

Outcome Correlation: Magnetic Toy! Grade Two Science

ASSESSMENT AND EVALUATION OF STUDENT LEARNING

This performance task is designed to gather assessment evidence for the following learner expectations (shown in Times New Roman font) from the Alberta Science Program of Studies (1996).

Note: Where text is grey, that portion of the outcome is not specifically addressed in this task.

| Learner Expectations | | Criteria for Evaluation * |
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| General Learner Expectation 2-3 SKILLS Problem Solving through Technology Construct, with guidance, an object that achieves a given purpose, using materials that are provided. | | Students provide evidence of their learning as they: |
| General Learner Expectation 2-4 ATTITUDES Demonstrate positive attitudes for the study of science and for the application of science in responsible ways. | | |
| General Learner Expectation 2-8 UNDERSTANDINGS Topic C: Magnetism Describe the interaction of magnets with other magnets and with common materials. | | |
| Number | Specific Learner Expectations | |
| UNDERSTANDINGS 2-8 | 2. Distinguish materials that are attracted by a magnet from those that are not. 3. Recognize that magnets attract materials with iron or steel in them; and given a variety of metallic and nonmetallic objects, predict those that will be attracted by a magnet. 4. Recognize that magnets have polarity, demonstrate that poles may either repel or attract each other, and state a rule for when poles will repel or attract each other. 5. Design and produce a device that uses a magnet. 6. Demonstrate that most materials are transparent to the effects of a magnet. A magnetic field will pass through such materials, whereas other materials interact with a magnet. | <ul style="list-style-type: none"> design toy |
| SKILLS 2-3.2 2-3.3 ATTITUDES 2-4.7 UNDERSTANDINGS 2-8 | Explore and Investigate <ul style="list-style-type: none"> attempt, with guidance, a variety of strategies to complete tasks identify steps followed in constructing the object and in testing it to see if it works <ul style="list-style-type: none"> a sense of responsibility for actions taken 5. Design and produce a device that uses a magnet. | <ul style="list-style-type: none"> construct toy |
| SKILLS 2-3.5 2-3.7 2-3.8 2-3.9 | Explore and Investigate <ul style="list-style-type: none"> identify materials used and how they were used Reflect and Interpret <ul style="list-style-type: none"> communicate results of construction activities, using oral language, captioned pictures and simple graphs (pictographs and bar graphs) describe the product and describe and explain the processes by which it was made identify applications for the product that was made | <ul style="list-style-type: none"> demonstrate and describe how toy works |

* Criteria statements appear again in the first column of the evaluation tools (checklists, rating scales and/or rubrics) and are the basis on which student evaluation is made relative to the learner expectations.