

Climate-Resilient Housing Design Challenge evaluation

ADST Curricular Competencies	Criteria for Proficient Performance	Student Self-evaluation Provide examples about how you met the criteria and contributed to your group design.	Teacher Feedback Evidence of how the design meets or exceeds criteria and areas that need improvement.
Empathize	I gathered information about or from potential users, by observation, research, or interview. I empathize with potential users.		
Defining	I created a design idea based on a problem and constraints.		
Ideating	I generated many ideas and built on my partners' ideas. I chose an idea based on objectives and constraints.		



This resource is part of the BC Urban Streams & Watersheds lesson plans, assembled in 2025. Learn more and download additional resources at www.engagewithnbs.ca/for-schools

This material is available to resuse and adapt in your classroom.



Prototyping	I outlined a plan to follow. I illustrated a prototype with labels.		
Testing	I considered challenges and improvements for my prototype.		
Making	I contributed to building a prototype of our design. I followed our plan and made changes as needed.		
Sharing	I explained and demonstrated my groups' prototype. I wrote my own reflection on the process that I followed to create the prototype.		



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