ASSESSMENT

Concept Map Checklist

| | Assessment | | | | | |
|--|------------|-----------|-----|-----------|-----------|-----|
| Criteria | Self | | | Teacher's | | |
| | No | Sometimes | Yes | No | Sometimes | Yes |
| 1. The set of concept words in the graphic organizer applies to the science topic. | | | | | | |
| 2. The set of concept words is organized from most general to most specific. | | | | | | |
| 3. There is a suitable number of levels (general to specific) of concept words. | | | | | | |
| 4. Valid cross links are made between concept words in different parts of the concept map. | | | | | | |
| 5. The linking words (on the lines) used to make the cross links make sense in terms of the relationships being made between those concept words. | | | | | | |
| 6. The concept map has an effective title. | | | | | | |
| 7. The concept map is easy to follow. | | | | | | |
| 8. Prior knowledge and new knowledge are shown. | | | | | | |
| 9. The concept map is neat and presentable. | | | | | | |