

# CHAPTER 8 - OBJECTIVES

## LEARNING OBJECTIVES

After completing the reading and assigned activities related to this chapter, students will be able to do the following:

- 8-1. Students can demonstrate how to analyze their own work.
- 8-2. Students can demonstrate how to critique their own work.
- 8-3. Students can demonstrate how to analyze others work.
- 8-4. Students can demonstrate how to critique others work using constructive criticism.
- 8-5. Students can demonstrate how to properly accept constructive criticism.

# CHAPTER 8 - LEARNING ACTIVITIES

## PREREQUISITES:

None



## LEARNING ACTIVITIES SHEET

Student Name \_\_\_\_\_

Place a checkmark in the appropriate box as you complete each of the steps below.

- 1. Do**                      Read Ch. 8: Evaluation and Critique (p.160-169)
- 2. Do**                      Assignment Sheet 1, Evaluation and Critique.
- 3. Stop**                    Have instructor evaluate the completed assignment sheet and if the evaluation is satisfactory, continue to step 4. If the evaluation is not satisfactory, repeat step 2.
- 4. Do**                      Assignment Sheet 2, Analyze and Critique Your Own Work.
- 5. Stop**                    Have instructor evaluate the completed assignment sheet and if the evaluation is satisfactory, continue to step 5. If the evaluation is not satisfactory, repeat step 4.
- 6. Do**                      Assignment Sheet 3, Analyze and Critique Another's Work.
- 7. Stop**                    Have instructor evaluate the completed assignment sheet and if the evaluation is satisfactory, continue to step 8. If the evaluation is not satisfactory, repeat step 6.
- 8. Take**                    Chapter 8 - Take Pretest Review.
- 9. Stop**                    Have instructor evaluate your performance. If the evaluation is satisfactory, continue to step 10. If the evaluation is not satisfactory, fill out the study guide.
- 10. Take**                   Chapter 8 Quiz.

# CH. 8 EVALUATION AND CRITIQUE

## Assignment Sheet 1 - Evaluation and Critique

**BASIC  
SKILLS**



READING



CRITICAL  
THINKING

**DIRECTIONS**

**Step 1:**

Define the words below.

Critique: \_\_\_\_\_

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Constructive Criticism: \_\_\_\_\_

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Design Forums: \_\_\_\_\_

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**Step 2:**

Answer the questions using the reading.

What is the goal of any critique? \_\_\_\_\_

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## **CH. 8 EVALUATION AND CRITIQUE**

When presenting your work for critique, what should you address? \_\_\_\_\_

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When giving feedback, what should you avoid? \_\_\_\_\_

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When giving feedback, what should you do? \_\_\_\_\_

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When receiving feedback, what should you do? \_\_\_\_\_

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

## Evaluation & Critique

You will be graded on the following standards:

Objectives	Exemplary 20-25	Needs Minor Revisions 15-19	Needs Substantial Revisions 0-14	Score
Assignment Step 1: Defined the words.	Correctly completed All of step 1.	Somewhat completed step 1.	Did not complete step 1.	
Assignment: Step 2: Answered the questions.	Correctly completed All of step 2.	Somewhat completed step 2.	Did not complete step 2.	
<b>Consistently</b>	<b>40-50</b>		<b>Total Points</b>	
<b>Sometimes</b>	<b>30-39</b>			
<b>Not Yet/Rarely</b>	<b>29 or less</b>			

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

# Process Grades

These grades reflect your work habits.

