

**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>Science Concepts</b> <ul style="list-style-type: none"> <li>uses scientific concepts accurately</li> </ul>	Student uses scientific concepts with much prompting.	Student uses scientific concepts.	Student knows scientific concepts well.	Student verbalizes scientific concepts.
<b>Supporting Details</b> <ul style="list-style-type: none"> <li>uses class and reference materials to support concepts</li> </ul>	Student uses basic class materials to provide support.	Student uses variety of class materials to provide support.	Student uses class and other materials to provide support.	Student uses class and other materials, plus helps others provide support.
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>chooses words appropriate for science and target audience</li> </ul>	Student uses appropriate vocabulary.	Student uses appropriate vocabulary readily.	Student uses vocabulary easily and well.	Student uses vocabulary well, helps others to use it.
<b>Use of Media</b> <ul style="list-style-type: none"> <li>uses a variety of media (audio, visual, written, electronic)</li> </ul>	Student uses some media to support presentation.	Student supports presentation with various media.	Student links detail in various media to presentation.	Student shows originality in use of multiple media.
<b>Organization</b> <ul style="list-style-type: none"> <li>begins and ends clearly</li> <li>body flows in orderly fashion</li> </ul>	Student could improve clarity and structure.	Student starts and ends well, body unclear.	Student has clarity and good flow.	Student is well organized and confident.
<b>Vocal Quality</b> <ul style="list-style-type: none"> <li>speaks clearly, with varied pitch and tone</li> </ul>	Student needs reminders to vary voice.	Student speaks clearly, may alter voice.	Student sometimes alters voice patterns.	Student uses voice to add interest.
<b>Motivation</b> <ul style="list-style-type: none"> <li>stimulates interest or response from audience</li> </ul>	Student shows little interest in motivation.	Student provokes modest interest.	Student stimulates some interest and responses from others.	Student evokes interest in topic and responses from listeners.
<b>Body Language</b> <ul style="list-style-type: none"> <li>uses gestures, changes eye contact and posture</li> </ul>	Student moves little during delivery.	Student tries to use movement during delivery.	Student uses movement well during delivery.	Student makes effective use of movement during delivery.

Performance Criteria	Level 1	Level 2	Level 3	Level 4
<b>Layout and Design</b> <ul style="list-style-type: none"> <li>• use of space</li> <li>• size/placement of elements</li> <li>• use of backgrounds, colours</li> <li>• consistent images</li> <li>• enhances message</li> <li>• effectively accomplishes purpose</li> </ul>	Student needs help to use features of the tool or program.	Student uses features of the tool or program, with some help.	Student uses features of the tool or program (e.g., backgrounds, colours, templates, icons).	Student uses features of the tool or program, and helps others to use them also.
	Student requires help and prompting to use features such as icons, animations, etc., consistently.	Student requires some prompting to use features such as icons and animations consistently.	Student consistently uses features such as icons and animations.	Student consistently uses features and encourages others to use them.
	Not all images are appropriate in size, and student could improve organization.	Images are somewhat appropriate in size and are organized.	Images are appropriate in size and are placed in an easily understood sequence.	Images are appropriate in size, visually effective, and well placed.
<b>Format of text</b>	Colours, fonts, etc., could be improved to aid viewing and reading.	Colours, fonts, etc., allow content to be seen and read.	Colours, fonts, etc., enhance ease of viewing and reading.	Colours, fonts, etc., are visually attractive as well as easy to see and read.
	Student could improve text layout.	Text layout could be improved but is reasonably effective.	Economical but effective use of text (e.g., key points rather than full sentences, point form as appropriate)	Economical, effective, and inventive use of text

Performance Criteria	Level 1	Level 2	Level 3	Level 4
<b>Use of Images, Sounds, Animations, and Video</b> <ul style="list-style-type: none"> <li>purposeful</li> <li>complement/enhance message or purpose</li> <li>appropriate</li> <li>effective</li> </ul>	Student uses images, sounds, animations, etc., as part of the presentation.	Student uses a variety of images, sounds, animations, etc., as part of the presentation.	Images, animations, sounds, etc., support and enhance the text message or purpose.	Images, animations, sounds, etc., are interesting, well chosen, and support/enhance the text message or purpose.
	Student uses images as part of presentation, but not all are relevant.	Images are relevant.	Images are appropriate and effective for content.	Images are interesting, well chosen, appropriate, and effective for content.
	Student uses multimedia effects, but they may be distracting to the viewer.	Student uses multimedia effects.	Multimedia effects enhance message rather than interfering with or distracting the viewer.	Multimedia effects are interesting and effective, enhancing the message.
<b>Use of Charts, Tables, and Graphs</b> <ul style="list-style-type: none"> <li>use of legends, keys, and labels</li> <li>accurate</li> <li>complete</li> </ul>	Student needs help with charts, graphs, or tables.	Student may need some help with charts, graphs, or tables.	Charts, graphs, or tables are used to illustrate information.	Charts, graphs, or tables are accurate and complete.
	Student needs help or reminding to include label/titles.	Labels/titles are in place.	Label/titles are accurate.	Label/titles are clear and accurate.
	Labels/titles are present but incomplete.	Labels/titles are somewhat complete.	Labels/titles are complete.	Label/titles are well placed and complete.
	Student needs help choosing an appropriate style of table or graph.	Student can choose an appropriate style of table or graph, with some help.	Style of table or graph is appropriate to message.	Style of table or graph is visually effective as well as appropriate to message.

**Source:** Part of this table is adapted from the Presenting Information Assessment Rubric, Ministry of Education, British Columbia.