

Assessment Plan

Class: Grade 9A
Grade: 9

Teacher: Mrs B
Subject: Natural Sciences
Topic: Electrical Circuits

Term: 2
Date: 20 June 2011

When will the assessment be used?

- pre-learning
- mid-learning
- post-learning

This assessment task is to be used before any teaching takes place to establish existing learner knowledge of electrical circuits, to self-diagnose any existing misconceptions and build confidence before tackling more challenging concepts in electricity.

What is the assessment purpose?

- baseline
- diagnostic
- developmental
- consolidative
- summative

Description of the assessment task:

Drawings of simple electrical circuits are presented and the learner must make predictions as to what effects will be observed in each case based on their existing knowledge and understanding. Learners will be given circuit boards and electrical components which they will use to build the actual circuits and compare what they predicted with what they observe. Learners will write a paragraph to explain any discrepancies in what they predicted and what they observe. Different electrical circuit misconceptions are presented by the teacher and learners diagnose their own difficulties based on the discrepancies they discovered.

What are the criteria for assessment?

Predicting which light bulbs will light up in different electrical circuits
 Inferring comparable brightness of light bulbs in different positions in electrical circuits
 Setting up an electrical circuit
 Comparing inferences and predictions with observations and explaining any differences in these

What learning targets will be assessed?

	knowledge target	reasoning target	skill target	product target	dispositional target
Predict which light bulbs will light up in different electrical circuits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infer comparable brightness of light bulbs in different positions in electrical circuits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set up an electrical circuit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compare inferences and predictions with observations and explain any differences in these	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What assessment technique will be used?

- test: selected-response
- test: constructed response
- observation
- dialogue
- performance task
- created product

Learners make their inferences and predictions. They then set up the circuits to see what happens. They record their observations and compare these with what they thought would happen. They write an explanation for any discrepancies they find. The teacher presents different misconceptions which can cause misunderstanding in electrical circuits. Learners diagnose their own problems and discuss ways to progress from these.

What assessment tool will be used?

- marking memo
- anecdotal record
- checklist
- rating scale
- performance list
- rubric: analytic
- rubric: holistic

Who will conduct assessment?

- teacher
- self
- peer
- group

A Learner Task Guide outlining the activity is to be handed out to the learners with the analytic rubric to be used for assessment before the activity begins. Learners have time to read through these two documents before beginning the activity.

Checklist of assessment principles to consider:

- Is it fair?
- Is it transparent?
- Is it valid?
- Is it reliable?
- Is it aligned with curriculum?
- Is it aligned with teaching?
- Is it aligned with learning?
- Is it sufficient?
- Is it authentic?
- Is it practical?
- Is it engaging?

What instruction is needed in teaching/lesson plan?

See lesson plan