Assessment grid

Subject: **Science**   Year: **7**   Topic/module: **Particles**

KS4 target direction	4	6	8(9)
Advanced	Enrichment/extension – reaching, or part of, next pathway → Features of work may include:	Enrichment/extension – reaching, or part of, next pathway → Features of work may include:	Enrichment/extension Features of work may include:
Secure *Students must achieve competence in **all** statements before being judged 'Secure'*	**Secure** The student can: • Match particle models to the properties of a material. • Match properties of the three states of matter to the name of the state. • Recognise that different substances boil at different temperatures. • Describe how particles change in their arrangements during evaporation, condensation, and sublimation • Describe examples of diffusion • Describe simply what gas pressure • State examples of gas pressure in everyday situations	**Secure** The student can: • Use the particle model to explain why different materials have different properties • Use ideas about particles to explain the properties of a substance in its three states • Explain changes of state using particle kinetics and temperature • Explain why different substances boil at different temperatures • Use a particle model to explain evaporating, condensing, and subliming • Use the particle model to explain diffusion • Describe evidence for diffusion • Use the particle model to explain gas pressure • Describe the factors that affect gas pressure	**Secure** The student can: • Evaluate particle models that explain why different materials have different properties • Explain why there is a period of constant temperature during melting and freezing • Interpret melting point data. • Use the particle model and latent heat to explain boiling • Explain what occurs during sublimation and condensation using particle models • Explain the differences between evaporation and boiling • Explain the factors that affect diffusion • Explain, using particle diagrams, what happens to gas pressure as the temperature increases
Developing	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
Beginning	Significant gaps	Significant gaps	Significant gaps