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| **How The World Works Summative Assessment** | | | | |
|  | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| **Key Concepts** |  |  |  |  |
| Change – Explaining the properties of physical and/or chemical change. | I can include the properties of physical or chemical change to explain my experiment with few misconceptions. | I can describe the properties of physical or chemical change to explain my experiment with basic justification.  Why has the change occurred? Using relevant scientific language. | I can analyze the properties of physical or chemical change to explain my experiment with frequent and accurate use of scientific language. |  |
| Connection – How physical and/or chemical changes impact our world. | I can make a basic connection with how my experiment impacts the world with basic justification | I can make a connection with how my experiment impacts the world with relevant scientific language. | I can make a solid connection with how my experiment impacts the world using frequent and accurate use of scientific language. |  |
| Reflection – How have you used your observations and the evidence to draw a conclusion? | I can draw a basic conclusion using my observations with basic understanding. | I can draw a conclusion using my observations using relevant scientific language. | I can draw a conclusion using my observations while frequent and accurate use of scientific language | I can draw a conclusion using my observations with frequent and accurate use of scientific language.  I can use my findings to think of more or other questions that are related to the real world. |
| **Skills** |  |  |  |  |
| Thinking skills – Application of prior knowledge | I can apply basic prior knowledge with few misconceptions to my experiment. | I can apply prior knowledge to my experiment. | I can apply prior knowledge while using relevant scientific language to my experiment. | I can apply prior knowledge with frequent and accurate use of scientific language to my experiment. |
| Thinking skills – Synthesis – Creating and developing an experiment. | I can present my experiment through an inquiry cycle experiment that includes a physical change with few misconceptions. | I can present my experiment through an inquiry cycle experiment that includes a physical or chemical change.  I can change a variable in my experiment. | I can present my experiment through an inquiry cycle experiment that includes a physical or chemical change.  I can justify why I needed to change the variable. |  |
| Thinking skills/Research skills – Analyzing data and observations, recording and interpreting data. | I can use the data from my experiment to write a basic conclusion with few misconceptions. | I can use the data from my experiment to write a conclusion.  I can use relevant scientific language. I can include a graph to represent my findings. | I can use the data from my experiment to write a conclusion that includes relevant scientific language. |  |
| Research skills – Formulating a good scientific question. | I can think of a basic question to test in my experiment with few misconceptions. | I can think of a question that is related to the central idea and or key concepts to test in my experiment. | I can independently think of a question that is related to the central idea and or key concepts. |  |
| Communication skills – Presenting visual display of experiment. | I can present my experiment with some features of an inquiry cycle. | I can present my experiment with all the features of an inquiry cycle using relevant scientific language.  I can represent my data visually. | I can present my experiment with the all the features of an inquiry cycle using relevant scientific language.  I can represent my data visually. | I can present my experiment with all the features of an inquiry cycle with frequent and accurate use of scientific language. |