

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
Initiating and Planning <ul style="list-style-type: none"> paces work to meet due dates picks reasonable topic plans report approach 	Student needs many prompts to plan timing and research topic.	Student can develop a plan and approach with some prompting.	Student plans and paces work, picks reasonable topic and approach.	Student plans and paces work, uses good topic and approach.
Performing and Recording <ul style="list-style-type: none"> recognizes prior knowledge is aware of gaps organizes search through use of key words and organizers finds information from variety of sources makes notes of data and diagrams found records research steps assesses information for validity, objectivity 	Student shows limited awareness of prior knowledge or ways to organize information searches.	Student is aware of prior knowledge and gaps; needs help to set up information searches.	Student has a considerable grasp of knowledge and gaps and has developed useful search strategies.	Student has extensive prior knowledge and demonstrates competence in information searches.
	Student finds information from limited sources, does not assess it.	Student finds various sources and, with help, tries to assess the data.	Student uses various sources and tries to assess the data.	Student is good at searching for and assessing data from many sources.
	Student makes some notes, provides few details.	Student applies lessons, tries to record as fully as possible.	Student keeps good notes of data, sources, and research steps taken.	Student takes detailed notes of data, sources, and research steps.

Performance Criteria	Level 1	Level 2	Level 3	Level 4
Analyzing and Interpreting <ul style="list-style-type: none"> • develops ways to improve future research • Analyzes information gathered from research sources for reliability and bias • Draws conclusions based on research findings and justifies conclusions made 	Student shows limited interest in improving.	Student shows some interest in improving.	Student shows considerable interest in improving with a description of plans	Student shows a high degree of improvement by outlining specific assessment strategies.
	Student conducts limited analysis for reliability and bias.	Student conducts some analysis for reliability and bias.	Student conducts considerable analysis for reliability and bias.	Student analyzes fully for reliability and bias.
	Student draws and justifies conclusions to a limited extent.	Student draws conclusions, and justifies some.	Student draws and justifies conclusions.	Student draws and justifies conclusions in detail.
Communication <ul style="list-style-type: none"> • prepares orderly presentation of findings • uses multi-media aids • uses proper citations 	Student presents findings with little support and some errors.	Student can present findings with support for conclusions.	Student presents findings with support, aids, and full citations.	Student draws conclusions from detailed findings.
	Student includes limited citations.	Student includes some proper citations.	Student includes several proper citations.	Student uses full citations.