

Performance Task Scoring Guide

Criteria	Point Value		
	0	1	2
A. Investigation Design (Items 1.1-1.3)			
1. The student describes the steps of the investigation with adequate detail	<input type="checkbox"/> Procedure is indecipherable or several steps are not described	<input type="checkbox"/> Understand basic steps but too vague to replicate	<input type="checkbox"/> Clear enough to replicate procedure
2. The student collects data on multiple factors or variables	<input type="checkbox"/> 1 factor or variable	<input type="checkbox"/> 2 factors or variables	<input type="checkbox"/> 3+ factors or variables
3. The student is able to identify multiple strengths in the design of the investigation	<input type="checkbox"/> No answer or non-strength identified	<input type="checkbox"/> Identified a single correct or accurate strength	<input type="checkbox"/> Identified two or more correct or accurate strengths
4. The student is able to identify multiple weaknesses in the design of the investigation	<input type="checkbox"/> No answer or non-weakness identified	<input type="checkbox"/> Identified a single correct or accurate weakness	<input type="checkbox"/> Identified two or more correct or accurate weaknesses
B. Data Collection (Items 2.1 – 2.3)			
1. The student makes high quality observations and measurements	<input type="checkbox"/> Vague descriptions and not quantitative at all	<input type="checkbox"/> Mix of quantitative and qualitative aspects (vague descriptions for the qualitative aspects)	<input type="checkbox"/> Detailed description or observations are quantitative
2. The students included data from multiple cases on each factor or variable	<input type="checkbox"/> 0 or 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3+ cases
3. The student organizes the data and labels it with correct units	<input type="checkbox"/> Not organized at all	<input type="checkbox"/> Somewhat organized	<input type="checkbox"/> Well organized
4. The students labels the data with appropriate units	<input type="checkbox"/> No	<input type="checkbox"/> Some but not all	<input type="checkbox"/> All
5. The student collects relevant data	<input type="checkbox"/> All irrelevant	<input type="checkbox"/> Some relevant and some irrelevant	<input type="checkbox"/> All relevant
6. The student uses a relevant scientific concept and the goal of the task to explain the collection of the data	<input type="checkbox"/> Neither	<input type="checkbox"/> One or the other	<input type="checkbox"/> Both
C. Argument (Item 3.1 – 3.3)			
1. The student provides a claim that answers or addresses the research question	<input type="checkbox"/> No claim	<input type="checkbox"/> Claim is present but does not answer the research question	<input type="checkbox"/> Claim answers the research question
2. The student provides a correct/accurate claim ¹	<input type="checkbox"/> Not correct	<input type="checkbox"/> Elements are inaccurate	<input type="checkbox"/> Accurate (reflects accepted scientific knowledge)
3. The student supports the claim with genuine evidence	<input type="checkbox"/> None (used an unsubstantiated inference or used data (without analysis) or the student just references the data that was collected)	<input type="checkbox"/> Includes an analysis of the data (describes a trend, pattern, or a difference) but provides no interpretation of the analysis	<input type="checkbox"/> Includes an analysis of the data (shows a trend, pattern, or a difference) and provides an interpretation of the analysis

¹ The accuracy of the claim should be evaluated in light of the research question

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4. The student uses a sufficient amount of relevant evidence.	<input type="checkbox"/> All the evidence provided is irrelevant (or no evidence is used)	<input type="checkbox"/> Most of the evidence is relevant or all of it is relevant but there is not a enough to support the claim	<input type="checkbox"/> All the evidence is relevant and there is enough to support the claim
5. The student includes a justification of the evidence	<input type="checkbox"/> No justification	<input type="checkbox"/> Vague or restates evidence	<input type="checkbox"/> Links evidence back to the content of the task (i.e. physical properties, habitat selection)
6. The student does not use any inappropriate phrases that misrepresent NOS or NOSI and uses terms correctly in the argument	<input type="checkbox"/> Two or more incorrect usages	<input type="checkbox"/> One incorrect usage	<input type="checkbox"/> No incorrect usage

Total: /32

Performance Task Calibration Worksheet for Scorers

What counts as?	Acceptable	Unacceptable
<ul style="list-style-type: none">High quality observations (B.1)		
<ul style="list-style-type: none">Relevant data (B.2)		
<ul style="list-style-type: none">A factor or a case (B.3)		
<ul style="list-style-type: none">A relevant scientific explanation (B.1)		
<ul style="list-style-type: none">A strength of the method (A.3)		
<ul style="list-style-type: none">A weakness of the method (A.4)		
<ul style="list-style-type: none">A sufficient amount of evidence (C.4)		