

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 	<p>Student shows limited awareness of prior knowledge or ways to organize information searches.</p> <p>Student finds information from limited sources, does not assess it.</p> <p>Student makes some notes, provides few details.</p>	<p>Student is aware of prior knowledge and gaps; needs help to set up information searches.</p> <p>Student finds various Sources and, with help, tries to assess the data.</p> <p>Student applies lessons, tries to record as fully as possible.</p>	<p>Student has a considerable grasp of knowledge and gaps and has developed useful search strategies.</p> <p>Student uses various sources and tries to assess the data.</p> <p>Student keeps good notes of data, sources, and research steps taken.</p>	<p>Student has extensive prior knowledge and demonstrates competence in information searches.</p> <p>Student is good at searching for and assessing data from many sources.</p> <p>Student takes detailed notes of data, sources, and research steps.</p>



Scientific Research Planner Rubric

(continued)

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 	<p>Student shows limited interest in improving.</p> <p>Student conducts limited analysis for reliability and bias.</p> <p>Student draws and justifies conclusions to a limited extent.</p>	<p>Student shows some interest in improving.</p> <p>Student conducts some analysis for reliability and bias.</p> <p>Student draws conclusions, and justifies some.</p>	<p>Student shows considerable interest in improving with a description of plans</p> <p>Student conducts considerable analysis for reliability and bias.</p> <p>Student draws and justifies conclusions.</p>	<p>Student shows a high degree of improvement by outlining specific assessment strategies.</p> <p>Student analyzes fully for reliability and bias.</p> <p>Student draws and justifies conclusions in detail.</p>
Communication <ul style="list-style-type: none"> prepares orderly presentation of findings uses multi-media aids uses proper citations 	<p>Student presents findings with little support and some errors.</p> <p>Student includes limited citations.</p>	<p>Student can present findings with support for conclusions.</p> <p>Student includes some proper citations.</p>	<p>Student presents findings with support, aids, and full citations.</p> <p>Student includes several proper citations.</p>	<p>Student draws conclusions from detailed findings.</p> <p>Student uses full citations.</p>

