UNIT 0

SESSION 1-6

STUDENT WORK EVALUATION RUBRIC

SESSION 1

	No Attempt (No response was given.)	Insufficient Attempt (An explanation was expressed, but it is not understandable, does not make sense, or does not form an expression in a full sentence format.)	Complete (The explanation was given in at least one full sentence format and offers a reasonable experience with computers.)	Level Of Prompting
Explain in writing, (orally, and/or with sketches/ illustrations) experiences with computers.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (No response was given.)	Insufficient Attempt (The response (oral, written, visual) was not understandable, or missing important information to make sense of what the student would want to create including the type, the purpose, and some key details of the computational media.)	Complete (The response (oral, written, visual) consists of the type, the purpose, and at least two key details of computational media.)	Level Of Prompting
Express what you would want to create with Scratch.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 2

	No Attempt (No response was given.)	Insufficient Attempt (Response was given, but the name and/or password produced is not accurate)	Complete (Accurate name and password were given.)	Level Of Prompting
Scratch name and password.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (No response was given.)	Insufficient Attempt (Could not find the button to login, could not enter name/password to login, the name/password was in accurate.)	Complete (Student was able to login to the account with no problem or after one or couple of tries.)	Level Of Prompting
Show how to login to Scratch account.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 3

	No Attempt (No tangible and/or sensible project idea is presented.	Insufficient Attempt (A project idea is present, but it is not a complete project idea for a digital media i.e., animation, game, story, etc.)	Complete (The project idea presented includes details to indicate the direction of the project as well as the type of digital media i.e., animation, game, story, etc.	Level Of Prompting
Scratch project ideas for at least one project presented in the design journal.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 4

	No Attempt (There is either no response, or the response is insufficient to make sense.)	Insufficient Attempt (There is a response, but it either insufficient in its description or incomplete.)	Complete (The description is both accurate and sufficient in its description.)	Level Of Prompting
Student described Scratch in one full sentence.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (There is either no response, or the response is insufficient to make sense.	Insufficient Attempt (There is a response, but it is either insufficient to describe what can be done or incomplete.)	Complete (The description is both accurate and sufficient in its description of what can be done - create multimedia, games, stories, animations, etc.)	Level Of Prompting
Student described what can be done with Scratch in one sentence.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt	Insufficient Attempt (With assistance)	Complete (Yes, and without assistance.)	Level Of Prompting
Student logged into Scratch account.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt	Insufficient Attempt (With assistance)	Complete (Yes, and without assistance.)	Level Of Prompting
Student created a new project.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (Not able to drag and drop a block into the scripting area.	Insufficient Attempt (At least one block was dropped into the scripting area, but not snapped to another block.)	Complete (At least two blocks were snapped together in the scripting area.)	Level Of Prompting
Dragged and dropped to snap blocks together.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 5

	No Attempt (No attempt was made to access to a Scratch studio	Insufficient Attempt (Scratch studio and/or to add a project to a Scratch studio was made, but a project could not be added to a Scratch studio.)	Complete (A project was successfully added to a Scratch studio.)	Level Of Prompting
Student added a project to a Scratch studio.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (No attempt was made to look for a project and/or to post a comment to a project on a Scratch studio)	Insufficient Attempt (An attempt was made to find a project on a Scratch studio and/or to post a comment to a project on Scratch studio, but either not project was located or a comment could not be posted.)	Complete (A Scratch studio project was located, and a comment consisting of a full sentence was posted to the project.	Level Of Prompting
Student posted an appropriate comment consisting of a full sentence to a project on a Scratch studio.sentence				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (Individual instruction and prompting needed.	Insufficient Attempt (Repeated demonstration and verbal prompting needed.)	Complete (Independently followed handout instructions.)	Level Of Prompting
Level of prompting needed.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 6

