few errors.	Student finds errors before final write-up.	Student rarely makes errors; helps others.
<b>Report Presentation</b> <ul style="list-style-type: none"> <li>hands in write-up that is neat, well organized, and complete</li> </ul>	Student report meets only one criterion.	Student report meets two criteria.	Student report is neat, complete, and well organized.	Student report shows formal structure and organization.