

Student Name: _____
Class: _____

Technology 8
Date: _____

Skill #1: Compares Product to Original Design	Skill #2: Identifies Areas for Product Improvement	Skill #3: Describes Personal Strengths at Each Stage
Student clearly shows how he/she compares finished product to the original design and to the specifications and uses that as evidence to clearly describe the level of success.	Student refers to comparison and lists all changes that need to be made to bring the product up to higher quality standards in order to meet or exceed all the specifications of the original design brief.	Student thoroughly examines his/her work at each previous stage and realistically describes his/her strengths and also clearly states what steps need to be done to improve the work.

Write your responses on separate paper. Use complete sentences. Be specific.

Use this sheet for taking notes during group discussion. You will turn in your notes along with your response to each problem.

1. Skill #1:

- a. In your groups carefully examine the actual city to the starting map you used and individually describe how **that area** matches or does not match the original plan.

- b. In your groups carefully examine the finished city and the contest rubrics. Individually describe the **level of success** your group had in reaching the contest goals.

2. Skill #2: in

- a. Refer to your work in 1.b. and list all the changes or additions that need to be made to bring the city up to higher quality standards to meet or exceed all the specifications outlined by the contest.

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3. Skill #3 Use the chart below to record your answers:

- a.** Review your own efforts and accomplishments at each previous stage of the design cycle and describe your strengths at each stage.

I know I was good at _____ because I did _____

Investigation	Design
Planning	Creation (process logs only)

- b.** Describe one specific thing you need to do to improve your work at each stage.

Investigation	Design
Planning	(process logs only)