



Science, Technology, Society and the Environment – Multimedia Project SCH 3U1

Evaluation Rubric

Marks	0.0	2.5	4.9	5.0	5.5	5.9	6.0	6.5	6.9	7.0	7.5	7.9	8.0	9.0	10
	Level R			Level 1			Level 2			Level 3			Level 4		
Categories															
KNOWLEDGE															
- identifies various perspectives	Does not identify any perspectives			Identifies few perspectives			Identifies some relevant perspectives on the issue			Identifies most relevant perspectives on the issue			Identifies all or almost all relevant perspectives on the issue		
- provides relevant information about perspectives on the issue or proposal	Does not collect information about any perspective			Collects limited information about various perspectives			Collects some information about various perspectives			Collects considerable information about various perspectives			Collects thorough information about various perspectives		
COMMUNICATIONS															
- communicates clearly & precisely	Does not communicate info & ideas			Communicates info & ideas with limited clarity & precision			Communicates info & ideas with moderate clarity & precision			Communicates info & ideas with considerable clarity & precision			Communicates info & ideas with high degree of clarity & precision		
- use of scientific, terminology, symbols, conventions, and standard (SI) units	Does not use scientific terminology, symbols, conventions, and SI units			Uses scientific terminology, symbols, conventions, and SI units with limited			Uses scientific terminology, symbols, conventions, and SI units with some			Uses scientific terminology, symbols, conventions, and SI units with considerable			Uses scientific terminology, symbols, conventions, and SI units with few is any errors		

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	Level R			Level 1			Level 2			Level 3			Level 4		
	with limited accuracy			accuracy			accuracy			accuracy			accuracy		
- use of information technology for scientific purposes: specialized databases	Demonstrates a lack of ability to select appropriate technology			Demonstrates limited ability to select appropriate technology			Demonstrates some ability to select appropriate technology			Selects appropriate technology to suit purpose and audience			Selects the most appropriate technology		
- use of information technology for scientific purposes: website or PowerPoint, etc.	Demonstrates a lack of ability to operate technology effectively			Demonstrates limited ability to operate technology effectively			Demonstrates some ability to operate technology effectively			Operates technology competently			Operates technology skilfully		

/40 C

MAKING CONNECTIONS					
- understanding (making) connections among science, technology, society, and the environment	Makes no connections among concepts	Makes few connections among concepts	Makes some connections among concepts	Makes connections among concepts in familiar contexts and some unfamiliar contexts	Makes connections among concepts in familiar and unfamiliar contexts
- analysis of social and economic issues involving science and technology	Does not demonstrate any understanding when analyzing social and economic issues	Demonstrates little depth of understanding when analyzing social and economic issues	Demonstrates some depth of understanding when analyzing social and economic issues	Demonstrates considerable depth of understanding when analyzing social and economic issues	Analyzes complex social and economic issues with a high degree of understanding
- assessment of impacts of science and technology on the environment	Does not demonstrate understanding when assessing environment impacts	Demonstrates little depth of understanding when assessing environment impacts	Demonstrates some depth of understanding when assessing environment impacts	Demonstrates depth of understanding when assessing environment impacts	Demonstrates much depth of understanding when assessing environment impacts
- proposing courses of practical action in relation to science and technology-based problems	Does not demonstrate understanding of science and technology-based	Demonstrates limited understanding of science and technology-based	Demonstrates understanding of science and technology-based problems	Applies understanding of science and technology-based problems in everyday	Advocates action in relation to science and technology-based problems

Marks \ Categories	0.0	2.5	4.9	5.0	5.5	5.9	6.0	6.5	6.9	7.0	7.5	7.9	8.0	9.0	10
	Level R			Level 1			Level 2			Level 3			Level 4		
	problems			problems						actions or behaviours					
- bases action on analysis	Decides on a course of action that does not follow logically from the analysis			Decides on a course of action that is vaguely follows from the analysis			Decides on a course of action that is based on some aspect of the analysis			Chooses a course of action that follows logically from the analysis			Decides on a course of action that follows logically from analysis and shows insight		
- uses supporting information to justify a decision	Uses personal opinion to justify decision			Uses limited information to justify decision			Uses some supporting information to justify decision			Uses considerable supporting information to justify decision			Uses thoughtful, insightful interpretation of supporting information to justify decision		

/60 MC