**CS + Social Justice Grading Rubric**

|  | **Full Understanding** | **Developing Understanding** | **Approaching Understanding** | **Initiating Understanding** |  |
| --- | --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** | **0** |
| **Interactive poster, story, or game PSA Program** | Programs all aspects of the brainstorm and storyboard into a fully functional poster, story, or game that has user input and output, at least one variable, function, list, and conditional | Programs most aspects of the brainstorm and storyboard into a mostly functional poster, story, or game that has user input and output, at least one variable, function, list, and conditional | Programs some aspects of the brainstorm and storyboard into a somewhat functional poster, story, or game that has user input and output, at least one variable, function, list, or conditional | Does not program a functional poster, story, or game that has user input and output, at least one variable, function, list, and conditional |  |
| **Clear & connected Topic/ Message** | Project topic/focus is clearly connected to the theme/issues presented in the Power On! text. | Project topic/focus is mostly clear and/or somewhat connected to the theme/issues presented in the Power On! text. | Project topic/focus is only partially clear and/or loosely connected to the theme/issues presented in the Power On! text. | Project topic/focus is unclear and/or not connected to the theme/issues presented in the Power On! text. |
| **Self-Reflection Document** | Reflects on the purpose of their poster, story, or game, and is able to clearly explain how their knowledge of CS was used to create social action. | Reflects on the purpose of their poster, story, or game, and/or is able to mostly explain how their knowledge of CS was used to create social action. | Reflects on the purpose of their poster, story, or game, and/or is able to somewhat explain how their knowledge of CS was used to create social action. | Reflects on the purpose of their poster, story, or game, and/or is able to minimally explain how their knowledge of CS was used to create social action. |
| **Explanation / Presentation** | Student presentation includes all of the following:   1. States the topic or theme chosen from Power On! 2. Fully describes the purpose of the project (message for the audience)and how it is accomplished. 3. Describes decisions made (sprites/backgrounds/format, etc.), and challenges encountered. 4. Includes a question, directed to audience, for further consideration (about text or project). | Student presentation includes 3/4 of the following:   1. States the topic or theme chosen from Power On! 2. Fully describes the purpose of the project (message for the audience)and how it is accomplished. 3. Describes decisions made (sprites/backgrounds/format, etc.), and challenges encountered. 4. Includes a question, directed to audience, for further consideration (about text or project). | Student presentation includes 2/4 of the following:   1. States the topic or theme chosen from Power On! 2. Fully describes the purpose of the project (message for the audience)and how it is accomplished. 3. Describes decisions made (sprites/backgrounds/format, etc.), and challenges encountered. 4. Includes a question, directed to audience, for further consideration (about text or project). | Student presentation includes 1/4 of the following:   1. States the topic or theme chosen from Power On! 2. Fully describes the purpose of the project (message for the audience)and how it is accomplished. 3. Describes decisions made (sprites/backgrounds/format, etc.), and challenges encountered. 4. Includes a question, directed to audience, for further consideration (about text or project). |  |
| **Peer Feedback** | Provides respectful, constructive, and actionable feedback that is relevant to the code and purpose, that details glows and suggestions for growth, to at least 3 peers. | Provides feedback to 3 peers that  meets most of the following criteria:   * respectful, constructive, and actionable * relevant to the code and purpose * details glows and suggestions for growth | Provides feedback to only 2 peers  OR  provides feedback that does not meet some of the following criteria:   * respectful, constructive, and actionable * relevant to the code and purpose * details glows and suggestions for growth | Provides feedback to only 1 peer  OR  provides feedback that does not meet any of the following criteria:   * respectful, constructive, and actionable * relevant to the code and purpose * details glows and suggestions for growth |