

Rating Scale: Science 5 Not Yet Within Expectations

	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<p>Collecting</p> <p>selection of technology tools (<i>webs, clusters, charts, graphs, spreadsheets, databases</i>), information sources, and materials</p>	<ul style="list-style-type: none"> • <u>selects inappropriate technology tools or may not use technology tools to gather information</u> • <u>requires assistance to develop and conduct a search using a search engine may use overly broad or narrow categories or use inappropriate terms and/or vocabulary when searching for information</u> • <u>relies predominantly on teacher supplied resources and materials</u> 	<ul style="list-style-type: none"> • uses technology tools to gather information, may not be able to discriminate appropriate tool for the task • uses a search engine with some support, may require assistance to narrow or broaden a search to find information related to the task • relies on a single resource or a limited number of resources 	<ul style="list-style-type: none"> • selects technology tools appropriate to the type of information required by the task • uses search engines independently, applies search protocols such as Boolean logic, narrows or broadens search terms to locate appropriate information effectively • gathers information from various primary and secondary sources 	<ul style="list-style-type: none"> • selects and effectively uses appropriate technology tools that enhance information gathering related to the task • uses a variety of information gathering tools intentionally to extend understanding of the task • uses task specific search engines efficiently and applies advanced search protocols • selects a wide range of supporting facts and evidence from a variety of primary and secondary sources to locate information that best meets the task
<p>accuracy and appropriateness of information</p>	<ul style="list-style-type: none"> • <u>selects a limited amount of information, or does not locate information that is related to the task</u> • <u>gathers information uncritically; selects</u> 	<ul style="list-style-type: none"> • selects information related to the task, information may be incomplete, inaccurate or inappropriate • selects information to illustrate only one 	<ul style="list-style-type: none"> • selects information that is directly related to the task; includes all important content and no unrelated data • includes information to illustrate more than 	<ul style="list-style-type: none"> • selects information that demonstrates an appreciation of the complexity of the task; identifies new questions • includes information to

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	<u>information that is unreliable, inaccurate and/or out of date</u>	perspective; includes some irrelevant and inaccurate details	one perspective, all information is current and accurate	illustrate various perspectives; points out bias, inaccuracies, untruths and propaganda; assesses reliability and relevance
socially constructed knowledge gathering information from others using communication tools (<i>email, instant messaging and other asynchronous and synchronous tools</i>)	<ul style="list-style-type: none"> works in isolation, does not use communication tools to build understanding 	<ul style="list-style-type: none"> uses communication tools occasionally to interact with others to expand their understanding and share ideas about the task 	<ul style="list-style-type: none"> uses communication tools to collaborate with others to build personal understanding and share ideas about the task 	<ul style="list-style-type: none"> relies on electronic communication tools to collaborate with others to expand or modify personal understanding about the task directs inquiries to experts electronically
Organizing sorting and grouping information, storing information so it is searchable and retrievable	<ul style="list-style-type: none"> <u>does not sort or group information</u> <u>does not create any filing system</u> <u>information is difficult to locate or access</u> 	<ul style="list-style-type: none"> attempts to group like information file management is simplistic and may not relate directly or obviously to the task data can be searched but it may be time consuming and illogical, student can find the information needed, but others cannot 	<ul style="list-style-type: none"> sorts and groups information logically creates a logical file management system that relates to the task data can be searched and retrieved efficiently 	<ul style="list-style-type: none"> groups information to support the complexity of the task file management system enhances understanding of the task data can be easily searched and retrieved efficiently by others
Interpreting and Analyzing use of technology tools (<i>webs,</i>	<ul style="list-style-type: none"> <u>uses technology tools and features that are inappropriate to the task</u> 	<ul style="list-style-type: none"> uses technology tools and features to convey ideas simplistically to support the task 	<ul style="list-style-type: none"> uses technology tools and features to reorganize and revise information to support 	<ul style="list-style-type: none"> uses appropriate technology tools and features to reorganize and revise information

