|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria being assessed**  | **Level 0** | **Level 1-2** | **Level 3-4** | **Level 5–6** |
| **A: Application**  |  | The student **attempts to state** how science is applied and how it may be used to address a specific problem or issue in a local or local context . | The student **states** how science is applied and how it may be used to address a specific problem or issue in local or global context.  | The student **comments** how science is applied to a specific problem or issue in a local or global context.  |
|  |  | The student **attempts to state** how the material that he/she has choose is applied and how it may be used to address a specific problem or issue in a local or local context.  | The student **states** how the material that he/she has choose is applied and how it maybe used to address a specific problem or issue in local or global context. | The students **comments** on how the material that he/she has choose is applied to a specific problem or issue in a local or global context |
| **A: Strength and weaknesses**  |  | The student **attempts to state** the strengths or weaknesses of science and its application in solving the problem or issue. | The student **states some** of the strengths and weaknesses of science and its application in solving the problem or issue.  | The student gives examples of science and scientific applications and **describes** strengths and weaknesses of science and its application in solving the problem or issue.  |
|  |  | The student **attempts to state** the strengths or weaknesses of the material and its application in solving the problem or issue. | The student **states some** of the strengths or weaknesses of the material and its application in solving the problem or issue. | The student gives examples of the material and how it is application in daily activities and **describes** strengths or weaknesses of the material and its application in solving the problem or issue. |
| **A: Factors** |  | The student **does not reach** a standard described by any of the descriptors.  | The student **states** how the application of science affects life, society, and the world they live in by giving **one example.** | The student **outline** how the application of science affects life, society, and the world they live in by giving at least **two examples.** |
|  |  | The student **does not reach** a standard described by any of the descriptors.  | The student **states** how the application of the material affects life, society, and the world they live in by giving **one example.** | The student **outline** how the application of the material affects life, society, and the world they live in by giving at least **two examples.** |
| **B: References** |  | When appropriate to the task, the student **attempts** to demonstrate honesty when handling data and information by showing **a few familiarities** with the MLA system of acknowledging sources. | When appropriate to the task, the student usually demonstrates honesty when handling data and information and demonstrates **some familiarity** with the MLA system of acknowledging sources | When appropriate to the task, the student usually demonstrates honesty when handling data and information and demonstrates **some familiarity** with the MLA system of acknowledging sources. |
| **B: Language** |  | The student communicates scientific information, which is **limited in its clarity and structure** (the flow of ideas).  | The student uses **some** of scientific terminologies **correctly.** | The student uses **most** of scientific terminologies **correctly.** |
| **B: Presentation** |  | The student uses s**ome** of scientific terminologies. | The student communicates scientific information, which has **moderate** **clarity and structure** (the flow of ideas).  | The student communicates scientific information, which has **good** **clarity and structure** (the flow of ideas).  |

A: 5

B: 3