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| Name: | Areas: | | | |
| Assessment Task | | | | |
| Expectations  A1. demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analysing and interpreting, and communicating)  B3. demonstrate an understanding of the diversity of living organisms in terms of principles of taxonomy and phylogeny  B2. investigate, through laboratory and/or field activities or through simulations, the principles of scientific classification, using appropriate sampling and classification techniques | | | | |
| **Categories** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge and Understanding** | | | | |
| *(KU1)* ***Knowledge of content***   * Specific characteristics of great reigns * The structure of microorganisms | Demonstrates limited knowledge of content | Demonstrates some knowledge of content | Demonstrates considerable knowledge of content | Demonstrates thorough knowledge of content |
| *(KU2)* ***Understanding of content***   * The roles of microorganisms * Phylogeny principles | Demonstrates limited understanding of content | Demonstrates some understanding of content | Demonstrates considerable understanding of content | Demonstrates thorough understanding of content |
| **Thinking** | | | | |
| *(T1)* ***Use of planning skills***   * Presents all the requested elements * Completes all the components within the allotted time | Uses planning skills with limited effectiveness | Uses planning skills with some effectiveness | Uses planning skills with considerable effectiveness | Uses planning skills with a high degree of effectiveness |
| *(T2)* ***Use of processing skills***   * Selects relevant information on each of the taxa * Uses reliable and diverse sources * Uses credible and appropriate sources for the requested task * Respects intellectual property (specific identification of sources) * Presents complete references | Uses processing skills with limited effectiveness | Uses processing skills with some effectiveness | Uses processing skills with considerable effectiveness | Uses processing skills with a high degree of effectiveness |
| *(T3)* ***Use of critical/creative thinking processes***   * Presents elements, characteristics that are unique to its specimen * Presents an original design process (harmony, contrast, shape) * Justifies his position using theory and his research | Uses critical/creative thinking processes with limited logic | Uses critical/creative thinking processes with some logic | Uses critical/creative thinking processes with considerable logic | Uses critical/creative thinking processes with a high degree of logic |
| **Communication** | | | | |
| *(OC1)* ***Expression and organization of ideas and information***   * Logical organization, facilitating comprehension * Highlights categorical information | 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 |
| *(OC2)* ***Expression and organization of ideas and information in oral, visual, and written forms and for different audiences and purposes***   * The visual support * Is technically representative * Presents descriptive and specific diagrams or images for the elements to be presented * The colours, the calligraphy, and the special characters used denote an aesthetic concern * Oral * The speech is clear (strength of the voice) * The speech is convincing without hesitation (demonstrates mastery of the subject, exudes confidence, is at ease) * The flow is good * Adequate intonation * The student is dynamic in his presentation (gestures, posture, etc.) | 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 |
| *(OC3)* ***Use of conventions, vocabulary, and terminology***   * Communicates ideas in French using appropriate terminology * Uses precise and varied anatomical and physiological vocabulary * Uses conventions of binomial nomenclature * Uses the provided tools to respect language conventions | 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 |
| **Application** | | | | |
| *(A2)* ***Transfer of knowledge and skills to new contexts***   * Identifies and uses the important elements presented to guide his research | Transfers knowledge and skills to new contexts with limited effectiveness | Transfers knowledge and skills to new contexts with some effectiveness | Transfers knowledge and skills to new contexts with considerable effectiveness | Transfers knowledge and skills to new contexts with a high degree of effectiveness |
| *(A3)* ***Making connections within and between various contexts***   * Makes a link between the organisms observed and the characteristics of the species * Establishes links between environmental conditions and the maintenance of an ecosystem | Makes connections within and between various contexts with limited effectiveness | Makes connections within and between various contexts with some effectiveness | Makes connections within and between various contexts with considerable effectiveness | Makes connections within and between various contexts with a high degree of effectiveness |