

Unit 7 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|---|----------------|-----------------|---|
| 1. Match the problem to a tool to fix the problem: Count each problem as one point. Count as incorrect if a problem has no lines or more than one line drawn from it. | | | 4 |
| 2. Circle the best way to solve the problem: Count each question as one point. Count as incorrect if no answer is circled or more than one answer is circled. | | | 2 |
| 3. Answer the questions: Count both questions as 1 point and all 8 battery ends as one point each. Count as incorrect if a question or battery end is left blank. | | | 10 |
| 4. Circle True or False for each statement: Count each question as one point. Count as incorrect if both true/false are circled or neither are circled. | | | 10 |
| | total correct | total incorrect | * total correct divided by total possible times 100 |
| | total possible | percentage * | |
| | 26 | | |

Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at a different rate! Here is where this student needs more work:

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|--|---|
| many errors on 1 & 2 | still needs work on identifying the best tools/methods to use to fix common household problems | Show the students a tool or a picture of a tool. Have the students point to the household problem(s) that that tool would fix using the anchor chart. Identify a household problem. Give a possible solution and have the students give a thumbs up/down if your solution makes sense for that problem. |
| many errors on 3 | still needs work on identifying parts of a battery and how to install them | Practice installing batteries in electronics using real items. Practice pointing to the parts of batteries using real batteries and photos. |
| many errors on 4 | still needs work on identifying common tools and applying their use to every-day problems and uses | Identify a household problem. Give a possible solution/tool name and have the students give a thumbs up/down if your solution makes sense for that problem. Have students make a list of tools to solve a particular problem. Identify a function and have the student point to the tool on the anchor chart. |