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| **Knowledge & Understanding** – *Subject-specific content acquired in each course and the comprehension of its meaning and significance* |

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| **Categories** | **Level 0**  **0 – 49%** | **Level 1**  **50 – 59%** | **Level 2**  **60 – 69%** | **Level 3**  **70 – 79%** | **Level 4**  **80 – 100%** |
| **Knowledge of content**  Theory, Pre-Analysis: Appropriate use of terminology, definitions | Does not demonstrate an adequate knowledge of content | Demonstrates limited knowledge of content | Demonstrates some knowledge of content | Demonstrates considerable knowledge of content | Demonstrates thorough knowledge of content |
| **Understanding of content**  Theory, Pre-Analysis: Applying unit concepts, ideas, theories, principles, processes in the correct manner | Does not demonstrate an adequate understanding of content | Demonstrates limited understanding of content | Demonstrates some understanding of concepts | Demonstrates considerable understanding of content | Demonstrates thorough understanding of content |

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| **Thinking and Investigation** – *The use of critical and creative thinking skills and inquiry, research, and problem-solving skills and / or processes* |

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| **Categories** | **Level 0**  **0 – 49%** | **Level 1**  **50 – 59%** | **Level 2**  **60 – 69%** | **Level 3**  **70 – 79%** | **Level 4**  **80 – 100%** |
| **Use of initiating and planning skills and strategies**  Construction of Device | Initiating and planning skills are not used with any effectiveness | Uses initiating and planning skills and strategies with limited effectiveness | Uses initiating and planning skills and strategies with some effectiveness | Uses initiating and planning skills and strategies with considerable effectiveness | Uses initiating and planning skills and strategies with a high degree of effectiveness |
| **Use of processing skills and strategies**  Action of Device | Processing skills and strategies are not used with any effectiveness | Uses processing skills and strategies with limited effectiveness | Uses processing skills and strategies with some effectiveness | Uses processing skills and strategies with considerable effectiveness | Uses processing skills and strategies with a high degree of effectiveness |
| **Use of critical / creative thinking processes, skills and strategies**  Problem-solving | Critical / creative thinking process, skills and strategies are not used with any effectiveness | Uses critical / creative thinking processes, skills and strategies with limited effectiveness | Uses critical / creative thinking processes, skills and strategies with some effectiveness | Uses critical / creative thinking processes, skills, and strategies with considerable effectiveness | Uses critical / creative thinking processes, skills and strategies with a high degree of effectiveness |

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| **Communication** – *The conveying of meaning through various forms* |

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| **Categories** | **Level 0**  **0 – 49%** | **Level 1**  **50 – 59%** | **Level 2**  **60 – 69%** | **Level 3**  **70 – 79%** | **Level 4**  **80 – 100%** |
| **Expression and organization of ideas and information in oral, visual, and / or written forms**  Clear expression, logical organization, diagrams, models | The student does not organize ideas and information with any effectiveness | Expresses and organizes ideas and information with limited effectiveness | Expresses and organizes ideas and information with some effectiveness | Expresses and organizes ideas and information with considerable effectiveness | Expresses and organizes ideas and information with a high degree of effectiveness |
| **Communication for different audiences and purposes in oral, visual, and / or written forms**  Uses appropriate scientific tone | The student does not communicate for different audiences and purposes with any effectiveness | Communicates for different audiences and purposes with limited effectiveness | Communicates for different audiences and purposes with some effectiveness | Communicates for different audiences and purposes with considerable effectiveness | Communicates for different audiences and purposes with a high degree of effectiveness |
| **Use of conventions, vocabulary, and terminology of the discipline in oral, visual and / or written forms**  Symbols, formulae, scientific notation, SI units, spelling, grammar | Conventions, vocabulary and terminology of the discipline have not been used with any effectiveness | Uses conventions, vocabulary and terminology of the discipline with limited effectiveness | Uses conventions, vocabulary, and terminology of the discipline with some effectiveness | Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |

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| **Application** – *The use of knowledge and skills to make connections within and between various contexts* |

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| **Categories** | **Level 0**  **0 – 49%** | **Level 1**  **50 – 59%** | **Level 2**  **60 – 69%** | **Level 3**  **70 – 79%** | **Level 4**  **80 – 100%** |
| **Application of knowledge and skills in familiar contexts**  Logger Pro and other resources have been used appropriately to get results | The student does not apply knowledge and skills in familiar contexts with any effectiveness | Applies knowledge and skills in familiar contexts with limited effectiveness | Applies knowledge and skills in familiar contexts with some effectiveness | Applies knowledge and skills in familiar contexts with considerable effectiveness | Applies knowledge and skills in familiar contexts with a high degree of effectiveness |
| **Transfer of knowledge and skills to unfamiliar contexts**  Logger Pro and other resources have been used | The student does not transfer knowledge and skills to unfamiliar contexts with any effectiveness | Transfers knowledge and skills to unfamiliar contexts with limited effectiveness | Transfers knowledge and skills to unfamiliar contexts with some effectiveness | Transfers knowledge and skills to unfamiliar contexts with considerable effectiveness | Transfers knowledge and skills to unfamiliar contexts with a high degree of effectiveness |
| **Making connections between science, technology, society and the environment**  Final evaluation of Device | The student does not make connections between science, technology, society and the environment with any effectiveness | Makes connections between, science, technology, society and the environment with limited effectiveness | Makes connections between, science, technology, society and the environment with some effectiveness | Makes connections between, science, technology, society and the environment with considerable effectiveness | Makes connections between, science, technology, society and the environment with a high degree of effectiveness |