

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 |
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| Investigation Design <ul style="list-style-type: none"> • develops design to test a prediction clearly | Student needs help to shape ideas. | Student can apply lessons, with help. | Student knows how to test a prediction. | Student shows ability in prediction testing. |
| Materials Needed <ul style="list-style-type: none"> • selects materials for design | Student needs frequent direction. | Student needs some prompts on materials. | Student can select needed materials. | Student readily selects needed materials. |
| Methods and Procedures <ul style="list-style-type: none"> • identifies variables • uses instruments | Student needs much guidance and prompting on variables and measuring with instruments. | Student needs some guidance and prompting on variables and often has to re-measure. | Student makes relevant choices on variables and measures well with instruments. | Student makes effective choices for variables and uses instruments without help. |
| Safety <ul style="list-style-type: none"> • recognizes and takes safety precautions | Student needs prompting on safety rules. | Student knows safety rules, needs prompts. | Student recognizes and follows rules. | Student leads others to work safety. |
| Data Collection by Observation <ul style="list-style-type: none"> • makes and records detailed observations • is systematic | Student can record detailed observations on tables and charts if provided. | Student can record detailed observations in self-designed tables and charts. | Student makes observations, records them in self-designed tables and charts. | Student can predict data trends through recorded observations. |
| Analysis of Data <ul style="list-style-type: none"> • assesses problems by careful analysis of data collected | Student shows little awareness of analytical methods. | Student interprets data but needs help relating to inquiry problem. | Student interprets data to assess inquiry problem. | Student relates interpreted data to inquiry problem. |
| Grammar and Spelling <ul style="list-style-type: none"> • finds and fixes errors for final write-up | Student reports usually have some errors. | Student reports have few errors. | Student finds errors before final write-up. | Student rarely makes errors; helps others. |
| Report Presentation <ul style="list-style-type: none"> • hands in write-up that is neat, well organized, and complete | Student report meets only one criterion. | Student report meets two criteria. | Student report is neat, complete, and well organized. | Student report shows formal structure and organization. |

