W. J. Keenan High School

AdvancED STEM Indicator

6.10: STEM learning outcomes demonstrate students' STEM literacy necessary for the next level of STEM learning and for post-secondary and workforce readiness.

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- WorkKeys Results for CATE completers
- Project REAL scores on PLTW EOC exams (past three years)
- Sample "employability" rubrics and feedback from Project REAL students (21st century learning skills)
- End of Course Assessment results (for Algebra I and Biology I)
- State Generic Engineering Standards
- USATestPrep class achievement by students on content-specific skills
- Intro to Engineering Design portfolio unit sample and assessment

ACT WorkKeys **Skill Report**

Realm: SCWRC W J Keenan High School
SubRealm: SCWRC W J Keenan High School
Report Date: Oct 20, 2014
Group Name: Keenan WorkKeys Testing Group - AM

WorkKeys Roster Report With Scale Score

Apr 29, 2014 - Oct 20, 2014

			AM		AMX		AT		BW	L	LI		LU		OB		RFI		RIX		TW		W	WO		P	T	F
Examinee	ID**	Test Date	LS	SS	LS	SS	LS	SS	LS	LS	LS	SS	LS	SS	LS	SS	LS	SS	LS	SS	LS	SS	LS	LS	SS	Test Taken	Test Taken	Test Taken
AMEEN, ZAKIYYUD-DIN	1996	May 1, 2014	6	82	-	-	-	-	-	-	4	76	-	-	-	-	5	81	-	-	-	-	-	-	-	-	-	-
AUSTIN, DEVIN	1995	May 1, 2014	4	75	-	-	-	-	-	-	4	77	-	-	-	-	4	76	-	-	-	-	-	-	-	-	-	-
GLENN, JOSHUA	5775	May 1, 2014	6	82	-	-	-	-	-	-	4	78	-	-	-	-	4	77	-	-	-	-	-	-	-	-	-	-
HAYES, COREY	1996	May 1, 2014	5	81	-	-	-	-	-	-	4	77	-	-	-	-	4	76	-	-	-	-	-	-	-	-	-	-
JONES, KEAUNDRA	1996	May 1, 2014	7	87	-	-	-	-	-	-	5	80	-	-	-	-	6	82	-	-	-	-	-	-	-	-	-	-
KELLEY, D'VAUNGH	6681	May 1, 2014	6	86	-	-	-	-	-	-	4	77	-	-	-	-	4	78	-	-	-	-	-	-	-	-	-	-
LESANE, KHADIJAH	1996	May 1, 2014	4	75	-	-	-	-	-	-	4	77	-	-	-	-	4	77	-	-	-	-	-	-	-	-	-	-
MARTIN, SAMANUEL	1995	May 1, 2014	6	85	-	-	-	-	-	-	5	81	-	-	-	-	7	85	-	-	-	-	-	-	-	-	-	-

X = See employer report for more information
LS = Level Score
SS = Scale Score

AM = Applied Mathematics
AMX = Applied Mathematics Extended
AT = Applied Technology
BW = Business Writing

L = Listening
LI = Locating Information
LU = Listening for Understanding
OB = Observation

RFI = Reading for Information
RIX = Reading for Information Extended
TW = Teamwork
W = Writing

WO = Workplace Observation
P = Performance
T = Talent
F = Fit

**ID field is abbreviated to last four digits

ACT WorkKeys **Skill Report**

Realm: SCWRC W J Keenan High School
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			AM		AMX		AT		BW	L	LI		LU		OB		RFI		RIX		TW		W	WO		P	T	F
Examinee	ID**	Test Date	LS	SS	LS	SS	LS	SS	LS	LS	LS	SS	LS	SS	LS	SS	LS	SS	LS	SS	LS	SS	LS	LS	SS	Test Taken	Test Taken	Test Taken
THOMPSON, DAQUAN	1995	May 1, 2014	<3	69	-	-	-	-	-	-	4	75	-	-	-	-	4	77	-	-	-	-	-	-	-	-	-	-
WEBB, CORA	1995	May 1, 2014	7	87	-	-	-	-	-	-	5	84	-	-	-	-	7	85	-	-	-	-	-	-	-	-	-	-

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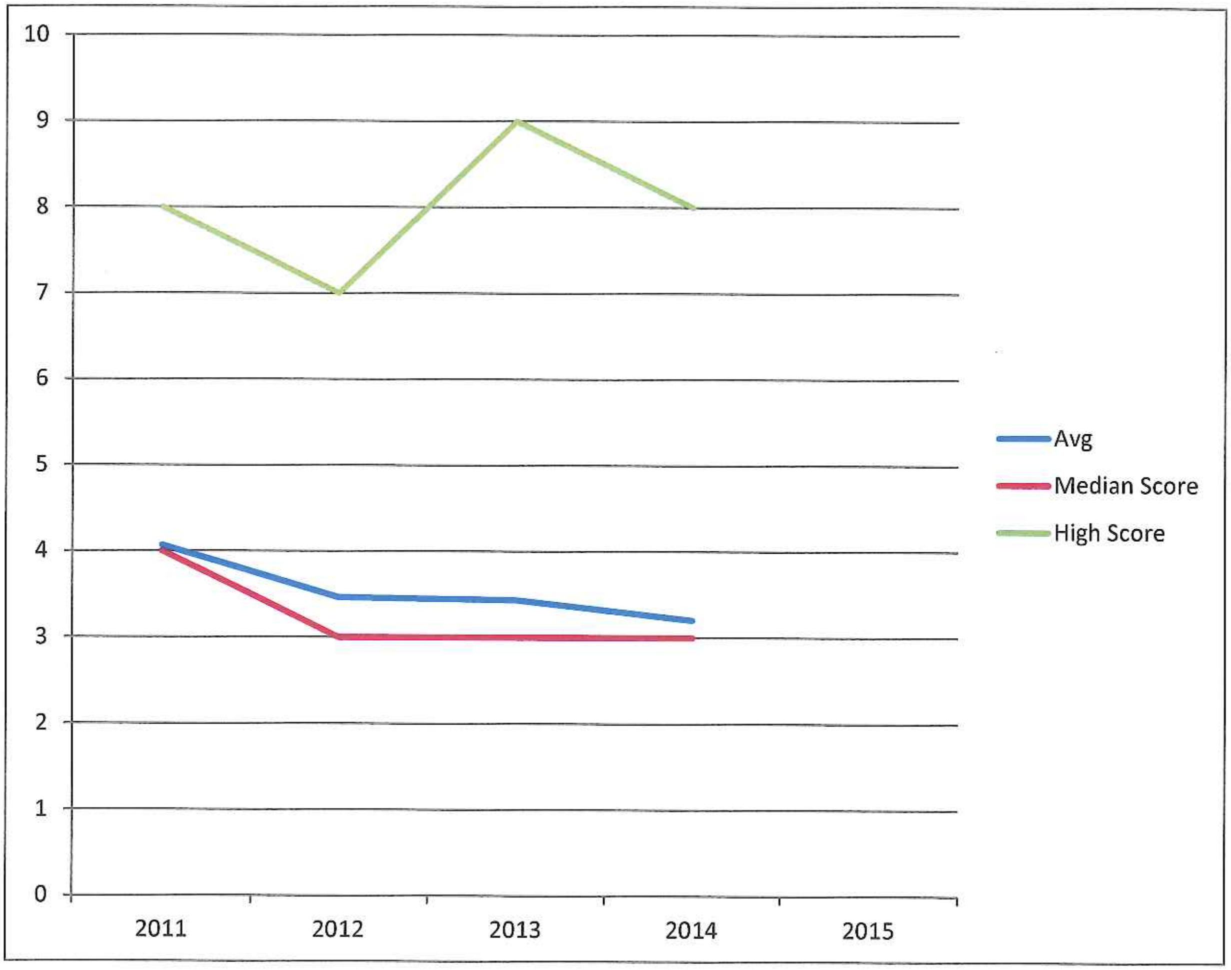
**ID field is abbreviated to [illegible] four digits

Project REAL Average and Median EOC Scores

	Avg	Change in Avg.	Median Score	High Score
2011	4.068181818		4	8
2012	3.465517241	-0.60266458	3	7
2013	3.4375	-0.02801724	3	9
2014	3.206896552	-0.23060345	3	8
2015				



