

## 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>Terminology</b> <ul style="list-style-type: none"> <li>uses relevant terminology and units</li> </ul>	Student uses terms and units with prompts.	Student uses proper terms and units.	Students uses terms and units properly.	Student explains terms and units to others.
<b>Supporting Visuals</b> <ul style="list-style-type: none"> <li>constructs and uses charts, tables, and graphs as supports</li> </ul>	Student develops visuals, needs help to use as support.	Student develops visuals, can use as support.	Student develops and uses visuals as relevant support.	Student draws and uses clear visuals in suitable contexts.
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>uses formal scientific and technological vocabulary relevant to Grade 9</li> </ul>	Student uses proper vocabulary, with frequent reminders.	Student needs some reminders to use formal science vocabulary.	Student usually uses formal vocabulary in suitable forms.	Student uses and explains formal vocabulary in proper forms.
<b>Mechanics</b> <ul style="list-style-type: none"> <li>finds and fixes grammar and spelling errors in assignments</li> </ul>	Student rarely finds errors, needs help to fix them.	Student finds errors, needs help to fix them.	Student finds and fixes errors before handing in assignments.	Student fixes errors, helps others find and fix theirs.
<b>Numeracy</b> <ul style="list-style-type: none"> <li>provides numerical data that are precise and in standard format</li> </ul>	Student records numerical data with many errors.	Student records data with some errors of form and accuracy.	Student records data free of errors, in suitable formats.	Student records precise data in standard form.
<b>Calculations</b> <ul style="list-style-type: none"> <li>completes calculations and draws accurate conclusions from them</li> </ul>	Student needs much guidance on calculations and conclusions.	Student often draws wrong conclusions from calculations.	Student may calculate with some errors but reaches good conclusions.	Student does calculations and draws good conclusions.
<b>Sharing</b> <ul style="list-style-type: none"> <li>discusses with others science information gathered</li> </ul>	Student may speak about science with others.	Student often asks others about science information.	Student asks and informs others about science information.	Student is helpful and shares science information with others.