**Lesson 07 : Reflection and Assessment**

**Problem statement:** In this lesson teams will reflect on their learning and assess themselves

**Learning objectives:** Students will use the results from their tests in lesson 6 to analyze and reflect on the design of their car.

**Lesson standards (NGSS, CCSS, CTE)**:

* Analyze data from tests run on all the cars in the class to identify the cars that used the alternative energy the best and to identify the characteristics of each that created a better solution to meet the criteria for success. (MS-ETS1-3)

**Soft skills:**

Self-reflection, self-assessment

**Materials**:

* Reflection and Assessment student sheet

**Lesson preparation:**

**Time required:** 45 minutes

**Grouping of students for instruction:** (same as lesson 1)

Students will be placed into groups of 3 and 4 by the instructor. These groups will be mixed skills and mixed grade levels if possible.

Groups will be given the following roles: Secretary (recorder, brainstorming), Materials manager, Project manager (keeping on schedule, keeping on task, etc.), Janitor

Students will be assigning goals to themselves and possibly switching every lesson or every day

**What is the instruction? Consider the PBL Procedure that is being addressed here:**

1. Tell the students that they are going to reflect on how well their design of a car using alternative energies compared to the other designs in their class.
2. Students should meet with their group. Have the students list the types of alternate energy used by the other groups.
3. Next, they should analyze the effectiveness of each group comparing it to their car and comparing it to each group.
4. Hand out the Reflection and Analysis student sheets.
5. When students have completed the worksheet, bring them back together to share their results with the class.

**Accommodations:** None needed

**Extensions:** None needed

**Assessment:** Reflection worksheet and discussion with groups

**References/Resources:**

Reflection worksheet