**Science 11 – Group Project**

**ASSESSMENT RUBRICS**

**Self-motivation and perseverance**

This criterion assesses the extent to which the student engages with the exploration and makes it their own. It can be reflected in many ways:

* the overall quality and depth of the project itself
* through communication with your mentor throughout the process
* in your final reflection as you describe the struggles you faced during the project and the steps you took to overcome them

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| **Mark** | **Descriptor** |
| **0** | **The student does not reach a standard described by any of the descriptors below** |
| **1** | **The student completes the project but sometimes lacks self-motivation.**There is limited evidence of personal initiative, interest or curiosity in relation to the project. An attempt was made to follow the timeline created by the group. |
| **2** | **The student approaches the project with self-motivation and follows it through to completion.**There is evidence of personal initiative, interest or curiosity in relation to the project. The timeline created by the group was followed. |

**Impacts of science**

This criterion assesses how the students are able to:

* explain the way in which they are applying and using science to address the UN Goal
* discuss and evaluate the various implications of their scientific solution and its application to solve this global issue
* apply scientific language effectively
* document the work of others and sources of information used.

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| **Mark** | **Descriptor** |
| **0** | The students do not reach a standard described by any of the descriptors below. |
| **1-2** | The students are able to: * **state/outline** the ways in which science is used to address a specific problem or issue
* **state/outline** the implications of the use of science to solve a specific problem or issue
* **sometimes apply** scientific language to communicate understanding
* **sometimes** document sources **correctly**
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| **3-4** | The students are able to: * **describe** the ways in which science is applied and used to address a specific problem or issue
* **discuss and analyze** the implications of using science and its application to solve a specific problem or issue
* **consistently apply** scientific language to communicate understanding **clearly and precisely**
* document sources **correctly**
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**Communication**

This criterion assesses whether the video is presented in a way that supports effective communication of the:

* Problem
* Solution
* Scientific Implications

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| **Mark** | **Descriptor** |
| **0** | The students’ video does not reach a standard described by the descriptors below. |
| **1-2** | **The presentation of the investigation is unclear, making it difficult to understand the problem, solution, and scientific implications.**The video is not well structured and is unclear: the necessary information on problem, solution, and scientific implications is missing or is presented in an incoherent or disorganized way.The understanding of the problem, solution, and scientific implications is obscured by the presence of inappropriate or irrelevant information.There are many errors in the use of subject specific terminology and conventions.  |
| **3-4** | **The presentation of the investigation is clear. Any errors do not hamper understanding of the problem, solution, and scientific implications.**The video is well structured and clear: the necessary information on problem, solution, and scientific implications is present and presented in a coherent way.The video is relevant and concise, thereby facilitating a ready understanding of the problem, solution, and scientific implications.The use of subject specific terminology and conventions is appropriate and correct. Any errors do not hamper understanding. |

**Reflecting on the process**

This criterion assesses the student’s ability to:

* evaluate the quality of the project against the communication criteria
* reflect on how completing the project has extended their understanding of the topic and the global issue
* reflect on how their group worked as a team and how they addressed any conflict.

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| **Mark** | **Descriptor** |
| **0** | The student has not reached a standard described by any of the descriptors given below. |
| **1-2** | The student is able to:* **present** a **limited or basic** evaluation of the quality of the project against the provided criteria
* **present limited or adequate** reflection on how completing the project has changed his or her knowledge and understanding of the topic and the global issue
* **present limited or adequate** reflection on his or her individual contribution to the group work and how the team functioned
* **present limited or adequate** reflection on his or her learning from the process and strategies for productive future group work.
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| **3-4** | The student is able to: * **present** a **substantial or excellent** evaluation of the quality of the project against the provided criteria
* **present substantial or excellent** reflection on how completing the project has changed his or her knowledge and understanding of the topic and the global issue
* **present substantial or excellent** reflection on his or her involvement in the group work and how the team functioned
* **present substantial or excellent** reflection on his or her learning from the process and strategies for productive future group work.
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