**Grade 5 Conservation of Energy Unit Assessment**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CurriculumExpectation | Level 1 | Level 2 | Level 3 | Level 4 | Observations |
| 1.1 analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts | Student shows limited understanding of how people use energy and resources and how we can reduce impacts (poster activity) | Student shows some understanding of how people use energy and resources and how we can reduce impacts (poster activity) | Student shows good understanding of how people use energy and resources and how we can reduce impacts (poster activity) | Student shows excellent understanding of how people use energy and resources and how we can reduce impacts (poster activity) |  |
| 2.2 use scientific inquiry/research skills to investigate issues related to energy and resource conservation | Student worked independently and effectively in science centre stations rarely | Student worked independently and effectively in science centre stations some of the time | Student worked independently and effectively in science centre stations most of the time | Student worked independently and effectively in science centre stations all of the time |  |
| 2.4 use appropriate science and technology vocabulary, including energy, heat, light, sound, electrical, mechanical, and chemical, in oral and written communication | Student shows limited understanding of vocabulary for this unit (word wall activity and matching station) | Student shows some understanding of vocabulary for this unit (word wall activity and matching station) | Student shows good understanding of vocabulary for this unit (word wall activity and Let’s Match station) | Student shows excellent understanding of vocabulary for this unit (word wall activity and matching station) |  |
| 2.3 use technological problem-solving skills to design, build, and test a device that transforms one form of energy into another and examine ways in which energy is being “lost” in the device  | Student participated actively in circuit building activity and showed good understanding of how it worked (lab notes) | Student participated in circuit building activity and showed some understanding of how it worked (lab notes) | Student participated actively in circuit building activity and showed good understanding of how it worked (lab notes) | Student participated actively in circuit building activity and showed excellent understanding of how it worked (lab notes) |  |
| 3.1 identify a variety of forms of energy (e.g., electrical, chemical, mechanical, heat, light, kinetic) and give examples from everyday life of how that energy is used  | Student shows limited understanding of forms of energy and how it’s used in everyday life (Let’s Read and Let’s Match stations) | Student shows some understanding of forms of energy and how it’s used in everyday life (Let’s Read and Let’s Match stations) | Student shows good understanding of forms of energy and how it’s used in everyday life (Let’s Read and Let’s Match stations) | Student shows excellent understanding of forms of energy and how it’s used in everyday life (Let’s Read and Let’s Match stations) |  |
| 3.2 identify renewable and non-renewable sources of energy  | Student shows limited understanding of renewable and non-renewable sources of energy (Let’s Explain and Let’s Sort stations) | Student shows some understanding of renewable and non-renewable sources of energy (Let’s Explain and Let’s Sort stations) | Student shows good understanding of renewable and non-renewable sources of energy (Let’s Explain and Let’s Sort stations) | Student shows excellent understanding of renewable and non-renewable sources of energy (Let’s Explain and Let’s Sort stations) |  |
| 3.3 describe how energy is stored and transformed in a given device or system (e.g., in a portable electric device, chemical energy stored in a battery is transformed into electrical energy and then into other forms of energy such as mechanical, sound, and/or light energy) | Student shows limited understanding of how energy is stored and transformed in a given device (Let’s Draw station and electricity experiment at St. Benedict) | Student shows some understanding of how energy is stored and transformed in a given device (Let’s Draw station and electricity experiment at St. Benedict) | Student shows good understanding of how energy is stored and transformed in a given device (Let’s Draw station and electricity experiment at St. Benedict) | Student shows excellent understanding of how energy is stored and transformed in a given device (Let’s Draw station and electricity experiment at St. Benedict) |  |
| 3.4 recognize that energy cannot be created or destroyed but can only be changed from one form to another (e.g., chemical energy in a battery becomes electrical energy) | Student shows limited understanding of Law of Conservation of Energy (Let’s Draw activity and electricity experiment at St. Benedict) | Student shows some understanding of Law of Conservation of Energy (Let’s Draw activity and electricity experiment at St. Benedict) | Student shows good understanding of Law of Conservation of Energy (Let’s Draw activity and electricity experiment at St. Benedict) | Student shows excellent understanding of Law of Conservation of Energy (Let’s Draw activity and electricity experiment at St. Benedict) |  |