

Using the rubrics and VELS progression points for STS projects

Matching of VELS progression points to assessment criteria is a **suggested guide** only to give you an indication of how STS projects may be used to assist you to determine whether students are working at particular VELS levels. Clearly you may need to adapt this guide to suit your own circumstances and individual projects.

Matching of progression points has been done where the link is possible and clear. There may be other progression points that can be aligned with assessment of individual projects, depending on approaches taken by the student.

When using STS prescribed topics for Creative Writing and Posters you may need to specify some additional guidelines for your students to ensure progression points relating to issues such as change over time are covered. Most STS topics will cater for this scientific approach, but don't necessarily ensure the student will develop their project in that way.

Similarly, with models for example, you may need to ask for verbal or written explanations that help you to ascertain whether the student's work is consistent with a particular progression point (for example, analysis of group effectiveness in construction of a model. This is clearly possible through an STS project, but not necessarily demonstrated if students choose to do individual projects).

There may be other instances also where meeting the progression point can only be ascertained if projects take a particular focus or approach. STS is flexible enough to allow variations to occur during the development of the project, although these won't necessarily all be included in the end product submitted for judging. You will need to make your own judgments before trying to apply the progression points to individual projects.