Objectives	Consistently 3	Sometimes 2	Not Yet/Rarely 1
<b>Work Habits</b>			
Managing Time Wisely	Student uses time given to meet classroom objectives/ expectations	When prompted the student uses time given to meet classroom objectives/ expectations	Takes much effort on the part of the teacher to motivate student to use time given to meet classroom objectives/ expectations
Giving Effort	When given a task or assignment, the student puts forth effort to follow directions, work neatly, and works to the best of their ability	When prompted the student puts forth effort to follow directions, work neatly, and works to the best of their ability	Takes much effort on the part of the teacher to motivate student to put forth effort to follow directions, to work neatly, Teacher may have to ask student. Work not completed and needs to revise.
Perseverance	The student utilizes their strengths as part of his/her effort to overcome obstacles and improve upon areas of needed growth by using strategies that may include, but not limited to: making corrections, retakes or seeking out external supports.	With prompting, student utilizes their strengths as part of his/her effort to overcome obstacles and improve upon areas of needed growth by using strategies that may include, but not limited to: making corrections, retakes or seeking out external supports.	Takes much effort on the part of the teacher for the student to utilize their strengths as part of his/her effort to overcome obstacles and improve upon areas of needed growth by using strategies that may include, but not limited to: making corrections, retakes or seeking out external supports.
<b>Respect</b>			
Respecting Others	Student respects the right of others to learn, teach, and grow.	Student has displayed actions that show signs of disrespect to others	Student has been disrespectful often or does not appear remorseful when authority figure has talked to student about their disrespect.
Managing Behaviors and Emotions	Student identifies and manages behaviors and emotions	Student sometimes has trouble identifying and managing behaviors and emotions	Student often has trouble identifying and managing behaviors and emotions
<b>Responsibility</b>			
Following Directions	When given class expectations (written and /or oral) the student follows directions	When given class expectations (written and /or oral) the student follows directions most of the time without re-teaching or redirecting.	Student does not follow directions or needs re-teaching often.
Completing Tasks on Time	When provided a task or assignment, the student completes work on time.	When provided a task or assignment, the student does NOT complete work on time.	Student turns in many assignments late or not at all.
Supplies	Student brings necessary materials to class and utilizes them all supplies appropriately while keeping their work area neat and organized.	Student does not always bring necessary materials to class and/or does not always utilize all supplies appropriately while keeping their work area neat and organized or is messy but cleans up area.	Student does not brings necessary materials to class or does not utilizes all supplies appropriately while keeping their work area neat and organized. Examples : Student needs duplicates of materials frequently, borrows things without returning them
Attendance	Student regularly attends class for duration of class.	Student regularly attends class but may ask to leave class several times for the following reasons but limited to: restroom, counselor, office visit, etc.,.	Student is absent often and makes little attempt to make up work or come in extra to catch up.
			<b>Total Points</b>

<b>Consistently</b>	<b>19 - 27</b>
<b>Sometimes</b>	<b>10 -18</b>
<b>Not Yet/Rarely</b>	<b>9 or less</b>

**CH. 8 EVALUATION AND CRITIQUE****Assignment Sheet 2 -  
Analyze and Critique Your Own Work****BASIC  
SKILLS**

READING

CRITICAL  
THINKING**DIRECTIONS****Step 1:**

Using the reading, on the next page in the grid, write down the questions to ask yourself when analyzing your own work.

**Step 2:**

Then answer the questions regarding your coffee creation aerial billboard.

**Step 3:**

Then answer the questions regarding your coffee creation magazine ad.

**Step 4:**

Then answer the questions regarding your GCW poster.

<b>Questions</b>	<b>Aerial Billboard</b>	<b>Magazine Ad</b>	<b>GCW Poster</b>
What is the first thing my eye sees when I look at the document?			



<b>Question p. 162 &amp;163</b>	<b>Aerial Billboard</b>	<b>Magazine Ad</b>	<b>GCW Poster</b>

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

# Analyze & Critique Your Own Work

You will be graded on the following standards:

Objectives	Exemplary 20-25	Needs Minor Revisions 15-19	Needs Substantial Revisions 0-14	Score
Assignment Step 1: Wrote the questions to ask yourself.	Correctly completed All of step 1.	Somewhat completed step 1.	Did not complete step 1.	
Assignment: Step 2: Answered the questions for the coffee aerial billboard	Correctly completed All of step 2.	Somewhat completed step 2.	Did not complete step 2.	
Assignment Step 3: Answered the questions for the coffee magazine ad	Correctly completed All of step 3.	Somewhat completed step 3.	Did not complete step 3.	
Assignment: Step 2: Answered the questions for the GCW Poster	Correctly completed All of step 4.	Somewhat completed step 4.	Did not complete step 4.	
<b>Consistently</b>	<b>80 - 100</b>		<b>Total Points</b>	
<b>Sometimes</b>	<b>60 -79</b>			
<b>Not Yet/Rarely</b>	<b>59 or less</b>			

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

# Process Grades

These grades reflect your work habits.

