

Marking criteria

Section: Computer Programs

Division: Primary (4 – 6)

VELS: Level 3, progressing to level 4

Student name:

Links to VELS progression points	CRITERION	High 3	Medium 2	Low 1	NS 0
<p>VELS 3.25, 3.5</p> <ul style="list-style-type: none"> - awareness of characteristics & effects/ knowledge of the effects of change in chemical, physical, biological, earth &/or space science contexts - awareness/knowledge of the connections between concepts related matter, space, energy &/or time - knowledge of the components of systems/understanding of the relationships that exist between components of systems <p>Science at work</p> <ul style="list-style-type: none"> - knowledge of a sustainable practice undertaken at home/in the local environment - knowledge of the social impact of science/use of science in work & leisure <p>VELS 3.75</p> <ul style="list-style-type: none"> - knowledge of the consequences of change in terms of cause & effect... - knowledge of the connections between concepts applied in an everyday context... - understanding of how a system &/or its components adapt to change <p>Science at work</p> <ul style="list-style-type: none"> - knowledge of sustainable practices which could be undertaken in the future at home & in the local community - understanding of how the work of a scientist may have both positive & negative outcomes for society 	<p>Science content The computer programs demonstrates understanding of scientific content</p>	Clearly and accurately teaches or demonstrates scientific ideas and principles	Some scientific ideas and principles are demonstrated	Few scientific ideas and principles are demonstrated, or the ideas/principles are poorly demonstrated	Not done
	<p>Scientific accuracy Scientific ideas are accurate and well researched</p>	All scientific ideas presented are accurate and well researched	Most scientific ideas presented are accurate and well researched	Few scientific ideas presented are accurate and well researched	Not done
	<p>Level of interaction Interaction for the user is incorporated.</p>	High level of interaction – several aspects involve action from the user; interaction adds value &/or interest for the user	Some level of interaction attempted – one or two aspects involve action from the user; &/or interaction adds little value &/or interest for the user	Any interaction attempted is superficial and doesn't add value or interest for the user	Not done
	<p>Use of graphics and text The computer program incorporates good use of graphics and text</p>	Graphics and text is relevant and interesting and incorporates science ideas	Good graphics and text but not always relevant or science related	Graphics and text is attempted but ineffectively	Not done

STS-specific & not directly related to VELS progression points

CRITERION	High 3	Medium 2	Low 1	NS 0
Game The game is fun to play, has variety, instructions are clear and work is well organized. Or, Simulation A computer program is a relevant and useful way of presenting and demonstrating the project	Game The game is fun and interesting with clear instructions; work is well organized. Simulation A computer program is the best medium for the project.	Game Parts of the game are fun and interesting with mostly clear instructions; work is reasonably organized. Simulation A computer program is a suitable medium for the project but perhaps not the best or most useful	Game The game lacks either interest/fun &/or clear instructions; possibly is also poorly organized. Simulation A computer program is a poor medium to demonstrate this project	Not done
User friendliness The program is user friendly and almost impossible to crash.	The program is very user friendly – easy to operate, logical & works reliably	The program is user friendly – relatively easy to operate, fairly logical & works reliably	The program is difficult to use, &/or crashes	Not done
Written explanation – content A clear and comprehensive explanation of the program is included	Explanation includes a clear aim, a good explanation of what the program does and identifies the intended audience	Explanation includes an aim, an explanation of what the program does and identifies the intended audience	Aim or explanation of what the program does or intended audience not explained	Not done
Written explanation – presentation Written explanation is less than two A4 pages and is presented in a manila folder with the completed face sheet firmly attached.		Within the page limit, in a manila folder, face sheet firmly attached	Hasn't complied with page limit, or manila folder or face sheet	Not done
Instructions for running the program Clear and comprehensive instructions are included to run the program	Clear and comprehensive instructions are included to run the program – easy to follow and accurate	Instructions are included but not always clear or easy to follow and/or contains some inaccuracies	Instructions are unclear and difficult to follow and/or inaccurate	Not done
Flow chart A flow chart sets out the logic and flow of the program	Flow chart is very clear, comprehensive and logically constructed	Flow chart is clear but misses some aspects and/or lacks some logic or continuity	Flow chart is unclear and/or incomplete	Not done
List of references A correctly cited reference list is included		Reference list is comprehensive and correctly cited	Reference list is incomplete.	Not done
Submit copy of program on disks Two clearly labeled disks (master & backup) are submitted.			Master copy and back up copy submitted, clearly labeled with name, ID code and school name.	Not done

Total score = ____ / 32