Project REAL Assessment Scores 2012-2014, by Student

	Course	Teacher Last	End of Course Score	Student First	Student Last	Gender	Birth Date	Grade Level	Assessment	Date of Test
2013	IED	Bullington	6	Amber	Abraham	F	3/3/1998	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	DE	Beckett	5	Amber	Abraham	F	3/3/1998	10	DE	5/19/2014
2013	IED	Bullington	9	Briana	Abraham	F	9/3/1996	10	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	BE	Bullington	7	Briana	Abraham	F	9/3/1996	11	BE	5/16/2014
2014	POE	Myers	8	Briana	Abraham	F	9/3/1996	11	POE	5/16/2014
2012	POE	Beckett	6	Nathaniel	Abraham	M	4/12/1994	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2013	DE	Beckett	2	Grant	Adams	M	9/1/1997	10	Digital Electronics (DE) 2012-2013	5/24/2013
2014	POE	Myers	3	Grant	Adams	M	9/1/1997	11	POE	5/16/2014
2012	POE	Beckett	1	Michael	Addison	M	7/6/1994	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2013	DE	Beckett	2	Jose	Alicea	M	3/23/1997	10	Digital Electronics (DE) 2012-2013	5/21/2013
2014	POE	Myers	2	Jose	Alicea	M	3/23/1997	11	POE	5/16/2014
2012	IED	Bullington	5	Zakiyyud-Din	Ameen	M	8/12/1996	9	Introduction to Engineering Design (IED) EOCE Part A	5/23/2011
2013	CIM	Beckett	2	Zakiyyud-Din	Ameen	M	8/12/1996	11	Computer Integrated Manufacturing (CIM) 2012-2013	5/16/2013
2014	BE	Bullington	3	Zakiyyud-Din	Ameen	M	8/12/1996	12	BE	5/16/2014
2013	IED	Bullington	3	Ariel	Ashford	F	5/26/1998	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	DE	Beckett	3	Ariel	Ashford	F	5/26/1998	10	DE	5/19/2014
2013	CIM	Beckett	3	Jalen	Ashley	F	9/23/1994	12	Computer Integrated Manufacturing (CIM) 2012-2013	5/16/2013
2012	POE	Beckett	2	Jalen	Ashley	F	9/23/1994	10	Principles of Engineering (POE) EOCE Part A	5/16/2011
2012	IED	Cwiakala	3	Devin	Austin	M	5/22/1995	9	Introduction to Engineering Design (IED) EOCE Part A	5/25/2011
2013	CIM	Beckett	2	Devin	Austin	M	5/22/1995	11	Computer Integrated Manufacturing (CIM) 2012-2013	5/16/2013
2014	POE	Myers	2	Devin	Austin	M	5/22/1995	12	POE	5/16/2014
2012	POE	Beckett	3	Jeremy	Austin	M	7/19/1995	10	Principles of Engineering (POE) EOCE Part A	5/16/2011
2013	IED	Bullington	4	Elizabeth	Bates	F	5/9/1998	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	POE	Myers	1	Elizabeth	Bates	F	5/9/1998	10	POE	5/16/2014
	POE	Beckett	6	Matrick	Belton	M	5/26/1994	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2012	POE	Beckett	3	Kareshia	Boyd	F	7/27/1994	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2013	IED	Bullington	3	Dargen	Brabham	M	7/18/1998	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2012	IED	Bullington	5	Charann	Brown	F	6/10/1996	9	Introduction to Engineering Design (IED) EOCE Part A	5/23/2011
2013	POE	Beckett	6	William	Campbell	M	9/15/1994	12	Principles of Engineering (POE) 2012-2013	5/17/2013
2014	IED	Bullington	2	Brenda	Carson	F	5/20/1998	10	IED	5/16/2014
2013	DE	Beckett	3	Jaris	Cochran	M	4/30/1997	10	Digital Electronics (DE) 2012-2013	5/21/2013
2014	POE	Myers	4	Jaris	Cochran	M	4/30/1997	11	POE	5/16/2014
2013	DE	Beckett	2	Emanee	Cornish	F	9/14/1997	10	Digital Electronics (DE) 2012-2013	5/21/2013
2014	POE	Myers	3	Emanee	Cornish	F	9/14/1997	11	POE	5/16/2014
2013	DE	Beckett	3	Raegan	Crewell	F	9/28/1996	10	Digital Electronics (DE) 2012-2013	5/21/2013
2014	CIM	Beckett	1	Raegan	Crewell	F	9/28/1996	11	CIM	5/16/2014
2014	POE	Myers	3	Raegan	Crewell	F	9/28/1996	11	POE	5/16/2014
2013	IED	Bullington	6	Micah	Crumpton	M	12/12/1996	10	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	BE	Bullington	5	Micah	Crumpton	M	12/12/1996	11	BE	5/16/2014
2014	POE	Myers	3	Micah	Crumpton	M	12/12/1996	11	POE	5/16/2014
2013	POE	Beckett	3	Thompson	DaQuan	M	11/9/1995	11	Principles of Engineering (POE) 2012-2013	5/17/2013
2014	IED	Bullington	3	Brian	Davidson	M	2/10/1999	9	IED	5/16/2014
2012	IED	Cwiakala	5	Briana	Davidson	F	11/18/1996	9	Introduction to Engineering Design (IED) EOCE Part A	5/20/2011
2012	POE	Beckett	5	Amber	Dorsey	F	8/2/1994	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2013	DE	Beckett	6	XAvier	Douglas	M	2/17/1997	10	Digital Electronics (DE) 2012-2013	5/24/2013
2014	BE	Bullington	8	XAvier	Douglas	M	2/17/1997	11	BE	5/16/2014
2014	POE	Myers	6	XAvier	Douglas	M	2/17/1997	11	POE	5/16/2014
2013	IED	Bullington	3	Kenneth	Dunbar	M	11/21/1997	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	DE	Beckett	1	Kenneth	Dunbar	M	11/21/1997	10	DE	5/19/2014
2013	POE	Beckett	5	Kelley	DVaungh	M	11/22/1995	11	Principles of Engineering (POE) 2012-2013	5/17/2013
2013	DE	Beckett	2	Kendra	Entzminger	F	6/5/1997	10	Digital Electronics (DE) 2012-2013	5/21/2013
2014	POE	Myers	1	Kendra	Entzminger	F	6/5/1997	11	POE	5/16/2014
2013	IED	Bullington	4	Nikia	Franklin	F	1/6/1997	10	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	POE	Myers	1	Nikia	Franklin	F	1/6/1997	11	POE	5/16/2014
2013	DE	Beckett	2	Evan	Gaines	M	11/3/1996	10	Digital Electronics (DE) 2012-2013	5/21/2013
2014	POE	Myers	2	Evan	Gaines	M	11/3/1996	11	POE	5/16/2014
	POE	Beckett	3	Natalia	Gathers	F	9/22/1993	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2012	IED	Bullington	6	Joshua	Glenn	M	1/24/1996	9	Introduction to Engineering Design (IED) EOCE Part A	5/23/2011
2013	CIM	Beckett	4	Joshua	Glenn	M	1/24/1996	11	Computer Integrated Manufacturing (CIM) 2012-2013	5/16/2013
2014	BE	Bullington	6	Joshua	Glenn	M	1/24/1996	12	BE	5/16/2014
2014	IED	Bullington	3	Zachari	Glover	M	11/13/1997	10	IED	5/16/2014
2013	IED	Bullington	4	Solomon	Goodwin-Simmons	M	10/2/1998	9	Introduction to Engineering Design (IED) 2012-2013	5/28/2013
2013	DE	Beckett	5	Cyrus	Hall	M	11/15/1996	10	Digital Electronics (DE) 2012-2013	5/21/2013
2014	POE	Myers	5	Cyrus	Hall	M	11/15/1996	11	POE	5/16/2014
2014	IED	Bullington	4	Deondre	Hall	M	6/17/1999	9	IED	5/16/2014
2013	DE	Beckett	2	Carmen	Hare	F	12/19/1996	10	Digital Electronics (DE) 2012-2013	5/21/2013
2014	IED	Bullington	2	Michael	Hayes	M	5/30/1999	9	IED	5/16/2014
2012	POE	Beckett	3	Khadijah	Hayward	F	6/12/1994	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2012	IED	Bullington	3	Khalid	Heatley	M	3/25/1996	9	Introduction to Engineering Design (IED) EOCE Part A	5/23/2011
2014	IED	Bullington	3	Marquavius	Henry-Jeter	M	3/25/1999	9	IED	5/16/2014
2012	POE	Beckett	3	Jazmin	Hillary	F	3/15/1995	10	Principles of Engineering (POE) EOCE Part A	5/16/2011
2012	POE	Beckett	4	Tavonta	Hilton	F	3/12/1994	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2013	CIM	Beckett	3	Nicholas	Hollis	M	7/4/1995	12	Computer Integrated Manufacturing (CIM) 2012-2013	5/16/2013
2013	DE	Beckett	4	Chibuzo	Ibemere	M	12/2/1997	10	Digital Electronics (DE) 2012-2013	5/21/2013
2014	POE	Myers	5	Chibuzo	Ibemere	M	12/2/1997	11	POE	5/16/2014
2012	IED	Cwiakala	1	Kayla	Isaac	F	9/13/1995	9	Introduction to Engineering Design (IED) EOCE Part A	5/20/2011
2013	CIM	Beckett	1	Kayla	Isaac	F	9/13/1995	11	Computer Integrated Manufacturing (CIM) 2012-2013	5/16/2013
2014	POE	Myers	1	Kayla	Isaac	F	9/13/1995	12	POE	5/16/2014
2012	POE	Beckett	4	Joseph	James	M	3/31/1993	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2012	POE	Beckett	3	Shaquala	Johnson	F	9/29/1994	10	Principles of Engineering (POE) EOCE Part A	5/16/2011
2013	CIM	Beckett	1	Shaquala	Johnson	F	9/29/1994	12	Computer Integrated Manufacturing (CIM) 2012-2013	5/16/2013
2012	IED	Bullington	7	KeAundra	Jones	F	8/31/1996	9	Introduction to Engineering Design (IED) EOCE Part A	5/23/2011
2013	BE	Bullington	4	KeAundra	Jones	F	8/31/1996	11	Biotechnical Engineering (BE) 2012-2013	5/23/2013
2014	POE	Myers	4	KeAundra	Jones	F	8/31/1996	12	POE	5/16/2014
2014	IED	Bullington	3	Keyrra	Jones	F	3/12/1999	9	IED	5/16/2014

