



Pulleys and Gears Assessment Ideas

Sample #1: Ideas

The following assessment instruments may be used to conduct an evaluation of the student's effort and achievement.

- Daily Participation
- Peer Evaluation
- Notebook or Theme Journal
- Testing (Oral and Written)
- Checklists
- Projects
- Group Participation
- Field Work
- Self Evaluation
- Teacher Observation
- Assignments
- Reports and Essays
- Portfolio Development

Sample #2: Checklist

Teacher Assessment of a Presentation on the Uses of Pulleys and/or Gears

Student Name:

Criteria	Level 1	Level 2	Level 3	Level 4
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Shared the workload;				
Spoke clearly, loudly; used gesture and tone for effect;				
Demonstrated an understanding of concepts;				
Used scientific terminology;				
Visual support in collage;				
Clarity of explanation;				
Listened to the presentations of others;				

Sample #3: Checklist

Construction of a collage of pulleys and gears around us.

Student Name:

	Yes	No
I followed all directions given.		
My collage illustrates a pulley or gear in each of the images.		
I collected photographs from several sources.		
I drew any illustrations when I could not find an appropriate photo.		
My work is neat and colorful.		
I have an appropriate title for my work.		
I have checked the spelling of any words on my work.		

Sample #4: Checklist

A self- and peer-assessment based on the criteria established cooperatively for a series of drawings related to different pulley or gear types.

Student Name:

	MY RATING	MY CLASSMATE'S RATING
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Criteria	YES	SOMETIMES	NO	YES	SOMETIMES	NO
My drawings are neat and accurate.						
I labeled all items correctly.						
I put the correct words in the correct places.						
I used a ruler to draw any lines.						
I printed neatly.						

Sample #5: Checklist

Student/Teacher Conference Checklist for making a balloon powered toy with wheels and axles

Student Name:

Statements	Often	Sometimes	Never
I fulfilled my roles.			
I contributed my ideas and information.			
I asked my partners for their ideas and information.			
I asked my partners to clarify ideas when appropriate.			
I helped our group to stay on task.			
I included everyone in the work of the group.			
I listened to what my partners said.			
I asked my partners for help when I needed it.			


Sample #6: Checklist

An Assessment Rubric for construction activities using pulleys and/or gears.

Student Name:

Criteria	Level 1	Level 2	Level 3	Level 4
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Shows an understanding of the concepts;	little	some	most	all
Demonstrates misconceptions;	little	some	most	all
Gives explanations showing understanding of the concepts;	little	some	most	all
Applies required skills and strategies;	little	some	most	all
Shows awareness of safety procedures;	little	some	most	all
Uses tools and materials without assistance;	little	some	most	all
Communicates with clarity and precision;	little	some	most	all
Uses appropriate technology;	little	some	most	all

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