	No Attempt (There is no response	Insufficient Attempt (There is an attempt to express the work-in-progress orally, in writing, and/or with symbols/sketches, but the response does not contain at least two details to describe the work-in-progress.)	Complete (The description is both accurate and sufficient in its description)	Level Of Prompting
Student expressed their work progress				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (There is no response)	Insufficient Attempt (There is an attempt in giving and/or receiving feedback, but the feedback is not in one full sentence to make sense)	Complete (The student gave and/or received feedback in at least one full sentence format)	Level Of Prompting
Student got and/or gave feedback consisting of at least one full sentence				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (Did not watch or demonstrate.)	Insufficient Attempt (Repeated demonstration and verbal prompting needed.)	Complete (Repeated demonstration and verbal prompting needed.)	Level Of Prompting
Student watched another's or demonstrate his protocol to at least one other individual				Physical assistance
				Verbal and/or Visual Cue
				Independent

UNIT 1
SESSION 1-6

STUDENT WORK EVALUATION RUBRIC

SESSION 1

	No Attempt (No attempt was made to describe the dance steps.)	Insufficient Attempt (There is an attempt, but the steps to complete the dance moves were either not complete and/or is not in accurate order.)	Complete (The dance move was expressed in its accurate sequential order.)	Level Of Prompting
The student is able to express the dance moves orally, kinesthetically, in print, and/or with symbols.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (No attempt was made to repeat a sequential dance move.)	Insufficient Attempt (There was an attempt, but the sequence of steps is either insufficient and/or inaccurate.)	Complete (The student was able to repeat the sequence of dance moves in an accurate order.)	Level Of Prompting
The student is able to repeat an instructed dance move in an accurate sequential order.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (No attempt was made to explain the importance of sequence.)	Insufficient Attempt (The student attempted to explain why sequence is important, but the explanation was not sufficient in its description.)	Complete (The student was able to explain why the sequence is important in expressing and following a set of instructions.)	Level Of Prompting
The student was able to explain the importance of sequence when expressing and/or following a set of instructions for a dance move.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 2

	No Attempt (No attempt was made to open Scratch and/or the Tips window.)	Insufficient Attempt (An attempt was made to open Scratch and/or the Tips window, and failed for various reasons.)	Complete (The student was able to open Scratch and find the Tips Window to open the Getting Started tutorial.)	Level Of Prompting
Student was able to open Scratch and find the Tips Window.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (No attempt was made to create a dancing cat.)	Insufficient Attempt (An attempt was made to find a project on a Scratch studio and/or to post a comment to a project on Scratch studio, but either not project was located or a comment could not be posted.)	Complete (The student was able to create a dancing cat project consisting of at least two Scratch blocks snapped together.)	Level Of Prompting
Student was able to create a moving cat				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (No attempt was made to save and/or share the project.)	Insufficient Attempt (An attempt was made to save and/or share the project, and the attempt was unsuccessful.)	Complete (The student was able to save the project and/or share it in a classroom studio.)	Level Of Prompting
Student was able to save and share the project.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 3

	No Attempt (None of the blocks were used in the project.)	Insufficient Attempt At least one of the blocks were used, but the remaining blocks were not used.)	Complete (All 10 blocks were used.)	Level Of Prompting
The student is able to use all 10 blocks				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (No project was created)	Insufficient Attempt (The project was created, but it does not have a start, a process, or an end.)	Complete (The project has a start, a process, and an end.)	Level Of Prompting
The student is able to create a project that has a start, a process, and an end.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (No attempt was made.)	Insufficient Attempt (The student attempted to add the project to the designated class studio, but was unsuccessful.)	Complete (The student successfully added the project to the designated class studio)	Level Of Prompting
The student is able to add the project to the class studio.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 4

	No Attempt (No attempt was made to create a Scratch studio.)	Insufficient Attempt (The student attempted to create a Scratch studio, but was unable to.)	Complete (The student was successfully able to create a new Scratch studio.)	Level Of Prompting
Student is able create a Scratch studio.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (No attempt was made to identify a project in an existing Scratch studio.)	Insufficient Attempt (The student browsed existing Scratch studio(s), but was unable to identify one that s/he is interested in.)	Complete (The student was able to locate at least one project in an existing Scratch studio.)	Level Of Prompting
Student is able to locate at least one project in an existing Scratch studio.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (No attempt was made to revise or add the project after revision into a newly created Scratch studio)	Insufficient Attempt (The student attempted to revise the project, but was not able to add it to a newly created Scratch studio.)	Complete (The student was able to successfully revise an existing project, and add it to a newly created Scratch studio.)	Level Of Prompting
Student is able to revise this project and add it to a newly created Scratch studio.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 5