2014	IED	Bullington	1	Justin	Keenon	M	12/12/1998	9	IED	5/16/2014
2014	BE	Bullington	4	DVaughn	Kelley	M	11/22/1995	12	BE	5/16/2014
2012	IED	Cwiakala	5	D'Vaughn	Kelley	M	11/22/1995	9	Introduction to Engineering Design (IED) EOCE Part A	5/20/2011
2012	POE	Beckett	3	Jasmine	Lee	F	10/2/1994	10	Principles of Engineering (POE) EOCE Part A	5/16/2011
2012	CIM	Cwiakala	5	Xavier	Lowe-Richburg	M	7/12/1993	12	Computer Integrated Manufacturing (CIM) EOCE Part A	5/16/2011
2013	DE	Beckett	4	Mia	Mack	F	5/11/1997	10	Digital Electronics (DE) 2012-2013	5/21/2013
2012	POE	Beckett	5	Michael	Mack	M	8/2/1995	10	Principles of Engineering (POE) EOCE Part A	5/16/2011
2012	POE	Beckett	4	Tyona	Mack	F	9/7/1995	10	Principles of Engineering (POE) EOCE Part A	5/16/2011
2012	IED	Bullington	5	Armel	Marsh	M	10/6/1996	9	Introduction to Engineering Design (IED) EOCE Part A	5/23/2011
2013	CIM	Beckett	1	Armel	Marsh	M	10/6/1996	11	Computer Integrated Manufacturing (CIM) 2012-2013	5/16/2013
2014	POE	Myers	3	Armel	Marsh	M	10/6/1996	12	POE	5/16/2014
2012	IED	Bullington	7	Samanuel	Martin	M	10/27/1995	9	Introduction to Engineering Design (IED) EOCE Part A	5/24/2011
2013	BE	Bullington	7	Samanuel	Martin	M	10/27/1995	11	Biotechnical Engineering (BE) 2012-2013	5/23/2013
2014	CIM	Beckett	4	Samanuel	Martin	M	10/27/1995	12	CIM	5/16/2014
2012	POE	Beckett	7	Shane	Moore	M	7/9/1994	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2013	BE	Bullington	5	Tamia	Morris	F	8/17/1996	0	Biotechnical Engineering (BE) 2012-2013	5/23/2013
2014	CIM	Beckett	3	Tamia	Morris	F	8/17/1996	12	CIM	5/16/2014
2013	IED	Bullington	3	Jaquan	Osborne	M	1/26/1998	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	BE	Bullington	5	Eva	Owusu	F	11/13/1996	11	BE	5/16/2014
2014	IED	Bullington	5	Eva	Owusu	F	11/13/1996	11	IED	5/16/2014
2012	POE	Beckett	4	Preston	Perkins	M	2/14/1995	10	Principles of Engineering (POE) EOCE Part A	5/16/2011
2013	CIM	Beckett	3	Preston	Perkins	M	2/14/1995	12	Computer Integrated Manufacturing (CIM) 2012-2013	5/16/2013
2013	IED	Bullington	2	JaQuan	Perry	M	4/27/1998	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	DE	Beckett	2	JaQuan	Perry	M	4/27/1998	10	DE	5/19/2014
2012	POE	Beckett	2	DaQuam	Pinckney	M	11/13/1994	10	Principles of Engineering (POE) EOCE Part A	5/16/2011
2013	IED	Bullington	3	Jana	Praileau	F	7/22/1998	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	POE	Myers	1	Jana	Praileau	F	7/22/1998	10	POE	5/16/2014
2012	CIM	Cwiakala	3	Mya	Praileau	F	1/6/1993	12	Computer Integrated Manufacturing (CIM) EOCE Part A	5/16/2011
2013	DE	Beckett	2	Russell	Quattlebaum	M	7/2/1997	10	Digital Electronics (DE) 2012-2013	5/21/2013
2014	POE	Myers	5	Russell	Quattlebaum	M	7/2/1997	11	POE	5/16/2014
2014	IED	Bullington	4	Kendrick	Robinson	M	2/26/1999	9	IED	5/16/2014
2012	POE	Beckett	2	Tyriese	Robinson	M	6/19/1993	12	Principles of Engineering (POE) EOCE Part A	5/16/2011
2012	POE	Beckett	5	Tallaferro	Robinson-Heyward	M	9/28/1994	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2014	IED	Bullington	3	Deandra	Scott	F	9/18/1998	9	IED	5/19/2014
2014	IED	Bullington	6	Jamani	Shuler	M	11/25/1997	10	IED	5/16/2014
2014	IED	Bullington	2	Tariq	Simmons	M	6/9/1998	9	IED	5/16/2014
2012	POE	Beckett	5	Brandon	Smalls	M	9/4/1994	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2012	CIM	Cwiakala	8	DeAna	Smalls	F	12/6/1992	12	Computer Integrated Manufacturing (CIM) EOCE Part A	5/16/2011
2014	IED	Bullington	3	Martin	Smith	M	7/31/1998	10	IED	5/16/2014
2014	IED	Bullington	2	Jordyn	Stearns	F	1/13/1999	9	IED	5/16/2014
2013	IED	Bullington	2	Melvin	Strong	M	11/14/1997	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2013	IED	Bullington	5	Lyric	Swinton	F	2/21/1998	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2013	IED	Bullington	4	Jarell	Taylor	M	3/19/1997	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	POE	Myers	2	Jarell	Taylor	M	3/19/1997	10	POE	5/16/2014
2012	POE	Beckett	2	Keona	Taylor	F	12/27/1994	10	Principles of Engineering (POE) EOCE Part A	5/16/2011
2014	IED	Bullington	3	Breonna	Thompson	F	7/12/1999	9	IED	5/16/2014
2012	IED	Cwiakala	2	DaQuan	Thompson	M	11/9/1995	9	Introduction to Engineering Design (IED) EOCE Part A	5/20/2011
2014	CIM	Beckett	1	DaQuan	Thompson	M	11/9/1995	12	CIM	5/16/2014
2013	IED	Bullington	4	Taj	Thompson	M	9/15/1998	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	DE	Beckett	2	Taj	Thompson	M	9/15/1998	10	DE	5/19/2014
2013	IED	Bullington	5	Makale	Tolliver	M	2/1/1997	10	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2014	DE	Beckett	1	Makale	Tolliver	M	2/1/1997	11	DE	5/19/2014
2014	IED	Bullington	2	Tarence	Tyler	M	6/26/1998	10	IED	5/16/2014
2013	IED	Bullington	4	Carlik	Washington	M	6/11/1998	9	Introduction to Engineering Design (IED) 2012-2013	5/22/2013
2013	DE	Beckett	1	Demetrius	Washington	M	6/11/1997	10	Digital Electronics (DE) 2012-2013	5/21/2013
2014	POE	Myers	4	Demetrius	Washington	M	6/11/1997	11	POE	5/16/2014
2012	POE	Beckett	3	Eric	Washington	M	6/23/1993	12	Principles of Engineering (POE) EOCE Part A	5/16/2011
2013	DE	Beckett	1	Marty	Watkins	M	3/27/1997	10	Digital Electronics (DE) 2012-2013	5/21/2013
2014	POE	Myers	1	Marty	Watkins	M	3/27/1997	11	POE	5/16/2014
2012	POE	Beckett	3	Ariel	Weeks	F	12/1/1993	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2014	IED	Bullington	4	Stephanie	Williams	F	11/10/1998	9	IED	5/16/2014
2012	POE	Beckett	2	Turquiose	Williams	F	4/24/1995	11	Principles of Engineering (POE) EOCE Part A	5/16/2011
2012	CIM	Cwiakala	5	Braxton	Woods	M	9/20/1993	12	Computer Integrated Manufacturing (CIM) EOCE Part A	5/16/2011
2012	IED	Cwiakala	6	Dylan	Woodward	M	5/5/1995	9	Introduction to Engineering Design (IED) EOCE Part A	5/20/2011
2012	IED	Bullington	5	Da'mon	Wright	M		9	Introduction to Engineering Design (IED) EOCE Part A	5/23/2011

IED Employability Grade 1st 9 weeks

Name: Brian

Category	Attendance	Attitude/ Cooperation	Reading, Writing, Speaking, Listening	Follows Directions	Integrity	Prepared for class	Punctual	Respectful	Safety	Initiative
Score	21/22 = 9.54	8	3	8	10	13/28 (# of assignments in on time)	21/22 = 9.54	10	10	8
+	Good commitment to coming on time.				Very honest.			Very respectful to teacher	Follows appropriate safety measures.	
Δ		Stay focused on task while in group assignments	Writing in and out of class not done; engineering notebook not maintained.			Work needs to be completed by deadlines.		Work on active listening when other students are presenting or talking.		Please ask questions if you do not understand an assignment; take responsibility for completing and turning in assignments.

