Memorials Design Folder Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

37 / 38

**Part A:**

1. A) Explain what the purpose of this assignment was.
B) Justify why it was valuable - Identify the population(s) that benefitted and describe how they benefitted.
2. Discuss the monuments/ commemorative items that you researched in order to inspire your solution ( existing monuments – see: tri-fold in your notebooks ). What did you learn from them that help inform the decisions you made when creating your monument?

**Part B:**

1. List your design specifications and explain what success will look like for each.
2. In your notebook I should find 2-3 different ideas for your final monument/ commemorative item.
3. Indicate which option your chose and justify in words WHY you chose it over the other ideas.
Be sure to refer to your design specifications. \*\*\*\*If only one person drew the final plan in their book then ***all other members*** should have a photocopy or photo of the plan to include in their design folders.

**Part C:**

Most of part C is evaluated through the final product.

1. Changes made: Discuss the changes that were made to your product and your plan during the creation portion. Be sure to discuss why the changes were made and how they affected the final design.

**Part D:**

1. Referring to your design specifications and the purpose of the project, how successful was your project?
2. If you were given the chance to do this again, how could your solution be improved.

**PLEASE SUBMIT THIS DOCUMENT WITH YOUR DESIGN FOLDER.**

**IF SUBMITTING ONLINE HAND IN THIS FORM AND CIRCLE DROP BOX BELOW.**

I have submitted I have submitted
via DROP BOX a HARD COPY

**Design Year 3 Rubric – Criterion A: Inquiry & Analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **1-2** | **3-4** | **5-6** | **7-8** |
| 1. **Identifying the Problem**
 | The student **states** the need for a solution to a problem | The student **outlines** the need for a solution to a problem | The student **explains** the need for a solution to a problem | The student **explains** and **justifies** the need for a solution to a problem |
| **iii . Existing  Products** |  | One existing product that inspires a solution to the problem is **outlined** | The student **describes** a group of similar products that inspire a solution to the problem | The student **analyses** a group of similar products that inspire a solution to the problem. |

**Design Year 3 Rubric – Criterion B: Developing Ideas**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **1-2** | **3-4** | **5-6** | **7-8** |
| 1. **Design Specifications**
 | The student **lists** a few basic success criteria for the design of a solution | The student **constructs** a list of the success criteria for the design of a solution. | The student **develops** design specifications which **identify** the success criteria for the design of a solution | The student **develops** a design specification which **outlines** the success criteria for the design of a solution based on data collected |
| 1. **Design Ideas**
 | The student **presents** **one** design idea, which can be interpreted by others | The student **presents** a few feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others. | The student **presents** a **range** of feasible design ideas, using an appropriate medium(s) and **explains** key features which can be interpreted by others | The student **presents** a range of feasible design ideas, using an appropriate medium and **annotation**, which can be correctly interpreted by others |
| **iii. Chosen  Design** | The student creates **incomplete** planning drawings / diagrams of chosen design | The student **outlines** the main reasons for the choosing the design with reference to the design specification. | The student **presents** the chosen design and **outlines** the **main** reasons for its selection with reference to the design specifications | The student **presents** the chosen design and **outlines** the reasons for its selection with reference to the design specification |

**Design Year 3 Rubric – Criterion C: Creating the Solution**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **1-2** | **3-4** | **5-6** | **7-8** |
| 1. **Technical Skill**
 | The student **demonstrates** minimal technical skills when making the solution | The student **demonstrates** **satisfactory** technical skills when making the solution | The student **demonstrates** **competent** technical skills when making the solution | The student **demonstrates** **excellent** technical skills when making the solution |
| 1. **Creation**
 | The student **creates** the solution which functions **poorly** and is presented in an **incomplete** form. | The student **creates** the solution, which **partially** functions and is **adequately** presented | The student **creates** the solution which functions **as** **intended** and is presented **appropriately** | The student follows the plan to **create** the solution which functions **as** **intended** and is presented **appropriately** |
| 1. **Changes Made**
 | The student does not address changes made in the document. | The student **outlines** changes made to the chose design **or** plan when making the solution. | The student **outlines** changes made to the chosen design **and** plan when making the solution | The student **explains** changes made to the chosen design and plan when making the solution |

**Design Year 3 Rubric – Criterion D: Evaluating**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **1-2** | **3-4** | **5-6** | **7-8** |
| 1. **Success of Solution**
 | The student **states** the success of the solution | The student **outlines** the success of the solution against the design specification based on relevant product testing | The student **describes** the success of the solution against the design specification based on **relevant** product testing | The student **explains** the success of the solution against the design specification based on **authentic** product testing  |
| **Improvements** |  | The student **lists** the ways in which the solution could be improved | The student **outlines** how the solution could be improved | The student **describes** how the solution could be improved |