



## **Data Collection at Home (pp. 43 to 50 in the Student Activity Book): Evaluation Table**

**Evaluation 3  
End of Part 4**

<b>Criterion</b>	<b>Description</b>	<b>Mark</b>	<b>Total</b>
<i>Adequate description of the problem</i>	<p><b>Formulation of an explanation or temporary solution/assumption</b></p> <p><i>The answers to the six statements in the "Starting assumptions" column (pp. 44 to 46) are properly completed.</i></p>	/ 6	/ 6
<i>Execution of an appropriate course of action</i>	<p><b>Execution</b></p> <p><i>The answers to the six statements in the "Data collection" column (pp. 44 to 46) are properly completed.</i></p> <p><i>The appliance not-in-use table (p. 48) is properly completed.</i></p>	/ 6	/ 9
<i>Appropriate use of tools, techniques and instruments</i>	<p><b>Use of tools, objects and instruments</b></p> <p><i>The refrigerator and freezer thermometer readings (p. 44) are in the right range.</i></p>	/ 4	/ 4
<i>Appropriate use of scientific and technological knowledge</i>	<p><b>Production of explanations and solutions</b></p> <p><i>The answers to the six statements in the "Assumptions tested" column (pp. 44 to 46) are completed and demonstrate an appropriate interpretation of the data collected.</i></p> <p><i>The answers to the six statements in the "Conclusions" column (pp. 44 to 46) are properly completed.</i></p>	/ 6	/ 12
<i>Mastery of knowledge targeted by the progression of learning</i>	<p><b>a) Describe situation in which people consume energy</b></p> <p><b>b) Recognize the impact and influence of electric devices on individuals' lifestyles and environments</b></p> <p><i>The two easy ways to reduce the student's energy consumption in the morning and evening (p. 50) are relevant and realistic.</i></p>	/ 4	/ 4

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