Total Score: 79

1st 9 Weeks Grade: 60

(For more information, visit the Parent Portal)

Teacher Signature ______________________

Parent Signature ________________

Student Signature ______________________

BE Employability Grade 1st 9 weeks

Name: Joshua

Category	Attendance	Attitude/ Cooperation	Reading, Writing, Speaking, Listening	Follows Directions	Integrity	Prepared for class	Punctual	Respectful	Safety	Initiative
Score	10	10	8.23	9	10	6	10	10	10	9
+		Great attitude; good group participation	Avid reader and dynamic speaker		Very honest.				Follows appropriate safety measures.	
Δ			Need to make sure you are listening to others when they present.			Your assignments need to reflect your abilities- please make an effort to improving your completion of work.				I would like to see you challenge yourself more with this class- go beyond the minimal requirements.

Total Score: 92.2 1st 9 Weeks Grade: 91 (For more information, visit the Parent Portal)

Teacher Signature ____________________ Parent Signature ________________

Student Signature ____________________

Core Engineering 1

Core Engineering 1 is the introductory course in the core engineering program. This course teaches problem-solving skills using a design development process and exposes students to the career field of engineering, as well as engineering design software. Models of product solutions are created, analyzed, and communicated using 3D CAD software. Existing state-approved courses that meet these standards include Introduction to Engineering Design (PLTW) and Introduction to Engineering (STEM Academy).

UNIT A: DESIGN PROCESS

1. Identify and apply a design process.
2. Perform structural and functional analysis.
3. Apply effective leadership and teamwork methodologies.

*History of Engineering
*Impact on Society

UNIT B: PROBLEM-SOLVING

1. Utilize problem-solving methods to solve real-world problems.
2. Evaluate design solutions based on implications to society and the environment.

*History of Engineering
*Impact on Society

UNIT C: ENGINEERING COMMUNICATION

1. Employ standard engineering documentation protocol such as engineering notebooks and/or portfolios.
2. Generate technical reports utilizing APA format.
3. Create presentations to communicate design solutions.

*History of Engineering
*Impact on Society

UNIT D: SKETCHING AND DRAWING

1. Prepare technical drawings using ANSI and/or ISO standards.
2. Apply scale, dimensioning, and tolerance standards to drawings.

*History of Engineering
*Impact on Society

UNIT E: ENGINEERING DISCIPLINES

1. Explore and differentiate among the various engineering disciplines.

*throughout the curriculum

December 2013

*History of Engineering
*Impact on Society

UNIT F: DESIGN AND MODELING

2. Create and edit an engineering model using 3D CAD software.
3. Produce acceptable deliverables.
4. Extract and interpret physical properties of a solid model from CAD software.

*History of Engineering
*Impact on Society

UNIT G: ENGINEERING COMPUTATIONS

1. Demonstrate proper use of engineering measurement tools with precision.
2. Convert between US Customary and SI units.
3. Calculate physical properties of geometric shapes and solids.
4. Calculate central tendencies and descriptive statistics including standard deviation and empirical rule.

*History of Engineering
*Impact on Society

*throughout the curriculum

December 2013

Core Engineering 2

Core Engineering 2 is the second course in the core engineering sequence and helps students understand the fields of engineering and engineering technology. Students will explore various technological systems to learn how engineers and technicians use Science, Technology, Engineering and Math (STEM) in an engineering problem-solving process. Existing state-approved courses that meet these standards include Principles of Engineering (PLTW or STEM Academy).

Prerequisite: Core Engineering 1

UNIT A: SIMPLE MACHINES AND MECHANISMS

1. Identify the six types of simple machines and their parts.
2. Calculate work and power.
3. Calculate ideal mechanical advantage.
4. Calculate actual mechanical advantage.
5. Calculate mechanical system efficiency.
6. Calculate variables of gear-driven systems such as angular velocity, torque, gear ratios, number of teeth, and direction of rotation.
7. Calculate variables of belts-driven systems such as angular velocity, diameters, and torque.

*Design, build, and evaluate a compound machine.
*Engineering Documentation
*Ethics
*Design Analysis

UNIT B: FORCES

Statics and Structural Analysis

1. Identify and apply Newton's Three Laws of Motion.
2. Calculate the centroid of simple shape.
3. Calculate the centroid of a complex shape.
4. Calculate the moment of inertia for a rectangular shape.
5. Calculate beam deflection.
6. Calculate modulus of elasticity.
7. Understand vector notation.
8. Analyze a vector and calculate component forces.
9. Create a free body diagram for a system.
10. Calculate moments about an axis.
11. Calculate reaction forces for a structure.

*throughout the curriculum

December 2013

12. Calculate tensile and compressive forces in a truss.
13. Calculate strength to weight ratio.

*Design, build, test, and analyze a simple truss.
*Engineering Documentation
*Ethics
*Design Analysis

Fluid Power

1. Identify the types and applications of fluid power systems.
2. Calculate work and power.
3. Compare pneumatic versus hydraulic systems.
4. Calculate properties of a fluid power system using Pascal's Law.
5. Calculate temperature, pressure, and volume using ideal gas laws.

*Design, build, test, and analyze a fluid power system.
*Engineering Documentation
*Ethics
*Design Analysis

UNIT C: ENERGY AND POWER

Electricity/Electronics

1. Identify electrical hazards.
2. Understand and demonstrate safety procedures.
3. Calculate work and power.
4. Explain and classify a material as either a conductor or insulator.
5. Identify and measure electrical components in a circuit.
6. Distinguish between conventional current and electron current flow.
7. Distinguish between AC and DC current.
8. Distinguish between analog and digital.
9. Define Ohms law.
10. Define Kirchhoff's current and voltage laws.
11. Explain the relationship between voltage, current, and resistance.
12. Calculate electrical properties using Ohm's law and Kirchhoff's laws.
13. Identify, create, and analyze series, parallel, and simple combination circuits.

*Engineering Documentation
*Ethics
*Design Analysis

*throughout the curriculum

Thermodynamics

1. Identify and explain the three methods of heat transfer (conduction, convection, and radiation).
2. Calculate rate and amount of heat transfer in thermodynamic systems.
3. Analyze a structure for heat transfer using R-values.
4. Identify and explain the laws of thermodynamics.

*Design, build, test, and analyze a simple thermodynamic system for heat loss.
*Engineering Documentation
*Ethics
*Design Analysis

UNIT D: MACHINE DESIGN AND CONTROL SYSTEMS

1. Differentiate between open and closed loop systems.
2. Identify and select appropriate inputs, outputs, and sensors.
3. Program a robot/machine to perform a task.

*Design, build, program, and test an automated system to handle materials.
*Engineering Documentation
*Ethics
*Design Analysis

UNIT E: MATERIALS ANALYSIS

1. Demonstrate knowledge of classes of materials and their properties.
2. Justify material choices for a product in terms of availability, cost, manufacturing methods, application, and environment.
3. Identify and choose appropriate processes for manufacturing, such as casting, milling, turning, forming, and grinding (additive versus subtractive processes).
4. Explain how raw materials are transformed into finished products including the product life cycle (disposal, recycling, and environmental impacts).

*Engineering Documentation
*Ethics
*Design Analysis

Destructive Testing

1. Calculate stress and strain.
2. Evaluate properties of a metal from a stress/strain curve.
3. Perform a destructive test on a metal (physically or virtually).

*Engineering Documentation
*Ethics
*Design Analysis

*throughout the curriculum

December 2013

Reverse Engineering

1. Identify mechanical fasteners and corresponding tools.
2. Identify inputs, outputs, and possible processes of the system.
3. Perform a tear-down, cataloguing, and identification of a manufactured product and its parts.

*Engineering Documentation
*Ethics
*Design Analysis

UNIT F: KINEMATICS

1. Identify forces acting upon a projectile.
2. Calculate firing angle, initial velocity, and range.
3. Understand concepts of position, velocity, and acceleration.

*Design, build, test, and evaluate a ballistic device.
*Engineering Documentation
*Ethics
*Design Analysis

*throughout the curriculum

Engineering Specialization 1

Engineering Specialization 1 is the third course in the core engineering sequence and helps students understand a specialized field of engineering/engineering technology. The course uses project-based activities and technological systems to help students learn about a specific engineering discipline. Students will use Science, Technology, Engineering and Math (STEM) in engineering problem-solving processes. Existing state-approved courses that meet these standards include specialization courses (PLTW or STEM Academy).

Prerequisites: Core Engineering 1 and 2

1. Apply science and mathematics to provide results, answers and algorithms for engineering and technological activities.
2. Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
3. Apply engineering skills in a project that requires project management, process control and quality assurance.
4. Use technology to acquire, manipulate, analyze and report data from project-based activities.
5. Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
6. Understand the nature and scope of the STEM Cluster, specifically the role of engineering in society.
7. Demonstrate an understanding of the breadth of career opportunities in engineering and avenues to reach them.
8. Demonstrate technical skills needed in a chosen engineering field.

