

Using the Table Saw ... Or Not

Assignment -- Design a Safety Certification Form: 100 Marks

Info in red font is for the benefit of the teacher (ideas for differentiated learning etc). Delete text in red font from the copies that are distributed to students. In a document / template that is intended to be "filled in" by students for assessment / evaluation purposes, the Version History table can be retained for students to use. Making an improved version is great learning.

CC = Significant cross-curricular learning opportunity

Version History:

V #	Date	Author	Short Listing / Description of Changes
1	June 7/12	D.B. McCowan	Initial Version -- uploaded to OCTE Safety Portal
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1 Expectations and Self-Reflection

Design / Build a Marketable Picture Frame Using Scrap Wood Flooring	
1	2
Curriculum Expectation <i>In this unit the student will demonstrate / practise the following:</i>	Activity -- What You Will Do Now – See Section 2 Reflect – How Well Did You DO?
D1.2 – Carefully re-read this expectation in the previous document (1.9.1)	Do the Assessment in Sect 2 – Thinking; Communication; Application Reflection: Now reflect on how well you met the expectations. What additional knowledge and skills do you need before you believe that you can work safely and effectively on the table saw? What have you not yet mastered in Expectation D1.2? Enter a brief reflection in the space here or in a separate file if you prefer.

2 OUTPUT – Thinking / Design Assignment (100 Marks) (TCA)

The ultimate goal is to produce output – a nice project in wood that you are proud of. But first, you need to produce some outputs that will help you convince the teacher that you are qualified and competent to use the table saw.

The teacher will probably not allow everyone in the class to use the table saw. Probably the most dangerous tool in the shop, you will only be allowed to use the table saw if you demonstrate the required knowledge, understanding, thinking skills, motor skills and attitudes.

Refer to document *1.5_DrillPress_Certif.doc* – this was the Drill Press Certification document provided to you earlier by the teacher. It has 3 sections:

- Knowledge and Understanding of Concepts
- Reasoning in a Variety of Situations (ie Thinking)
- Safe Startup and Operation (ie Application)

Now, in this assignment, you will design your own *Safety Certification – Table Saw form*. Some items from the Drill Press Certification form may be retained, but for the most part you must add items that are specific to the Table Saw. Hand in your version 1 (with no peer assessment) along with your version 2 (with the peer assessment.) Your work will be evaluated against *Written_Report_Rubric.doc* – but note that this report assignment involves data that is to be structured into table format.

The teacher will take the best ideas from the student Table Saw Certification documents and generate the form that will be used in the shop to certify students to use the table saw.

After you are certified to use the table saw, you must still obtain the teacher`s permission every time you want to use it – you will first explain to him or her exactly what it is you need to achieve with the table saw. Having a drawing or sketch of your part and your procedure in front of you will help you get that permission.

If the teacher believes that you have not adequately planned your task on the table saw, he or she is very likely to say "*You know where the hand saw is!*"

3 Peer Assessment

NOTE: In the feedback, the Peer Assessor must “make the student think” – not give the student the answer! Be sure to include comments justifying the assessment value that you are giving. Peer Assessor must put his / her comments in red font.

Assessor’s Name and Additional Notes:

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