SCH3U Course Assessment Rubric

Start Date: \_\_\_\_\_

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

Overall Expectations [See back of page]	LEVEL							
	Ι	R	[-]	1 [+]	[-] 2	[+]	[-] 3 [+]	[-] 4 [+]
Scientific Investigation Skills and Career								
Exploration								
A1								
A2								
Matter, Chemical Trends and Chemical								
Bonding								
B1 Analyse properties of chemicals								
B2 Investigate properties of elements								
B3 Demonstate periodic trends & how								
elements combine								
Chemical Reactions:								
C1 Analyse reactions used in								
applications, impact on society &								
environment								
C2 Investigate types of reactions								
C3 Demonstrate understanding of								
types of chemical reactions								
Quantities in Chemical Reactions								
D1 Analyse processes in home,								
workplace and environment								
D2 Investigate quantities in chemical								
reactions								
D3 Demonstrate an understanding of								
the mole concept								

Solutions and Solubility E1 Analyse water pollution E2 Investigate qualitative & quantative			
E3 Demonstrate an understanding			
F Gases and Atmospheric Chemistry F1 Analyse the effects of human activities on air quality			
F2 Investigate gas laws F3 Demonstrate an understanding			
Progress Report [No grade]	Mid-Semester Report Grade	Final Grade	
[This is work habits feedback.]	[This grade is a progress report at this time.]		

Definition of Levels	Legend For Assessment Rubric Tools		
Level I – Did not submit work or did not do required task. Level R – Fails to meet standard for a passing grade. Level 1 – Limited ability to meet standard and limited effectiveness. Level 2 – Some ability demonstrated and moderately effective Level 3 – Considerable ability demonstrated, considerable clarity or accuracy Level 4 – Thorough, high degree of skill demonstrated, insightful, highly	<ul> <li>Q Quiz</li> <li>T Test</li> <li>A Assignment [report/essay/problem set]</li> <li>L Lab [activity and/or report]</li> <li>I Informal Assessment</li> </ul>		
<b>Example:</b> On test #2 the student was assessed at $T_{2a}$ = level 3+ $T_{2c}$ = level 2- Student was assessed at level 3+ for Test #2 application category Student was assessed at level 2- for Test #2 communication category	Example: Test #2 Application $\rightarrow$ T <sub>2a</sub> Test #2 Communication $\rightarrow$ T <sub>2c</sub>		

# Categories of Knowledge and Skills

**Knowledge and Understanding [ku]** – Subject Specific content acquired in each course {knowledge}, and the comprehension of its meaning and significance {understanding}

Thinking and Investigation Itil. The use of existent and exactive thinking skills and inquiry research, and problem solving skills and/or

## Overall Expectations MOE [http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11\_12.pdf

ENDURING STRAND

## Throughout this course, students will:

- A1. demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analysing and interpreting, and communicating);
- A2. identify and describe careers related to the fields of science under study, and describe the contributions of scientists, including Canadians, to those fields.

## By the end of this course, students will:

## Matter Chemical Trends and Chemical Bonding

- B1. analyse the properties of commonly used chemical substances and their effects on human health and the environment, and propose ways to lessen their impact;
- B2. investigate physical and chemical properties of elements and compounds, and use various methods to visually represent them;
- B3. demonstrate an understanding of the periodic trends in the periodic table and how elements combine to form chemical bonds

## Chemical Reactions

- C1. analyse chemical reactions used in a variety of applications, and assess their impact on society and the environment;
- C2. investigate different types of chemical reactions;
- C3. demonstrate an understanding of the different types of chemical reactions

## **Quantities in Chemical Reactions**

- D1. analyse processes in the home, the workplace, and the environment sector that use chemical quantities and calculations and assess the importance of quantitative accuracy in industrial chemical process;
- D2 investigate quantitative relationships in chemical reactions, and solve related problems;
- D3 demonstrate an understanding of the mole concept and its significance to the quantitative analysis of chemical reactions

### Solutions and Solubilty

- E1. analyse the origins and effects of water pollution, and a variety of economic, social, and environmental issues related to drinking water
- E2. investigate qualitative and quantitative properties of solutions, and solve related problems
- E3 demonstrate an understanding of qualitative and quantitative properties of solutions

### Gases and Atmospheric Chemistry

- F1 analyse the cumulative effects of human activities and technologies on air quality, and describe some Canadian initiatives to reduce air pollution, including ways to reduce their own carbon footprint
- F2 investigate gas laws that explain the behaviour of gases, and solve related problems
- F3 demonstrate an understanding of the laws that explain the behaviour of gases