*throughout the curriculum

December 2013

Engineering Specialization 2

Engineering Specialization 2 is the fourth course in the core engineering sequence and helps students understand an additional specialized field of engineering/engineering technology. The course uses project-based activities and technological systems to help students gain a deeper understanding of engineering processes. Students will use Science, Technology, Engineering and Math (STEM) in an engineering problem-solving process. Existing state-approved courses that meet these standards include specialization or capstone courses (PLTW or STEM Academy).

Prerequisites: Core Engineering 1 and 2 and Engineering Specialization 1

1. Apply science and mathematics to provide results, answers and algorithms for engineering and technological activities.
2. Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
3. Use STEM concepts and processes to solve engineering problems involving design and/or production.
4. Collect and analyze results from project-based activities and communicate with various stakeholders.
5. Apply processes and concepts for the use of technological tools in engineering.
6. Apply the elements of a design process.
7. Apply the knowledge learned in STEM to solve engineering problems.
8. Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.

*throughout the curriculum

December 2013

2014 End-of-Course Examination Program (EOCEP)
Percent Passing Five-Year Summary

Richland School District One, Office of Accountability, Assessment, Research and Evaluation – July 22, 2014

School	Algebra I							Biology I							English I							U. S. History						
	2010	2011	2012	2013	2014	2-Yr Chg	5-Yr Chg	2010	2011	2012	2013	2014	2-Yr Chg	5-Yr Chg	2010	2011	2012	2013	2014	2-Yr Chg	5-Yr Chg	2010	2011	2012	2013	2014	2-Yr Chg	5-Yr Chg
Middle	**94.0**	**95.0**	**97.5**	**96.5**	**96.4**	**-0.1**	**2.4**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**
Alcorn	94.7	100.0	100.0	100.0	73.9	-26.1	-20.8	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Crayton	99.4	99.5	100.0	100.0	98.9	-1.1	-0.5	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Hand	99.2	99.3	96.7	89.7	100.0	10.3	0.8	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Heyward Gibbes	88.0	100.0	92.0	94.4	80.0	-14.4	-8.0	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Hopkins	87.8	100.0	100.0	97.5	96.8	-0.7	9.0	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Perry	61.3	76.9	93.8	100.0	100.0	0.0	38.7	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Sanders	82.1	64.4	100.0	100.0	96.3	-3.7	14.2	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Southeast	93.0	91.7	94.0	97.1	93.3	-3.8	0.3	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
St. Andrews	100.0	100.0	94.0	97.5	93.9	-3.6	-6.1	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
High	**62.1**	**69.2**	**63.0**	**69.1**	**70.6**	**1.5**	**8.5**	**N**	**52.5**	**67.8**	**62.4**	**65.6**	**3.2**	**N**	**61.1**	**59.7**	**63.2**	**68.9**	**65.9**	**-3.0**	**4.8**	**29.6**	**38.0**	**41.4**	**48.3**	**53.7**	**5.4**	**24.1**
Columbia	67.1	83.6	62.1	71.3	75.9	4.6	8.8	N	40.0	57.2	58.2	47.9	-10.3	N	62.2	58.8	57.6	61.7	55.8	-5.9	-6.4	23.3	19.9	34.4	40.7	51.0	10.3	27.7
Dreher	67.7	92.4	81.8	83.6	90.2	6.6	22.5	N	69.0	87.6	72.2	80.2	8.0	N	72.3	77.0	82.5	80.2	81.2	1.0	8.9	58.3	65.7	54.5	72.2	77.4	5.2	19.1
Eau Claire	82.1	71.0	88.9	67.8	50.3	-17.5	-31.8	N	29.1	78.6	39.1	59.5	20.4	N	47.5	43.0	53.7	48.9	50.7	1.8	3.2	14.2	17.8	29.9	33.8	44.8	11.0	30.6
Flora	51.7	59.1	57.8	77.7	70.9	-6.8	19.2	N	79.3	66.0	80.9	81.9	1.0	N	69.6	69.4	69.7	81.6	81.4	-0.2	11.8	30.9	49.6	55.7	64.9	59.0	-5.9	28.1
Johnson	56.3	51.1	40.0	69.0	70.8	1.8	14.5	N	19.3	35.8	50.4	49.2	-1.2	N	54.5	36.1	37.1	55.0	59.8	4.8	5.3	18.6	32.7	31.0	13.3	33.8	20.5	15.2
Keenan	68.2	71.0	61.3	62.7	84.0	21.3	15.8	N	40.1	67.5	56.1	57.1	1.0	N	55.8	50.8	67.8	63.5	52.0	-11.5	-3.8	16.4	35.1	37.6	36.6	44.2	7.6	27.8
Lower Richland	50.9	62.4	59.3	59.1	55.9	-3.2	5.0	N	53.1	63.9	51.5	59.7	8.2	N	53.9	55.4	53.2	64.5	56.9	-7.6	3.0	26.1	29.1	27.7	38.8	40.2	1.4	14.1
Special	**33.3**	**22.2**	**14.3**	**0.0**	**83.3**	**83.3**	**50.0**	**N**	**14.3**	**38.5**	**0.0**	**25.0**	**25.0**	**N**	**66.7**	**12.5**	**57.1**	**83.3**	**50.0**	**-33.3**	**-16.7**	**0.0**	**14.3**	**25.0**	**25.0**	**N**	**N**	**N**
Hall	33.3	22.2	14.3	0.0	83.3	83.3	50.0	N	14.3	38.5	0.0	25.0	25.0	N	66.7	12.5	57.1	83.3	50.0	-33.3	-16.7	0.0	14.3	25.0	25.0	N	N	N
Charter	**100.0**	**100.0**	**100.0**	**N**	**N**	**N**	**N**	**N**	**100.0**	**N**	**N**	**100.0**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**12.7**	**26.9**	**17.4**	**28.8**	**64.3**	**35.5**	**51.6**
MMBA	100.0	100.0	100.0	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Middle College	N	N	N	N	N	N	N	N	100.0	N	N	100.0	N	N	N	N	N	N	N	N	N	12.7	26.9	17.4	28.8	64.3	35.5	51.6
District	**73.3**	**78.2**	**74.3**	**78.5**	**78.7**	**0.2**	**5.4**	**N**	**52.4**	**67.6**	**61.7**	**65.2**	**3.5**	**N**	**61.2**	**59.5**	**62.5**	**68.6**	**65.9**	**-2.7**	**4.7**	**28.9**	**37.3**	**40.5**	**47.5**	**53.9**	**6.4**	**25.0**

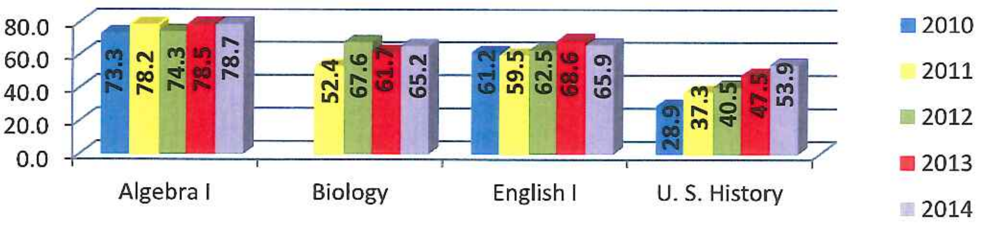
Note 1: In the change columns (Chg), green indicates an increase, red indicates a decrease, yellow indicates no change, and white indicates not applicable.

Note 2: "N" indicates that no EOCEP tests were administered or that the indicated change is not applicable.

Note 3: Data may differ slightly from SCDE.

Note 4: The physical science test was not administered beginning in 2011-2012.

District



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USA TEST PREP
Your Classroom Partner

