

Goals and Assessment

Clarify that the goals indicate what the students should be able to do as a result of the activity. Make sure that students understand that the **Chapter Challenge** is based on these goals.

Goal	Location in Activity	Assessment Opportunity
Learn to differentiate between chemical and physical changes.	Investigate Step 1	Students' observations are similar to those given in Teacher's Edition.
Make observations and cite evidence to identify changes as chemical or physical.	Investigate Steps 2-3 Chemistry to Go Questions 1-4	Students are able to organize evidence for types of changes and identify the types of changes observed. Students' conclusions match those outlined in Teacher's Edition.
Explore the new properties exhibited when new materials are made from combinations of two or more original materials.	Investigate Steps 4-6	Students can focus on the difference between the starting materials and the ending materials to identify the type of change occurring.
Design an experiment to test properties of different combinations of materials.	Chemistry to Go Question 5 Inquiring Further	Students can describe how to differentiate two solutions that appear similar. Students are able to design and carry out an experiment to determine the effects of different factors on solubility.