	No Attempt (The student did not make an attempt to identify or solve the problem with a project.)	Insufficient Attempt (The student identified the problem(s), and attempted to solve it, but could not.)	Complete (The student was able to identify the problem with at least one of the projects, and was able to solve it.)	Level Of Prompting
Student was able to solve the problem(s) with at least one of the projects.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 6

	No Attempt (The student did not try to create an About Me project.)	Insufficient Attempt (The project either does not have a start or an interactive element.)	Complete (The project has a start and at least one interactive element.)	Level Of Prompting
Does the project have a start, and at least one interactive sprite with an interactivity (i.e., key press, mouse click, touch, etc.)				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (The student did not try to tell anything about himself/ herself on the project.)	Insufficient Attempt (The student attempted to include one thing about himself/herself on the project, but the attempt was not sufficient.)	Complete (The project successfully presents at least one thing about the student.)	Level Of Prompting
Is the project designed to tell about at least one thing about the student?				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (The student did not attempt to discuss the project/ work-in-progress)	Insufficient Attempt (The student tried to discuss his/her project/work-in-progress with a peer, USAT/on design journal, but the discussion was not in direct response to the reflection prompts.)	Complete (The student discussed his/her project in at least one full sentence in response to the reflection prompts with a peer, USAT, or on a design journal.)	Level Of Prompting
Did the student discuss his/her project with a peer, a USAT, and/or presented on his/her design journal in least one full sentence?				Physical assistance
				Verbal and/or Visual Cue
				Independent

UNIT 2

SESSION 1-6

STUDENT WORK EVALUATION RUBRIC

SESSION 1

	No Attempt (The student made no attempt explaining (orally, written, drawing, etc.) events)	Insufficient Attempt (The student explained (orally, written, drawing, etc.) events in general terms, but was not able to connect it to Scratch)	Complete (The student explained (orally, written, drawing, etc.) events sufficiently and connected it to Scratchs.)	Level Of Prompting
Students are able to explain events and how they work in Scratch.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (Students are able to explain parallelisms and how they work in Scratch.)	Insufficient Attempt (The student explained (orally, written, drawing, etc.) parallelism in general terms, but was not able to connect it to Scratch)	Complete (The student explained (orally, written, drawing, etc.) parallelism sufficiently and connected it to Scratch.)	Level Of Prompting
Students are able to explain parallelisms and how they work in Scratch				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 2

	No Attempt (The student made no attempt to create a project.)	Insufficient Attempt (The student attempted to create a project, however, the project does not play a sound when the intended event occurs, and/or no event is attached to the sprite.)	Complete (The student was able to create a Scratch project containing at least one sprite that plays a sound when an event attached to the sprite happens.)	Level Of Prompting
Students are able to create a Scratch project that consists of at least one sprite that plays at least one sound when an event attached to the sprite occurs.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 3

	No Attempt (The student had no attempt at creating an orange square or a purple circle object.)	Insufficient Attempt (There is either an orange square or a purple circle object in the project.)	Complete (There are both an orange square and a purple circle added to the project.)	Level Of Prompting
The Scratch project has an orange square and a purple circle object.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 4

	No Attempt (The student made no attempt in animating the orange square or the purple circle.)	Insufficient Attempt (Student attempted to create an animation of either the orange square or the purple circle, but the attempt was unsuccessful.)	Complete (The student was able to successfully animate the orange square, purple circle, or both.)	Level Of Prompting
The orange square, purple circle, or both of them were animated and integrated into the "Orange Square, Purple Circle" project				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 5

	No Attempt (The student did not make an attempt to identify or solve the problem with a project.)	Insufficient Attempt (The student identified the problem(s), and attempted to solve it, but could not.)	Complete (The student was able to identify the problem with at least one of the projects, and was able to solve it.)	Level Of Prompting
Student was able to solve the problem(s) with at least one of the projects.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 6