HOME HSAP EOCEP SAT/ACT/AP CCSS OTHER TESTS

HOME BIOLOGY EOCEP (OLD STANDARDS) PROGRESS REPORT

Biology EOCEP (Old Standards) Progress Report Change

4th Block Physical Science

School: W.J. Keenan High School

Export: .xls - Excel 2003 and older Export

Filter

From Date: 01/01/2014 Choose Date Show From All

To Date: Now Choose Date

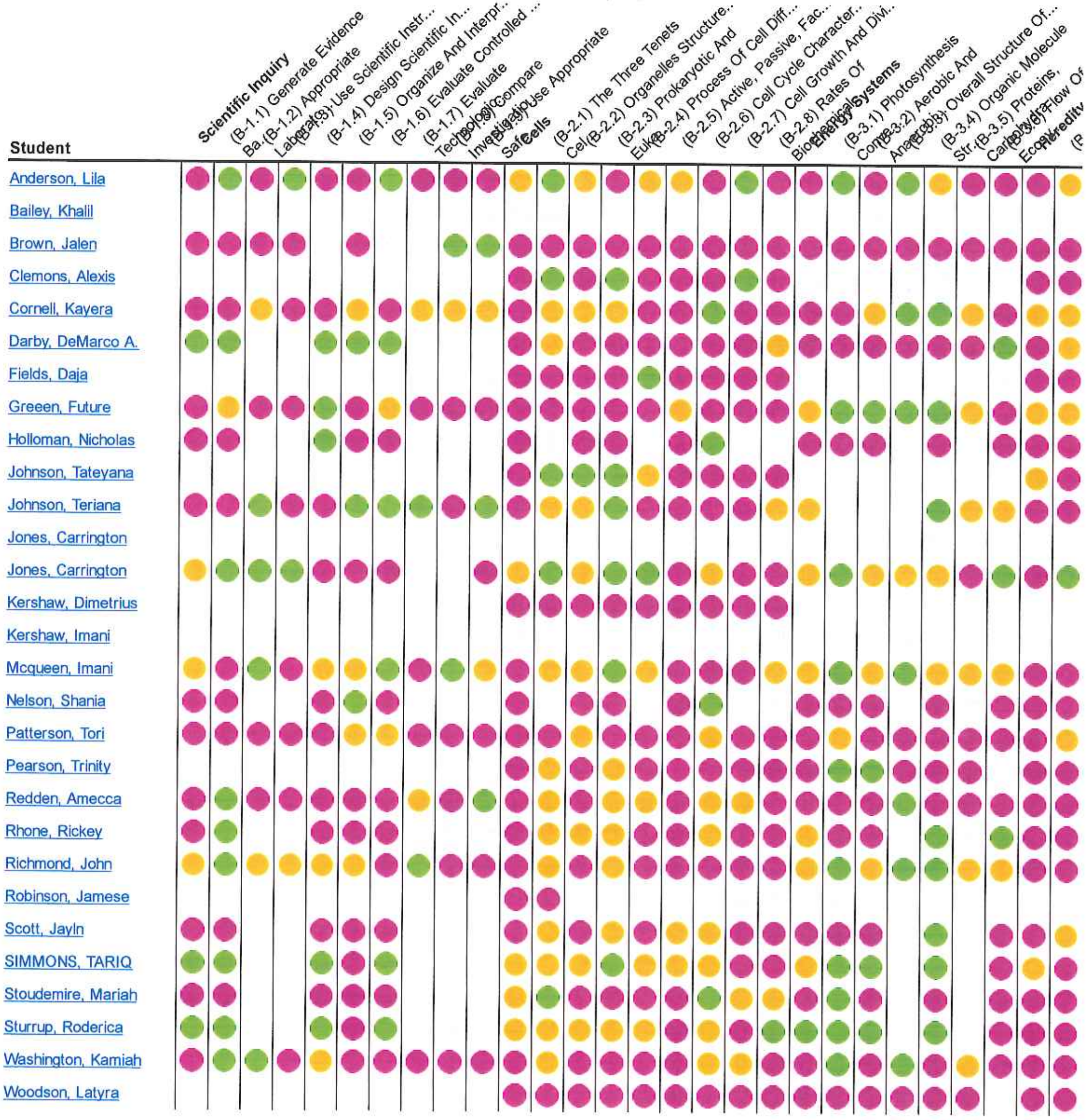
☐ Show Score Details

☑ Include Practice Questions Go

Class View

Student Batch Print

Instructions



Student

- Anderson, Lila
- Bailey, Khalil
- Brown, Jalen
- Clemons, Alexis
- Cornell, Kayera
- Darby, DeMarco A.
- Fields, Daja
- Greeen, Future
- Holloman, Nicholas
- Johnson, Tateyana
- Johnson, Teriana
- Jones, Carrington
- Jones, Carrington
- Kershaw, Dimetrius
- Kershaw, Imani
- Mcqueen, Imani
- Nelson, Shania
- Patterson, Tori
- Pearson, Trinity
- Redden, Amecca
- Rhone, Rickey
- Richmond, John
- Robinson, Jamese
- Scott, Jayln
- SIMMONS, TARIQ
- Stoudemire, Mariah
- Sturrup, Roderica
- Washington, Kamiah
- Woodson, Latyra

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HOME HSAP EOCEP SAT/ACT/AP CCSS OTHER TESTS

HOME PHYSICAL SCIENCE PROGRESS REPORT

Physical Science Progress Report Change

2014-15 Physical Science and Biology

School: W.J. Keenan High School

Export: .xls - Excel 2003 and older Export

Filter

From Date: 08/01/2014 Choose Date

To Date: Now Choose Date

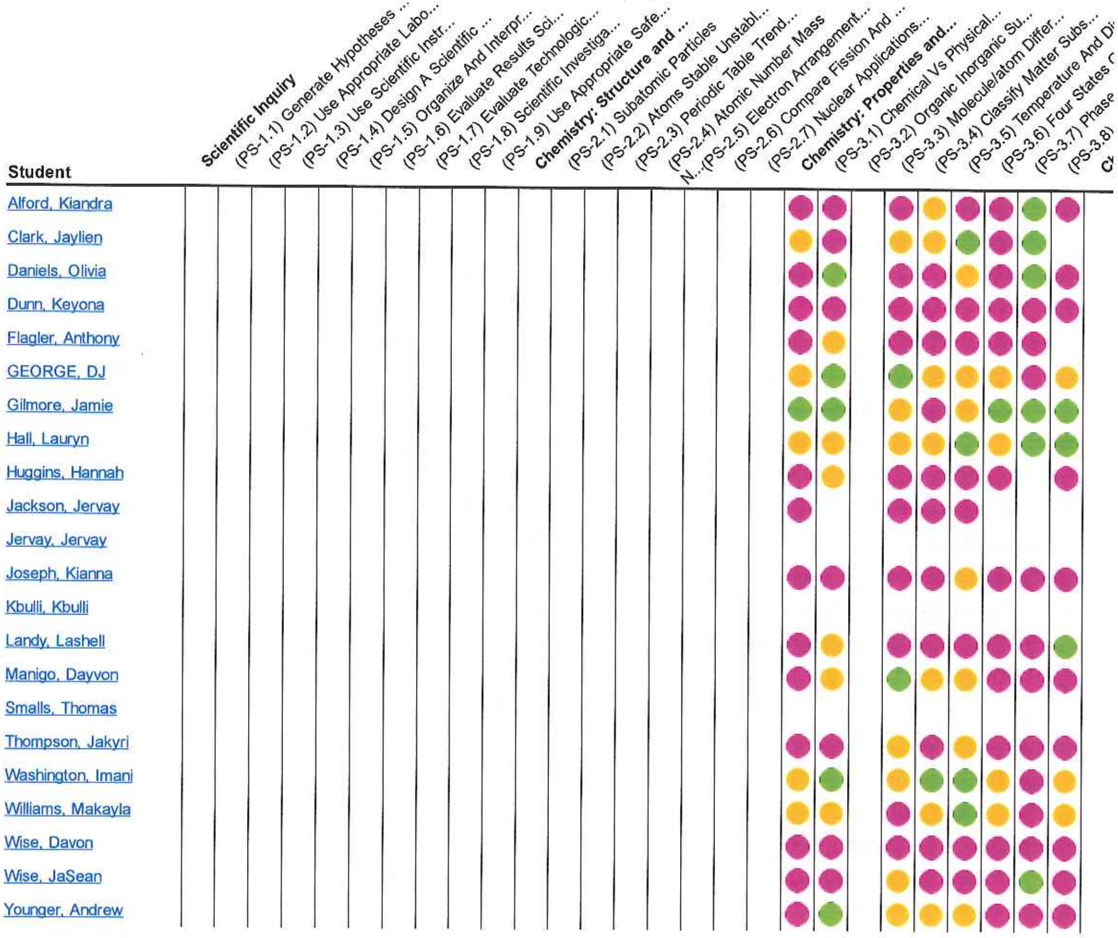
☐ Show Score Details

☐ Include Practice Questions Go

Class View

Student Batch Print

Instructions



Student	**Scientific Inquiry**	(PS-1.1) Generate Hypotheses ...	(PS-1.2) Use Appropriate Labo...	(PS-1.3) Use Scientific Instr...	(PS-1.4) Design A Scientific ...	(PS-1.5) Organize And Interpr...	(PS-1.6) Evaluate Results Sci...	(PS-1.7) Evaluate Technologic...	(PS-1.8) Scientific Investiga...	(PS-1.9) Use Appropriate Safe...	**Chemistry: Structure and ...**	(PS-2.1) Subatomic Particles	(PS-2.2) Atoms Stable Unstabl...	(PS-2.3) Periodic Table Trend...	(PS-2.4) Atomic Number Mass N...	(PS-2.5) Electron Arrangement...	(PS-2.6) Compare Fission And ...	(PS-2.7) Nuclear Applications...	**Chemistry: Properties and...**	(PS-3.1) Chemical Vs Physical...	(PS-3.2) Organic Inorganic Su...	(PS-3.3) Molecule/atom Differ...	(PS-3.4) Classify Matter Subs...	(PS-3.5) Temperature And Di	(PS-3.6) Four States	(PS-3.7) Phase	(PS-3.8)	**C**
Alford, Kiandra																			🔴	🔴		🔴	🟡	🔴	🔴	🟢	🔴	
Clark, Jaylien																			🟡	🔴		🟡	🟡	🟢	🔴	🟢		
Daniels, Olivia																			🔴	🟢		🔴	🔴	🟡	🔴	🟢	🔴	
Dunn, Keyona																			🔴	🔴		🔴	🔴	🔴	🔴	🔴	🔴	
Flagler, Anthony																			🔴	🟡		🔴	🔴	🔴	🔴	🔴		
GEORGE, DJ																			🟡	🟢		🟢	🟡	🟡	🟡	🔴	🟡	
Gilmore, Jamie																			🟢	🟢		🟡	🔴	🟡	🟢	🟢	🟢	
Hall, Lauryn																			🟡	🟡		🟡	🟡	🟢	🟡	🟢	🟢	
Huggins, Hannah																			🔴	🟡		🔴	🔴	🔴	🔴		🔴	
Jackson, Jervay																			🔴			🔴	🔴	🔴				
Jervay, Jervay																												
Joseph, Kianna																			🔴	🔴		🔴	🔴	🟡	🔴	🔴	🔴	
Kbulli, Kbulli																												
Landy, Lashell																			🔴	🟡		🔴	🔴	🔴	🔴	🔴	🟢	
Manigo, Dayvon																			🔴	🟡		🟢	🟡	🟡	🔴	🔴	🔴	
Smalls, Thomas																												
Thompson, Jakyri																			🔴	🔴		🟡	🔴	🟡	🔴	🔴	🔴	
Washington, Imani																			🟡	🟢		🟡	🟢	🟢	🟡	🔴	🟡	
Williams, Makayla																			🟡	🟡		🔴	🟡	🟢	🟡	🔴	🟡	
Wise, Davon																			🔴	🔴		🔴	🔴	🔴	🔴	🔴	🔴	
Wise, JaSean																			🔴	🔴		🟡	🔴	🔴	🔴	🟢	🔴	
Younger, Andrew																			🔴	🟢		🟡	🟡	🟡	🔴	🔴	🔴	

