**Grade 6 Electricity Assessment**

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

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| CurriculumExpectation | Level 1 | Level 2 | Level 3 | Level 4 | Observations |
| 1.2 assess opportunities for reducing electricity consumption at home or at school that could affect the use of non-renewable resources in a positive way or reduce the impact of electricity generation on the environment | Student shows limited understanding of how people can reduce electricity consumption (poster activity) | Student shows some understanding of how people can reduce electricity consumption (poster activity) | Student shows good understanding of how people can reduce electricity consumption (poster activity) | Student shows excellent understanding of how people can reduce electricity consumption (poster activity) |  |
| 2.2 design and build series and parallel circuits, draw labelled diagrams identifying the components used in each, and describe the role of each component in the circuit | 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) |  |
| 2.3 use scientific inquiry/experimentation skills  | 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 |  |
| 2.6 use appropriate science and technology vocabulary, including current, battery, circuit, transform, static, electrostatic, and energy, in oral and written communication | Student shows limited understanding of vocabulary for this unit (word wall activity and Let’s Match station) | Student shows some understanding of vocabulary for this unit (word wall activity and Let’s Match 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 Let’s Match station) |  |
| 3.1 distinguish between current and static electricity 3.2 use the principles of static electricity to explain common electrostatic phenomena  | Student participated actively in static electricity activity and showed limited understanding of principals of static electricity (lab notes and Let’s Read) | Student participated actively in static electricity activity and showed some understanding of principals of static electricity (lab notes and Let’s Read) | Student participated actively in static electricity activity and showed good understanding of principals of static electricity (lab notes and Let’s Read) | Student participated actively in static electricity activity and showed excellent understanding of principals of static electricity (lab notes and Let’s Read) |  |
| 3.3 identify materials that are good conductors of electricity and good insulators  | Student shows limited understanding of conductors and insulators (word wall activity and experiment at St. Benedict) | Student shows some understanding of conductors and insulators (word wall activity and experiment at St. Benedict) | Student shows good understanding of conductors and insulators (word wall activity and experiment at St. Benedict) | Student shows excellent understanding of conductors and insulators (word wall activity and experiment at St. Benedict) |  |
| 3.4 describe how various forms of energy can be transformed into electrical energy3.5 identify ways in which electrical energy is transformed into other forms of energy | Student shows limited understanding of how energy is stored and transformed (Let’s Draw, Let’s Match station and electricity experiment at St. Benedict) | Student shows some understanding of how energy is stored and transformed (Let’s Draw, Let’s Match station and electricity experiment at St. Benedict) | Student shows good understanding of how energy is stored and transformed (Let’s Draw, Let’s Match station and electricity experiment at St. Benedict) | Student shows excellent understanding of how energy is stored and transformed (Let’s Draw, Let’s Match station and electricity experiment at St. Benedict) |  |
| 3.6 explain the functions of the components of a simple electrical circuit  | Student shows limited understanding of circuit (Let’s Draw activity and electricity experiment at St. Benedict) | Student shows some understanding of a circuit (Let’s Draw activity and electricity experiment at St. Benedict) | Student shows good understanding of circuit (Let’s Draw activity and electricity experiment at St. Benedict) | Student shows excellent understanding of circuit (Let’s Draw activity and electricity experiment at St. Benedict) |  |
| 3.7 describe series circuits and parallel circuits and identify where each is used | Student shows limited understanding of series and parallel circuits (Let’s Read station and electricity experiment at St. Benedict) | Student shows some understanding of series and parallel circuits (Let’s Read station and electricity experiment at St. Benedict) | Student shows good understanding of series and parallel circuits (Let’s Read station and electricity experiment at St. Benedict) | Student shows excellent understanding of series and parallel circuits (Let’s Read station and electricity experiment at St. Benedict) |  |