|  |  |
| --- | --- |
| 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) A2. identify and describe careers related to the fields of science under study, and describe the contributions of scientists, including Canadians, to those fields  |
| **Categories** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **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 the relevant information on careers and skills
* Uses reliable and diverse sources
* Uses credible and appropriate sources for the 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 an original design process (harmony, contrast, shape…)
 | 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**** Logic 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 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 his ideas in French, using appropriate terminology
* Uses the precise and various anatomical and physiological vocabulary
* Uses the provided tools to respect linguistic 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** |
| *(A1)* ***Application of knowledge and skills in familiar contexts**** Presents precise information
* Tasks
* Level of study
* Establishment
* Presents essential skills
 | 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 effectiveness |
| *(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 connection between the skills and the profession presented
 | 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 |