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IED Unit 4 Modeling Skills Portfolio Check

Place this paper at the front of your Unit 4 section in your portfolio.

Name Jana Praileau

Assignment and Points Possible for Portfolio Check	Grade on Assignment	Portfolio Grade
1. Unit 4 Modeling Skills Introduction and Project 4.1: Design Challenge Instructions (5)	n/a	5
2. 4 cube brainstorming (5)	10/10	5
3. 5 cube brainstorming (5)	16/16	5
4. 6 cube brainstorming (5)	24/24	5
5. 2 puzzle cube templates with unique solutions, colored (10)	25/25	10
6. 5 multiview sketches (15)	50/50	15
7. Activity 4.1b: Graphical Modeling Peer Review (5)	20/20	5
8. Activity 4.1e: Software Modeling Introduction (5)	30/30	5
9. 5 working drawings (25)		missing
10. Unit 4 Vocabulary quiz (5)	30/30	5
11. Creating a drawing in CAD PowerPoint handout (5)	n/a	5
12. Name on front of binder, labeled dividers present, and NO PAPERS IN POCKETS (all work in center prongs) (10)	n/a	10
TOTAL BINDER CHECK GRADE (100)		75

Conclusion

1. Why is it so important for a designer to think of multiple solutions to a design problem?

So if one doesn't work they already have another one

2. What steps did you take to determine the exact number of possible combinations for each set of cubes?

1. I found out what pcice I would use
2. Put in on the template
3. repeat 1+2

3. Why is it important to sketch your ideas on paper and sign and date the document?

It is important so no one takes credit for your work

Puzzle Cube Template

Jana
Praileau

Top

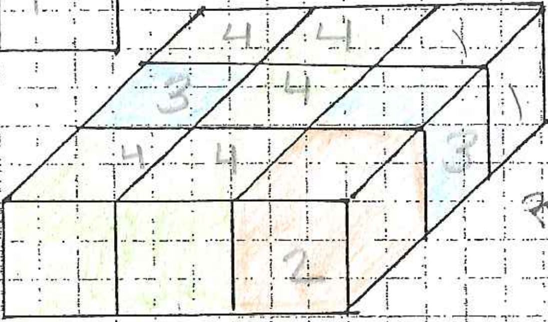
4	4	1
3	4	3
4	4	2

4	4	2
2	2	2
2	1	1

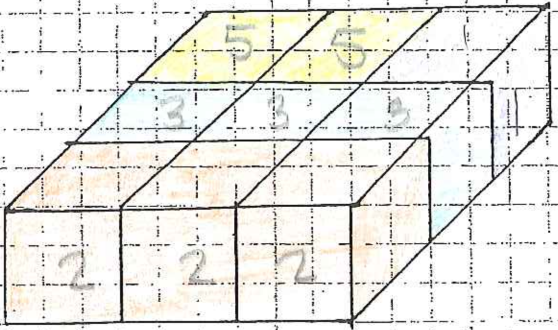
Front

2	3	1
2	3	1
1	1	1

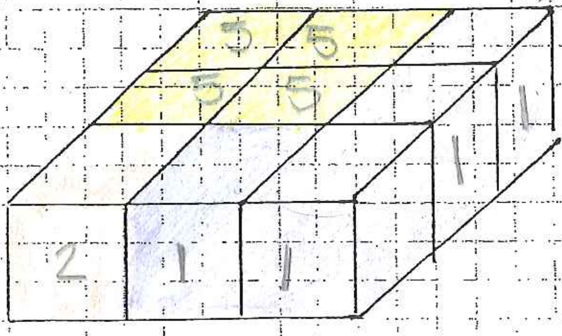
Side



~~Purple~~ ✓
Green ✓
~~Blue~~ ✓
~~Yellow~~ ✓
orange ✓



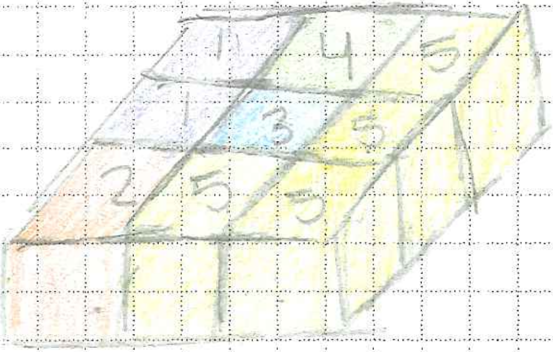
~~yellow~~
green
Purple
~~orange~~
~~blue~~