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clusters, charts, graphs, spreadsheets, databases) to convey and build ideas, illustrate connections and relationships, and extrapolate or predict to build new understanding	<ul style="list-style-type: none"> • <u>does not demonstrate connections among ideas and concepts</u> 	<ul style="list-style-type: none"> • uses technology tools and features to show simple connections, but may show misunderstanding and few supporting details 	<p>the task</p> <ul style="list-style-type: none"> • uses technology tools and features to develop ideas, demonstrate connections among ideas, and show relative importance 	<p>to extend understanding of the task</p> <ul style="list-style-type: none"> • selects technology tools and features to develop and extend ideas in unique ways, illustrate connections among ideas and supporting details, and reveal patterns in the information
Presenting referencing, including ethical use of information	<ul style="list-style-type: none"> • <u>provides no or inaccurate citations of the source of materials used</u> • <u>includes plagiarized text and uses images and other electronic material without acknowledging the source</u> 	<ul style="list-style-type: none"> • lists some sources but citations may not be linked to specific image or information • may include some copied text and materials without reference to the source 	<ul style="list-style-type: none"> • lists all sources and links all citations to specific images or information • uses standardized bibliographic conventions • conveys content in own words 	<ul style="list-style-type: none"> • provides complete, accurate, and linked citation of the sources for all information and materials • uses standardized bibliographic conventions • conveys content in own words
layout and design, including use of technology tools webs, clusters, charts, graphs, spreadsheets, databases, media elements sounds, animations, graphics, video, photos, charts, hyperlinks, and design elements colour, proportion, balance, sequence, text and images to enhance the communication of ideas	<ul style="list-style-type: none"> • <u>uses visually confusing, misleading, or distracting layout and design elements, media elements may be under utilized or seem purposeless</u> • <u>text elements are unclear or may not be readable</u> 	<ul style="list-style-type: none"> • uses simplistic and/or ineffective layout and design, does not visualize ideas, use of effects may be overdone • some text elements are unclear or may not be readable • presentation can be 	<ul style="list-style-type: none"> • uses layout and design to provide a meaningful representation of thinking, effects are helpful, well balanced, undistorted, smooth transitions • uses visually appealing layout and design elements 	<ul style="list-style-type: none"> • uses layout and design to convey ideas uniquely, moves beyond media conventions to create unique presentations • layout and design elicit a personal response in the audience • merges layout and

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	<ul style="list-style-type: none"> • <u>presentation is difficult for the user to manipulate or navigate</u> 	<p>user driven, but may be cumbersome or difficult to navigate</p>	<p>(<i>colour, proportion, balance, sequence, text and images</i>) and formatting conventions, provides readable text elements</p> <ul style="list-style-type: none"> • presentation can be user driven • selects media elements appropriate to the task, congruent with the message and which enhances understanding of ideas 	<p>design elements <i>colour, proportion, balance, sequence, text and images</i>, formatting conventions, and text and visual elements in a unique fashion to enhance meaning</p> <ul style="list-style-type: none"> • presentation can be user driven, intuitive for the user not just the developer
organization of ideas and development of an argument that leads to a resolution	<ul style="list-style-type: none"> • <u>presentation is disorganized and does not flow logically, content is not broken down into meaningful units</u> • <u>tone and language are inappropriate to the task</u> • <u>argument is unclear and/or difficult for audience to follow, bits of information are isolated or disorganized and irrelevant information is included, may include over or under emphasis of certain aspects</u> • <u>lacks a resolution or provides a conclusion</u> 	<ul style="list-style-type: none"> • presentation has some organization • tone and language are suitable to the topic • argument is evident but may be difficult to follow • provides a resolution that is not fully supported by the evidence or that draws from only part of the evidence provided 	<ul style="list-style-type: none"> • presentation is logical and thoughtful • tone and language are appropriate to the topic • argument is clearly articulated and supported • provides a logical resolution, conclusion is clearly stated and supported by the evidence provided 	<ul style="list-style-type: none"> • presentation challenges the audience's perceptions of the topic, enhances or extends understanding of information; content is purposeful, logical, and / or labeled into easily understood parts • tone and language are engaging and enhance understanding • argument is clearly stated, supported and demonstrates extension of thinking and new knowledge • resolutions are logically stated and fully supported by the

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	<u>with little or no supporting evidence,</u> <u>provides a single or biased perspective</u>			analysis of the evidence