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| **Name:** **Register Class:** |



**Science Skills Passport**

2019-2020

**Lockerbie Academy**



Values

These qualities summarise the type of people we want you to become and the type of school we want to CREATE:

Below is a list of skills that we will be assessing during Science. The teacher will mark, with a stamp, when you have demonstrated, ***to an adequate standard***, any of the skills. You should record, under each skill, evidence of how you achieved this skill (see the example below). The skill is not recorded as being valid until it is signed which will occur after you record how you have achieved this skill.

| Date | Skill | Teacher signature |
| --- | --- | --- |
| Safety |   |
| 21.2.18 | * I wore safety glasses all through the experiment
* I cleared the desk of any items that were not required
* I checked the electrical wiring of the equipment
* My bag was under my desk at all times and I was aware of others in my group and what they were doing

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Here is a summary of the skills that we will be assessing.

|  |  |  |
| --- | --- | --- |
| Variables | Bar Graphs | Diagram |
| Hypothesising | Line Graphs | Referencing |
| Planning | Processing Data | Evaluating Experiments |
| Equipment Handling | Percentage & Percentage Change | Moral/Ethical Reflection |
| Risk Assessment | Ratios | Problem Solving |
| Safety | IESSUU | Showing Initiative |
| Measuring | Prefixes | Designing, Constructing, Testing & Modifying Solutions |
| Observing | Excel Graphs | Express Views (Written) |
| Taking Digital Readings (Including Using Alba) | Literacy Task | Express Views (Discussion/Verbal) |
| Participating | Research | Presenting An Argument |
| Recording Results | Writing A Scientific Report |  |

| Date | Skill | Teacher signature |
| --- | --- | --- |
| Bar Graphs |
|   |   |   |
| Designing, Constructing, Testing & Modifying Solutions |
|   |   |   |
| Diagram |
|   |   |   |
| Equipment Handling |
|   |   |   |
| Evaluating Experiments |
|   |   |   |
| Excel Graphs |
|   |   |   |
| Express Views (Discussion/Verbal) |
|   |   |   |
| Express Views (Written) |
|   |   |   |
| Hypothesising |
|   |   |   |
| IESSUU |
|   |   |   |
| Line Graphs |
|   |   |   |
| Literacy Task |
|   |   |   |
| Measuring |
|   |   |   |
| Moral/Ethical Reflection |
|   |   |   |
| Observing |
|   |   |   |
| Participating |
|   |   |   |
| Percentage & Percentage Change |
|   |   |   |
| Planning |
|   |   |   |
| Prefixes |
|   |   |   |
| Presenting An Argument |
|   |   |   |
| Problem Solving |
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| Processing Data |
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| Ratios |
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| Recording Results |
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| Referencing |
|   |   |   |
| Research |
|   |   |   |
| Risk Assessment |
|   |   |   |
| Safety |
|   |   |   |
| Showing Initiative |
|   |   |   |
| Taking Digital Readings (Including Using Alba) |
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| Variables |
|   |   |   |
| Writing A Scientific Report |
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| **Piece of Equipment** | **Experiment** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- |
| Beaker/conical flask |  |  |  |  |
| Blood pressure monitor |  |  |  |  |
| Bunsen burner |  |  |  |  |
| Chromatogram/chromatograph |  |  |  |  |
| Clamp stand |  |  |  |  |
| Compass |  |  |  |  |
| Side arm test tube with delivery tube |  |  |  |  |
| Dimple tile |  |  |  |  |
| Distillation apparatus |  |  |  |  |
| Dropper/syringe |  |  |  |  |
| Electrical circuits |  |  |  |  |
| Evaporating dish |  |  |  |  |
| Filter funnel/paper |  |  |  |  |
| Measuring cylinder |  |  |  |  |
| Microscope |  |  |  |  |
| Multimeter |  |  |  |  |
| (ammeter) |  |  |  |  |
| (voltmeter) |  |  |  |  |
| Pendulum |  |  |  |  |
| Pipette |  |  |  |  |
| Pitfall traps |  |  |  |  |
| Preparing a microscope slide |  |  |  |  |
| Protractor |  |  |  |  |
| Pulse meter |  |  |  |  |
| Quadrats |  |  |  |  |
| Safety goggles |  |  |  |  |
| Spring/Newton balance |  |  |  |  |
| Stopclock/ Stopwatch/Timer |  |  |  |  |
| Test tube/ Boiling tube |  |  |  |  |
| Thermometer |  |  |  |  |
| Top-pan balance |  |  |  |  |
| Tripod |  |  |  |  |
| Van de Graaff generator |  |  |  |  |
| Watch glass |  |  |  |  |
| Wooden splint/spill |  |  |  |  |
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# Evaluation: S1: **ELEMENTS, COMPOUNDS, MIXTURES**

# **Date of Test: \_\_\_\_\_\_\_\_ Test Result: \_\_\_\_\_\_\_\_\_\_\_\_\_\_%**

In this topic, I mostly enjoyed

The part I found hardest was

When I got stuck, I

The most helpful class activities for me were:

I would like to ask about

Parent / Carer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Evaluation: S1: **HEALTHY BODIES**

# **Date of Test: \_\_\_\_\_\_\_\_ Test Result: \_\_\_\_\_\_\_\_\_\_\_\_\_\_%**

In this topic, I mostly enjoyed

The part I found hardest was

When I got stuck, I

The most helpful class activities for me were:

I would like to ask about

Parent / Carer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Evaluation: S1: **ELECTRICITY**

# **Date of Test: \_\_\_\_\_\_\_\_ Test Result: \_\_\_\_\_\_\_\_\_\_\_\_\_\_%**

In this topic, I mostly enjoyed

The part I found hardest was

When I got stuck, I

The most helpful class activities for me were:

I would like to ask about

Parent / Carer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Evaluation: S1: **CHEMICAL REACTIONS**

# **Date of Test: \_\_\_\_\_\_\_\_ Test Result: \_\_\_\_\_\_\_\_\_\_\_\_\_\_%**

In this topic, I mostly enjoyed

The part I found hardest was

When I got stuck, I

The most helpful class activities for me were:

I would like to ask about

Parent / Carer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Evaluation: S1: **HEALTHY PLANET**

# **Date of Test: \_\_\_\_\_\_\_\_ Test Result: \_\_\_\_\_\_\_\_\_\_\_\_\_\_%**

In this topic, I mostly enjoyed

The part I found hardest was

When I got stuck, I

The most helpful class activities for me were:

I would like to ask about

Parent / Carer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Evaluation: **S1 ENERGY & SOUND**

# **Date of Test: \_\_\_\_\_\_\_\_ Test Result: \_\_\_\_\_\_\_\_\_\_\_\_\_\_%**

In this topic, I mostly enjoyed

The part I found hardest was

When I got stuck, I

The most helpful class activities for me were:

I would like to ask about

Parent / Carer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EVALUATIONS: S2

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| --- | --- | --- |
| Feedback | Test/% | Home Signature |
| Test 1:Forces/ Mighty Microbes/Action Packed Chemistry |  |  |
|  |
| Test 2: Heat/Chemical Engineering/Power of Genetics |  |  |
|  |
| Test 3: Road Safety /Life of Plants/ Environmental Chemistry |  |  |
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EVALUATIONS S3:

EVALUATIONS S3:

EVALUATIONS S3:

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# Notes

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**NOTES:**

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# **Improvements I should make:**

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**TEACHER COMMENTS:**

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# **Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world. *Louis Pasteur***