

# Assessment Criteria - Chemistry - Effort

Skills being assessed are as itemised below; students are awarded;  
1 (Outstanding effort in all areas) – 4 (poor/inconsistent effort in all / most areas)

## Meeting Deadlines

- Is my homework always handed in on time?
- Is the work that I hand in complete?

## Behaviour

- Am I fully attentive during lessons?
- Am I polite and courteous to others during lessons?

## Organisation and equipment

- Have I brought the correct books and materials to the lesson?
- Am I ready to work as soon as possible after entering the classroom?

## Class participation

- Do I participate fully in every lesson?
- Do I think beyond the subject matter taught and to raise questions in lessons?
- Do I ask for help when I need it?

## Grade Descriptors

<b>1</b>	<b><i>Consistently excellent:</i></b> Reserved for pupils whose effort is absolutely outstanding.
<b>2</b>	<b><i>Very good:</i></b> Awarded where effort has been 'beyond the normal call of duty'.
<b>3</b>	<b><i>Satisfactory:</i></b> Awarded where effort has been at a level consistent with the minimum requirements. There may be some minor areas where improvements can be made.
<b>4</b>	<b><i>Unsatisfactory:</i></b> Awarded where effort is poor or inconsistent and needs urgent attention.

# Assessment Criteria - Chemistry - Skills

Skills being assessed are as itemised below; students are awarded;  
**A** (excellent performance in all areas) – **D** (weak performance in all / most areas)

## Practical Skills

- Organisation and safe use of equipment
- Management of time to complete tasks
- Positive attitude toward experiment (for example in group work)
- Following instructions carefully
- Making detailed, accurate and relevant observations and measurements

## Quality of written work

- Using appropriate scientific terminology accurately
- Presented in an orderly, logical manner
- Thorough answers in full sentences (where appropriate)
- Shows independent research including sources.

## Application Skills

- Graph drawing
- Describing data e.g. trends, patterns
- Interpreting (Analysing) data e.g. trends, patterns
- Making detailed, accurate and relevant conclusions from experiments
- Applying knowledge to new situations
- Evaluating data (e.g. recognition of anomalies)

## Test performance

- Grades are based on average test results:
  - A > 75 %
  - B 65 – 75 %
  - C 50 – 64 %
  - D < 50 %

## **Grade Descriptors**

<b>A</b>	<b>Consistently excellent:</b> Work which can hardly be improved upon in all areas. It is unusual for more than a few pupils in each class to attain this level of excellence.
<b>B</b>	<b>Very good:</b> The overall standard of work is higher than one would expect from a pupil in the set.
<b>C</b>	<b>Sound:</b> The overall standard is in line with the progress expected at this stage. There are no major concerns or significant weaknesses
<b>D</b>	<b>Some weaknesses:</b> Some areas of weakness are emerging which might prove a hindrance to further progress.