

Please note: Directions, questions, and answers (when applicable) should be clearly read aloud to students. If students need something to be reread, it should be done. However, selecting a response is entirely up to the student. At this point, students will have been taught how to do select-response items.

Name: _____

Directions: Listen to each question as it is read and circle the best answer for that question.

1. Looking at the pictures below, which one do you predict a magnet will attract?

A.



Metal Ball



Soccer Ball



Tennis Ball

2. Which of the following household objects does NOT have a magnet in it?

A.



Screwdriver

B.



Refrigerator Letters

C.



Water Bottle

3. Diane tried to touch the north ends of two magnets together, but they kept pushing apart on their own. What was Diane seeing the magnets do?

- A. Attract each other.
- B. Repel each other.
- C. Pull each other.

Directions: Look at each object and decide if a magnet would attract or not attract the object. If a magnet would attract the object, draw a line to answer A. Attract. In the magnet would not attract it, draw a line to answer B. Not Attract. There can be more than one line going to an answer.

4.



Paper Plate **B**

A. Attract

5.



Plastic Knife **B**

B. Not Attract

6.



Metal Spoon **A**

Directions: To be administered individually to each student.

7. Show the student three objects: a small, magnetic screwdriver; a pipe cleaner; and a piece of wire hanger.

Part A: Tell the student that they can use one of the following objects: a paperclip, plastic button, and a checker, to identify which of the objects shown contains a magnet. Ask the student to choose which either the paperclip, plastic button, and a checker to identify the magnet and to explain their choice.

Part B. Then instruct the student to identify which of the presented objects, a small, magnetic screwdriver; a pipe cleaner; and a piece of wire hanger, is magnetic by using what they selected. If the student did not choose the paperclip in Part A but asks to use it during part B, the student may be given the paperclip, but there will be no change in scoring for part A.

7 Part A Rubric:



The student selected the paperclip and either said that it was selected because it is made of metal or that the others were not selected because they were not made of metal.



The student selected the paperclip, but could not explain why.



The student either selected an item other than the paperclip or selected nothing at all.

7 Part B Rubric:



The student correctly identified the magnetic screwdriver by finding that the paperclip and bottle cap are attracted to the magnet.



The student identified one of the other objects as containing the magnet.

Directions: The teacher should read the question below individually to students. Each student will respond to the question verbally and be assessed on their ability to make a full response to the question.

8. We say that a magnet attracts some materials. Explain what "attract" means.

Rubric:



The student's response included a description of materials being pulled together, holding together in some way, or one material moving toward the another one. Key vocabulary includes: pull, come together.



The student's response only vaguely made reference to materials moving toward each other or trying to hold together.



The student either did not respond to the question asked or the response given made no reference to a description of materials being pulled together, holding together in some way, or one material moving toward the another one.

9. Are magnets useful in your home? If you think they are useful, please tell me two reasons why. If you do not think they are useful, please tell me two reasons why. Explain your thinking.

Rubric:



Student stated an opinion, presented two reasons to support it, and each reason was valid/logical.

(This assessment suggests that the student understands the concepts presented on the level of evaluation.)



Student stated an opinion, presented one reason to support it, and that reason was valid/logical.

(This assessment suggests that the student might need some extra support to understand the concept.)



Student stated an opinion, but either did not support it with any reasons or the reasons presented were not valid/logical.

Student was completely unresponsive to questioning.

(This assessment suggests that the student did not develop an understanding of the intended materials and needs additional help.)