

## 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>Initiating and Planning</b> <ul style="list-style-type: none"> <li>states problem clearly, or phrases questions in testable form</li> <li>states hypothesis and specifies prediction</li> <li>lists questions for further study</li> </ul>	Student needs help stating the problem or the question, hypothesis, and predictions.	Student states a problem or question and an hypothesis, but not clearly.	Student's problem statement or questions and hypothesis are clearly stated; lists questions for further study.	Student's problem statement or questions and hypothesis are very clear; lists questions for further study.
<b>Performing and Recording</b> <ul style="list-style-type: none"> <li>describes steps in clear order</li> <li>identifies variables</li> <li>keeps other factors constant</li> <li>follows safety rules</li> <li>suggests strategy for repeated trials</li> <li>records in clear, accurate diagrams</li> <li>summarizes observed data neatly</li> </ul>	Student does not have a clear idea of order or methods required, even with help from the teacher; follows safety rules with some reminders; has trouble with diagrams and summarizing data, unless guided by teacher.	Student applies lessons on each step of procedures with help from teacher or classmates; follows safety rules with few reminders; uses diagrams to support results; however, written data summaries are not clear.	Student applies most lessons on each step of procedures independently or with a few reminders from the teacher; usually follows safety rules; records data in clear diagrams and summarizes observed data.	Student works well with little advice from teacher or classmates; always acts safely and helps others follow rules; records data in writing and diagrams using correct form and high quality.



# Design an Investigation Rubric

(continued)

Performance Criteria	Level 1	Level 2	Level 3	Level 4
<b>Analyzing and Interpreting</b> <ul style="list-style-type: none"> <li>states major findings clearly</li> <li>offers support from reference materials</li> <li>uses and interprets appropriate graphs</li> </ul>	Student needs help to identify major findings and supporting details; unable to interpret graphs.	Student can state major findings but needs help to support conclusions; needs help in including and interpreting graphs.	Student states major findings and gives support clearly; states the problem and hypothesis very clearly; incorporates graphs well.	Student states clear conclusions with detailed support from a variety of sources; graphs are appropriate, and student can interpret them fully.
<b>Communication</b> <ul style="list-style-type: none"> <li>makes key points of interpretation</li> <li>gives references in proper form</li> <li>communicates results clearly</li> <li>uses multi-media aids to support results</li> <li>shows understanding of experiment</li> </ul>	Student needs help to identify key points and to use proper reference form; has difficulty expressing findings; needs help to find and correct errors; rarely uses multimedia aids; has difficulty understanding experiments.	Student can develop key points but needs help to express them; needs help with some references; presents results with some errors; uses some multi-media aids as support; shows understanding of the experiment.	Student interprets data for clear key points; presents results in good form, with full references, few errors, and multi-media aids in support; shows understanding of the experiment.	Student includes strong key points to interpret data; presents results with high technical quality, full references, no errors, and multi-media aids; shows strong understanding of the experiment.

