

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"> states problem clearly, or phrases questions in testable form states hypothesis and specifies prediction lists questions for further study 	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.
Performing and Recording <ul style="list-style-type: none"> describes steps in clear order identifies variables keeps other factors constant follows safety rules suggests strategy for repeated trials records in clear, accurate diagrams summarizes observed data neatly 	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.



Plan Your own Investigation Rubric

(continued)

Performance Criteria	Level 1	Level 2	Level 3	Level 4
Analyzing and Interpreting <ul style="list-style-type: none"> states major findings clearly offers support from reference materials uses and interprets appropriate graphs 	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.
Communication <ul style="list-style-type: none"> makes key points of interpretation gives references in proper form communicates results clearly uses multi-media aids to support results shows understanding of experiment 	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.

