

A Report on a Natural Hazard B E L O W L E V E L 1

Teacher's Notes

The following is a list of characteristics found in student work that was submitted for this task and assessed at “below level 1”. (Samples of student work are not included.)

Degree of achievement can vary widely in student performance that falls below level 1. Consequently, the following list includes characteristics of achievement at various degrees below level 1. Taken together, some or all of the characteristics outlined below may justify assessment at “below level 1”. Most of the characteristics noted relate to the criteria specified in the task rubric, but some are more broadly defined.

Knowledge/Understanding

The student:

- does not specify a particular location;
- describes the hazard but does not explain how and why it occurs in the chosen location;
- provides inaccurate information about the hazard;
- describes only a past occurrence of a hazard that it is unlikely to recur in the chosen location.

Thinking/Inquiry

The student:

- provides the government with impractical advice on preparing for the possible occurrence of the hazard;
- provides the government with insufficient advice to make an impact;
- does not justify the advice given to the government officials;
- concentrates on short-term preparation and ignores long-term precautions or vice versa;
- does not differentiate between short-term and long-term preparations;
- describes what has already been done in response to past occurrences rather than offering advice on new preparations;

- does not address the aftermath of a disaster;
- provides ineffective suggestions for dealing with the aftermath;
- provides little or no rationale for the suggestions.

Communication

The student:

- does not present information in a report format;
- does not organize information and ideas into a coherent report;
- does not convey information and express ideas clearly and coherently;
- makes frequent errors in spelling, punctuation, and grammar;
- does not use an appropriate voice to address the identified audience;
- uses too informal a tone;
- uses slang or inappropriate terminology;
- does not provide a visual;
- provides a visual that is unrelated to the text;
- provides a visual that fails to enhance the text;
- provides a visual that shows inaccurate information.

Application

The student:

- provides very little or no relevant information on the impact of the hazard on the local population;
- omits significant aspects of the impact on the local population (e.g., financial repercussions), or provides information that is unlikely or inaccurate;
- provides insufficient detail about the impact of the hazard.

Comments

The student demonstrates minimal or no understanding of the requirements of the task, inadequate research skills, and a lack of understanding of the report format.

Next Steps

In order to improve his or her performance, the student must:

- address all of the requirements of the task;
- conduct more in-depth research in order to address task requirements fully;
- make use of the Research Organizer (Appendix A) to organize information and ideas;
- develop a voice appropriate to the audience;
- organize information into coherent sentences and paragraphs;
- provide a visual that enhances the text;
- provide relevant information about the impact of the hazard on the local community.