

Name: _____

Block: _____

3. Re-list the materials you will need, and draw a ***detailed*** sketch of your idea.

4. Build a prototype with materials from the shop (e.g., cardboard, paper, items from the prototyping bin, tape, hot glue, etc.).

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5. Composting can be a smelly business so before you start, do some research on how to compost, and if you're doing an indoor composter, how to keep the smells at bay.

Create a process that you will follow below.

6. On Day three of the project we will be doing a design review of each groups ideas. Your group will be presenting to the class in order to get feedback. Put important feedback below.

Completion/Skill Mastery			
4	Built a complete, working design that is ready for implementation by the assigned deadline. It is a finished product and represents the original vision.	3	At the project due date the model works as a proof-of-concept. Functions correctly based on the scientific principles studied in the Scientific Inquiry, but is not a finished product.
1		2	At the project due date the model physically represents a final version but does not work, or, shows most progress toward working but is incomplete.
1		1	At the project due date the model does not function as intended and is not near completion
Engineering process			
4	Built and tested a prototype based on original design idea, and modified it based on my results so that it functions as intended. Device actually works as expected/intended.	3	I used the information I found to come up with a design, and I built something that sort of works. I tested and modified my design to get it to work better.
2		2	I tried to build something based on a design I found, but it didn't work.
1		1	I didn't really build anything - I just copied a design I found and didn't actually even try to build it.
efficiency/time usage			
4	Used class time well. Spent every class period building/designing/engineering your build. No time wasted.	3	Most time used efficiently but maybe didn't have materials ready to begin, or missed classes/opportunities to engage in build.
2		2	Missed classes, didn't have materials ready for building promptly, or had materials ready but didn't engage in building efficiently
1		1	Dawdled, wasted time, delayed, an made little progress
Effort/work ethic			
4	Independently researched, learned about the issue, devised and attempted to implement a solution/new idea/innovative twist on an existing product with a clear, viable purpose	3	researched, learned about the issue. Solution is kind of a new idea but draws heavily from existing projects/products. Could be more novel. Doesn't have the clearest purpose, usefulness or viability
2		2	drew heavily from existing ideas, didn't alter or innovate in any major way. Build quality is good but purpose/intent/viability isn't clear.
1		1	Dawdled, wasted time, delayed, threw hands up and asked to be told what to do
Communication			
4	Clearly communicated all features of the design through labeled blueprint/sketch, powerpoint presentation, or product demonstration detailed enough for another person to recreate the design	3	Most, but not all, design features were communicated well. Someone else could build it with some assistance
2		2	Blueprint/sketch is has some labels and measurements, but is difficult to interpret and would be difficult to build from
1		1	Even when prompted, student would not communicate design features, and it would be very difficult/impossible for someone else to recreate the design.

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Week #/ Date	Internal Temperature (°F)	Comments
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