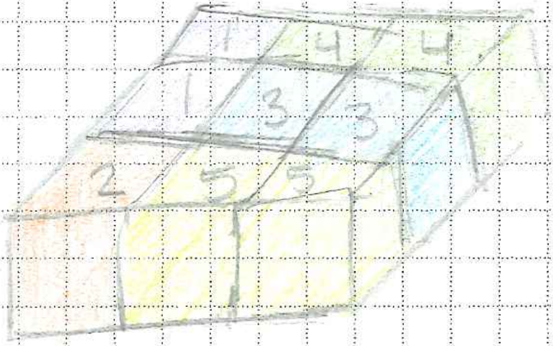


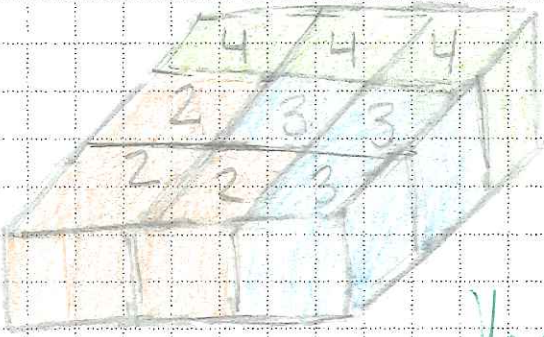
12/11

2 1

B B







A A

10/12

NAME	TITLE	DATE	PERIOD

2 1

Top

1	4	5
1	3	5
2	5	5

Front

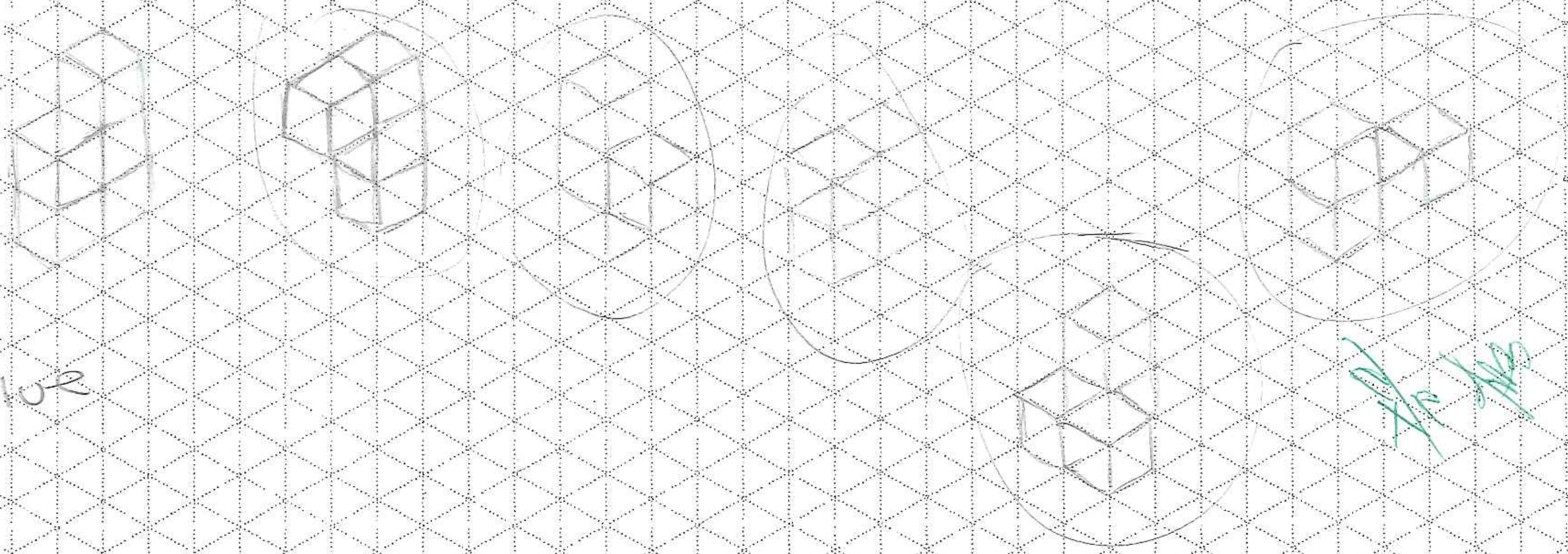
2	5	5
2	5	5
2	2	3

5	5	5
5	3	4
3	3	4

Side

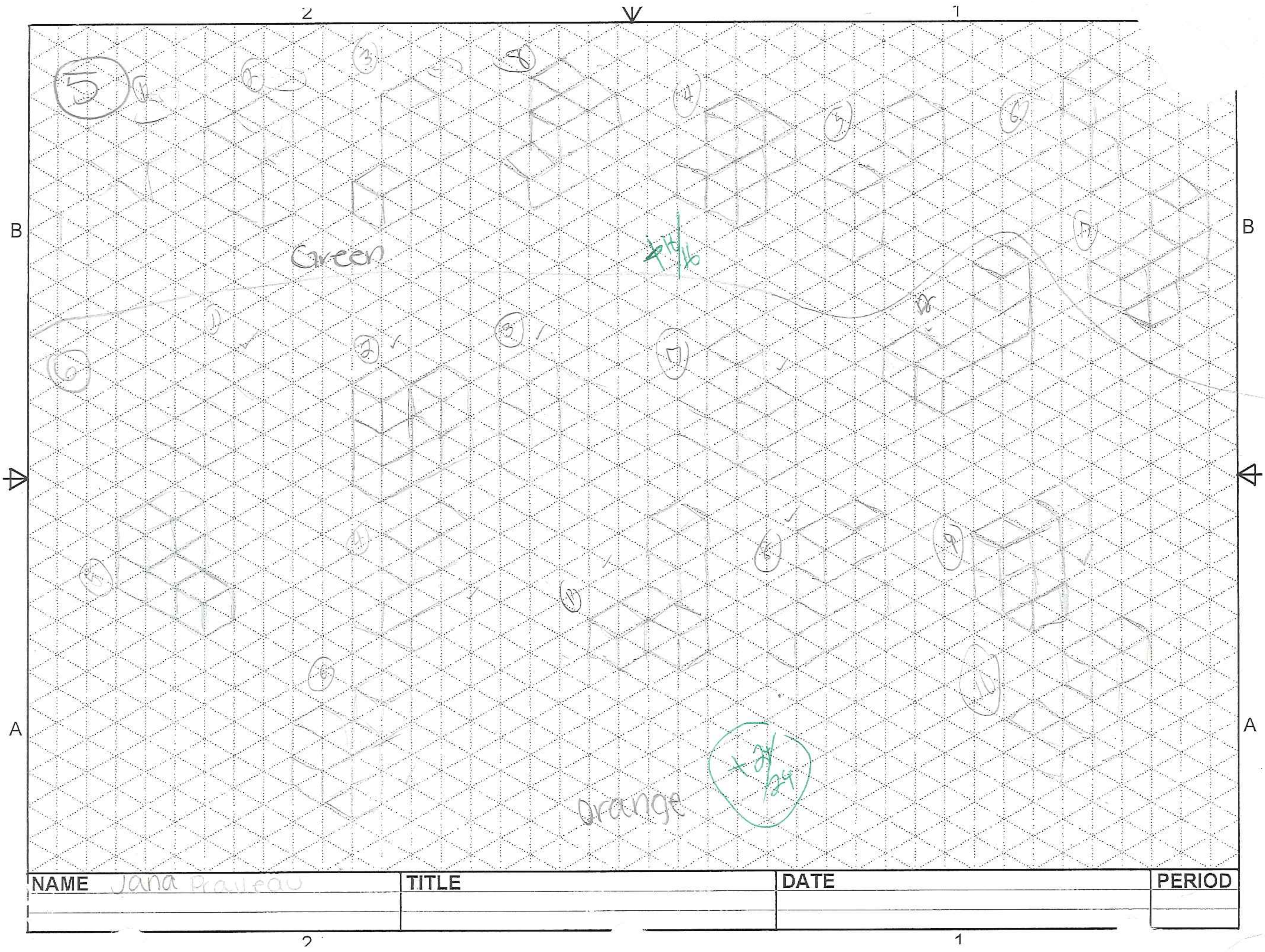
NAME	TITLE	DATE	PERIOD

④



Blue

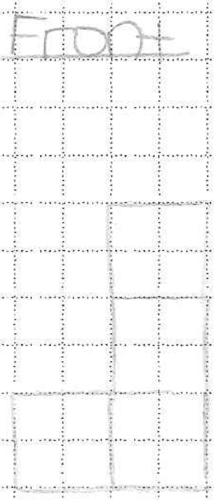
NAME Jana Pralleau	TITLE	DATE	PERIOD

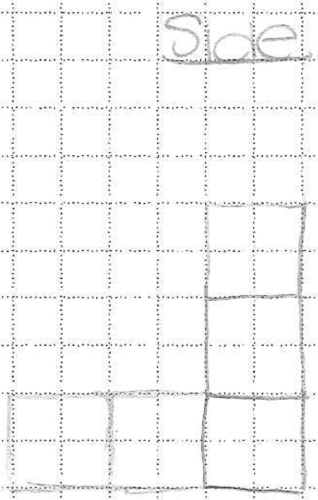


4/14/16

+ 24/24

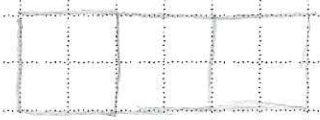
NAME Jana Praileau	TITLE	DATE	PERIOD



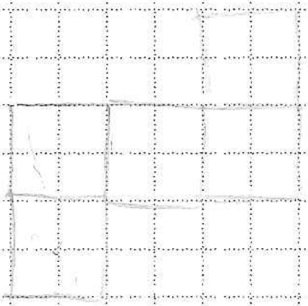


NAME	TITLE	DATE	PERIOD
	Purple		

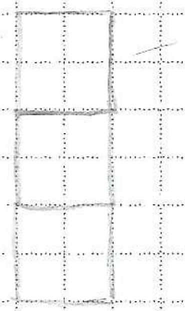
Top



Front



Side



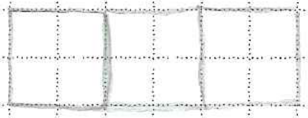
NAME

TITLE Orange

DATE

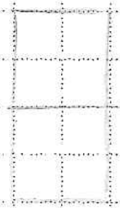
PERIOD

Top



Front

Side



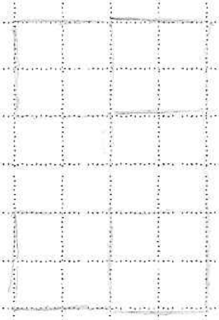
NAME

TITLE Blue

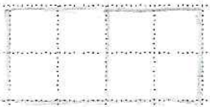
DATE

PERIOD

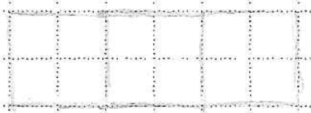
Top



Front

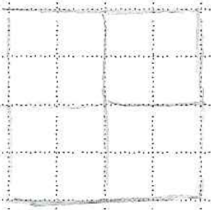


Side

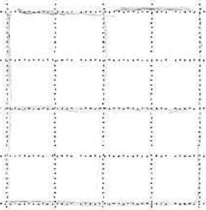


NAME	TITLE	DATE	PERIOD
	Green		

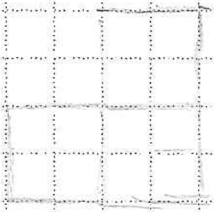
Top



Front



Side



NAME	TITLE	DATE	PERIOD
	Yellow		

Jana Praileau

- Is the chosen front view the BEST front view? yes
- Has the designer used the minimum number of orthographic projections needed to represent the part? That is, could fewer orthographic projections be used to adequately represent the part? yes
- Are the orthographic views properly shown based on the orientation of the isometric sketch of each piece? Somewhat
- Are the orthographic projections properly oriented to each other? yes
- Are all object lines shown properly (thick and dark)? No
- Are all hidden surfaces represented with a hidden (dashed) line where necessary? No

Conclusion

1. Why is it important to have designs and drawings reviewed by peers?

So they can tell you their opinion and give constructive critisizm so you know what you might need to change.

JaQuan Osborne