	No Attempt (The student did not try to add a Music to his/her project)	Insufficient Attempt (The music either does not play or does not play upon an event)	Complete (The project has a Music added that plays upon an event.)	Level Of Prompting
Does the project have at least one music that plays upon an event?				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (The student did not try to add an animation to his/her project.)	Insufficient Attempt (The student attempted to include one animation, but the animation does not play with the sound.)	Complete (The project has an animation added that plays alongside with the Music.)	Level Of Prompting
Does the project have at least one animation that plays alongside with the music?				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (The student did not attempt to discuss the project/work-in-progress.)	Insufficient Attempt (The student tried to discuss his/her project/work-in-progress with a peer, USAT/on design journal, but the discussion was not in direct response to the reflection prompts.)	Complete (The student discussed his/her project in at least one full sentence in response to the reflection prompts with a peer, USAT, or on a design journal.)	Level Of Prompting
Did the student discuss his/her project with a peer, a USAT, and/or presented on his/her design journal in least one full sentence				Physical assistance
				Verbal and/or Visual Cue
				Independent

UNIT 3

SESSION 1-6

STUDENT WORK EVALUATION RUBRIC

SESSION 1

	No Attempt (The student made no attempt to create a sprite.)	Insufficient Attempt (There is at least one sprite in the project but not two, and/or the sprite(s) do not have one behavior.)	Complete (There are at least two sprites and each sprite has at least one behavior.)	Level Of Prompting
The Scratch project includes two sprites or characters" that each have one behavior.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (The student made no attempt to use the "Make a Block" feature.)	Insufficient Attempt (There is an evidence of an effort in using the "Make a Block" feature to create a behavior with at least one of the characters, but not both, or the behaviors are created for both, but neither of them is functional.)	Complete ("Make a Block" feature is used to create at least one behavior for each character. .)	Level Of Prompting
The behaviors are created using the "Make a Block" feature.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 2

	No Attempt (The student made no attempt to create neither the "broadcast" nor the "when I receive" Scratch block in a project.)	Insufficient Attempt (The student included either one of the two blocks ("broadcast" or "when I received") or a conversation between two characters are not created with proper turn-taking using these blocks.)	Complete (There are both "broadcast" and "when I receive" blocks included in the project, and both blocks are used to create a conversation with proper turn-taking between two characters.)	Level Of Prompting
The project has at least one use of "broadcast" and at least on use of "when I receive" Scratch blocks that are used in creating a conversation between two characters				Physical assistance
				Verbal and/or Visual Cue
				Independent

Session 3

	No Attempt (Student made no attempt in developing a project with multiple scene changes.)	Insufficient Attempt (Student developed a project with either two functional scene changes or more than two dysfunctional scene changes.)	Complete (Student developed a project with at least 3 scene changes.)	Level Of Prompting
Develop a project that includes at least 3 scene changes using different backdrops.				Physical assistance
				Verbal and/or Visual Cue
				Independent

Session 4

	No Attempt (The student did not make an attempt to identify or solve the problem with a project.)	Insufficient Attempt (The student identified the problem(s), and attempted to solve it, but could not.)	Complete (The student was able to identify the problem with at least one of the projects, and was able to solve it.)	Level Of Prompting
Student was able to solve the problem(s) with at least one of the projects.				Physical assistance
				Verbal and/or Visual Cue
				Independent

Session 5

	No Attempt (Student made no attempt on making a drawing contribution to the creature.)	Insufficient Attempt (The drawing contribution the student made was only a few lines, which do not form for a "head", "middle", or "bottom" of a creature.)	Complete (The student drew a complete "head", "middle", or "bottom" or a creature.)	Level Of Prompting
The student contributed to the creature by drawing the "head", "middle", or the "bottom".				Physical assistance
				Verbal and/or Visual Cue
				Independent

