

Level 6 – Exceptional Performance (100%)

- student demonstrates mastery in the use of experimental design to solve scientific problems, through accurate identification of all dependent variables, independent variables and controls within the context of their experiment; experimental design is clearly presented in a manner which permits replication of the protocols
- written expression is excellent, following the specified conventions of scientific writing (including correct reference citations), and the overall presentation is of an exceptional nature; the reader rarely spots errors in grammar, sentence structure and spelling

Level 5 – Commendable Performance (92%)

- student demonstrates a strong understanding for the use of experimental design to solve scientific problems, through accurate identification of all dependent variables, independent variables and controls within the context of their experiment; experimental design is clearly presented in a manner which permits replication of the protocols
- written expression is very good, following the specified conventions of scientific writing (including correct reference citations), and the overall presentation is strong; the reader rarely spots errors in grammar, sentence structure and spelling

Level 4 – Capable Performance (84%)

- student demonstrates competence in the use of experimental design to solve scientific problems, through accurate identification of dependent variables, independent variables and controls within the context of their experiment; experimental design is presented in a manner which permits replication of the protocols
- written expression and the overall presentation are both good, following most conventions of scientific writing (including references); the reader occasionally spots errors in grammar, sentence structure and spelling

Level 3 – Fair Performance (78%)

- student demonstrates basic understanding in the use of experimental design to solve scientific problems, through identification of some dependent variables, independent variables and controls within the context of their experiment; experimental design is presented in a manner which lacks organization and/or depth
- written expression and the overall presentation are both adequate, following many conventions of scientific writing (references maybe incomplete or inaccurate); the reader frequently spots errors in grammar, sentence structure and spelling

Level 2 – Limited Performance (68%)

- student demonstrates limited understanding in the use of experimental design to solve scientific problems, identification of variables and controls is incomplete; presentation of experimental design is disorganized and/or incomplete
- written expression and the overall presentation are both weak, and do not follow the conventions of scientific writing (references incomplete or not cited); the reader is distracted by errors in grammar, sentence structure and spelling

Level 1 – Minimal Performance (60%)

- student shows minimal attempt to use experimental design in solving scientific problems, with little or no identification of variables, controls and protocols
- written expression is poor and the overall presentation inadequate; the conventions of scientific writing are not followed (references are lacking); errors in grammar, sentence structure and spelling detract significantly from the student's writing