Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3E Correlations | 2TDifferences and Processes | 1FCharacteristics | **Responsible** | **Respectful** |

Learning Targets

I can understand that different technologies involve different sets of processes.

I can understand that a product, system, or environment developed for one setting may be applied to another setting.

I can understand that new products and systems can be developed to solve problems or to help do things that could not be done without the help of technology

I can stay on task to complete a project.

I can work safely and effectively with tools and materials.

I can follow instructions.

I can manage my time to complete a project in a timely fashion.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards Assessment | 1 | 2 | 3 | 4 |
| Correlations | Does not meet expectations of meeting the standard | Partially meets expectations of meeting the standard | Meets expectations of meeting the standard | Exceeds expectations of meeting the standard |
| Differences and Processes | Does not meet expectations of meeting the standard | Partially meets expectations of meeting the standard | Meets expectations of meeting the standard | Exceeds expectations of meeting the standard |
| Characteristics | Does not meet expectations of meeting the standard | Partially meets expectations of meeting the standard | Meets expectations of meeting the standard | Exceeds expectations of meeting the standard |

|  |  |  |  |
| --- | --- | --- | --- |
| **Participation and Attendance** | **N** | **P** | **M** |
| Staying on TaskBe **R**espectfulOf Peers and Teacher | Improvement Needed Does not meet expectations of meeting the standard | Progressing – Meets some of the expectations | Meets expectations |
| Safety and Tool UsageBe **R**esponsible | Improvement Needed Does not meet expectations of meeting the standard | Progressing – Meets some of the expectations | Meets expectations |