Objectives	Consistently 3	Sometimes 2	Not Yet/Rarely 1
<b>Work Habits</b>			
Managing Time Wisely	Student uses time given to meet classroom objectives/ expectations	When prompted the student uses time given to meet classroom objectives/ expectations	Takes much effort on the part of the teacher to motivate student to use time given to meet classroom objectives/ expectations
Giving Effort	When given a task or assignment, the student puts forth effort to follow directions, work neatly, and works to the best of their ability	When prompted the student puts forth effort to follow directions, work neatly, and works to the best of their ability	Takes much effort on the part of the teacher to motivate student to put forth effort to follow directions, to work neatly, Teacher may have to ask student. Work not completed and needs to revise.
Perseverance	The student utilizes their strengths as part of his/her effort to overcome obstacles and improve upon areas of needed growth by using strategies that may include, but not limited to: making corrections, retakes or seeking out external supports.	With prompting, student utilizes their strengths as part of his/her effort to overcome obstacles and improve upon areas of needed growth by using strategies that may include, but not limited to: making corrections, retakes or seeking out external supports.	Takes much effort on the part of the teacher for the student to utilize their strengths as part of his/her effort to overcome obstacles and improve upon areas of needed growth by using strategies that may include, but not limited to: making corrections, retakes or seeking out external supports.
<b>Respect</b>			
Respecting Others	Student respects the right of others to learn, teach, and grow.	Student has displayed actions that show signs of disrespect to others	Student has been disrespectful often or does not appear remorseful when authority figure has talked to student about their disrespect.
Managing Behaviors and Emotions	Student identifies and manages behaviors and emotions	Student sometimes has trouble identifying and managing behaviors and emotions	Student often has trouble identifying and managing behaviors and emotions
<b>Responsibility</b>			
Following Directions	When given class expectations (written and /or oral) the student follows directions	When given class expectations (written and /or oral) the student follows directions most of the time without re-teaching or redirecting.	Student does not follow directions or needs re-teaching often.
Completing Tasks on Time	When provided a task or assignment, the student completes work on time.	When provided a task or assignment, the student does NOT complete work on time.	Student turns in many assignments late or not at all.
Supplies	Student brings necessary materials to class and utilizes them all supplies appropriately while keeping their work area neat and organized.	Student does not always bring necessary materials to class and/or does not always utilize all supplies appropriately while keeping their work area neat and organized or is messy but cleans up area.	Student does not brings necessary materials to class or does not utilizes all supplies appropriately while keeping their work area neat and organized. Examples : Student needs duplicates of materials frequently, borrows things without returning them
Attendance	Student regularly attends class for duration of class.	Student regularly attends class but may ask to leave class several times for the following reasons but limited to: restroom, counselor, office visit, etc.,.	Student is absent often and makes little attempt to make up work or come in extra to catch up.
			<b>Total Points</b>

<b>Consistently</b>	<b>19 - 27</b>
<b>Sometimes</b>	<b>10 -18</b>
<b>Not Yet/Rarely</b>	<b>9 or less</b>

**CH. 8 EVALUATION AND CRITIQUE****Assignment Sheet 3 -  
Analyze and Critique Others Work****BASIC  
SKILLS**

READING

CRITICAL  
THINKING**DIRECTIONS****Step 1:**

Then answer the questions regarding another students coffee creation aerial billboard.

**Step 2:**

Then answer the questions regarding another students coffee creation magazine ad.

**Step 3:**

Then answer the questions regarding another students GCW poster.

**Step 4:**

Give constructive criticism.

<b>Questions</b>	<b>Aerial Billboard</b>	<b>Magazine Ad</b>	<b>GCW Poster</b>
What is the first thing my eye sees when I look at the document?			
Does the design lead me through the page clearly?			
Is the message clear?			
Does this appeal to the right audience?			
Is the voice of the typeface correct?			
It it easily read?			

<b>Question p. 162 &amp;163</b>	<b>Aerial Billboard</b>	<b>Magazine Ad</b>	<b>GCW Poster</b>
Do the colors add value to the final design?			
Does the contrast make it interesting?			
Does it have unity?			
Are the specifications correct? Does it meet the printing needs?			
Are the margins appropriate?			



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

# Analyze & Critique Others Work

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Assignment Step 1: Answered the questions for the coffee aerial billboard	Correctly completed All of step 1.	Somewhat completed step 1.	Did not complete step 1.	
Assignment: Step 2: Answered the questions for the coffee magazine ad	Correctly completed All of step 2.	Somewhat completed step 2.	Did not complete step 2.	
Assignment Step 3: Answered the questions for the GCW Poster	Correctly completed All of step 3.	Somewhat completed step 3.	Did not complete step 3.	
Assignment: Step 2: Gave Constructive Criticism	Correctly completed All of step 4.	Somewhat completed step 4.	Did not complete step 4.	
			<b>Total Points</b>	
<b>Consistently</b>	<b>80 - 100</b>			
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			<b>Total Points</b>

<b>Consistently</b>	<b>19 - 27</b>
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<b>Not Yet/Rarely</b>	<b>9 or less</b>

# CHAPTER 8 - PRETEST

1. Log onto a computer and go to the following website:
  - <http://reviewgamezone.com/index.php>
2. On the right side it has a box that has 'Games by ID#' type in 40146.
3. To get started, select a game from the list below and test your knowledge on 'Evaluation and Critique'
4. If you did not do well, print out the study guide and review again.

# CHAPTER 8 - STUDY GUIDE

1. Know the following words and their definitions:

1. critique \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. constructive criticism \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. design forums \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is the goal of any critique?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. When presenting your work for critique, what should you address?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. When giving feedback, what should you avoid? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. When giving feedback, what should you do? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