Session 6

	No Attempt (The student did not attempt to contribute to the creation of a Scratch story project.)	Insufficient Attempt (The student contributed to the story project, but the contribution was not sufficiently significant, i.e., less then five Scratch blocks were added.)	Complete (The student contributed to the creation of a Scratch story project with at least five blocks.)	Level Of Prompting
The student contributed to the creation of a Scratch story project with at least five Scratch blocks.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (The student made no attempt on adding and/or improving any of the others' story project.)	Insufficient Attempt (The student attempted to improve and/or revise another project, but either the change did not make any improvement and/or revision, or ony one Scratch block was added.)	Complete (The student added at least two Scratch blocks to at least one of the others' Scratch project, which improved and/or revised the project.)	Level Of Prompting
The student added at least two Scratch blocks to at least one of the others' projects that improved and/or modified the project.				Physical assistance
				Verbal and/or Visual Cue
				Independent

UNIT 4
SESSION 1-6

STUDENT WORK EVALUATION RUBRIC

Session 1

	No Attempt (The student made no attempt to come up with a dream game.)	Insufficient Attempt (The student was able come up with a dream game, but was not able to identify at least five design element for it.)	Complete (The student was able to come up with a dream game and identified at least three design characteristics for the game.)	Level Of Prompting
The student was able to come up with at least three design characteristics of his/her dream game.				Physical assistance
				Verbal and/or Visual Cue
				Independent

Session 2

	No Attempt (The student made no attempt creating the starter game project.)	Insufficient Attempt (The student created or remixed the game project, but the project is either does not have at least three design element if it is created, or did not modify at least three design elements if it is remixed from an existing one.)	Complete (The student created the game project, which has at least three design elements or revised at least three design elements.)	Level Of Prompting
The student either created a starter game project with at least three design elements (character(s), scoring, game mechanics, start and ending, purpose, competition, progress, etc.) or remixed one of the example starter game projects by adding and/or modifying at least three desing elements (character(s), scoring, game mechanics, start and ending, purpose, competition, progress, etc.)				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 3

The student was able to create a variable, and add the variable to the Fish Chomp project to keep score.	No Attempt (The student made no attempt creating a variable.)	Insufficient Attempt (The student created a variable, but the variable was not properly added to the Fish Chomp project to keep score.)	Complete (The student created the variable and successfully added it into the Fish Chomp project to keep score.)	Level Of Prompting
				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 4

The student was able add at least one extension into the previously started game project (Pong, Scrrolling, or maze) that either increased the difficulty or extended the game.	No Attempt (The student made no attempt in adding an extension to the maze, pong, or scrolling project.)	Insufficient Attempt (The student attempted to add an extention, but the added extension made no change to the maze, pong, or scrolling project.)	Complete (The student succesflly added an extention to the maze, pong, or scrolling project, which either increased the difficulty of the game or extended the game.)	Level Of Prompting
				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 5

	No Attempt (The student made no attempt creating a Scratch project.)	Insufficient Attempt (The student created a Scratch project, but the project does not (completely) solve one of the nine Interactions programming puzzles.)	Complete (The student created a Scratch project that solves at least one of the nine Interactions programming puzzles.)	Level Of Prompting
The student was able to create a Scratch project that solves at least one of the nine Interactions programming puzzles.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 6

	No Attempt (The student did not make an attempt to identify or solve the problem with a project.)	Insufficient Attempt (The student identified the problem(s), and attempted to solve it, but could not.)	Complete (The student was able to identify the problem with at least one of the projects, and was able to solve it.)	Level Of Prompting
Student was able to solve the problem(s) with at least one of the projects.				Physical assistance
				Verbal and/or Visual Cue
				Independent

UNIT 5

SESSION 1-6

STUDENT WORK EVALUATION RUBRIC

SESSION 1

	No Attempt (The student made no attempt to list what s/he knows about Scartch.)	Insufficient Attempt (The student listed less than 3 items.)	Complete (The student listed 3 or more items regarding what s/he knows about Scratch.)	Level Of Prompting
The student is able to list at least 3 items regarding what s/he knows about Scratch.				Physical assistance
				Verbal and/or Visual Cue
				Independent

	No Attempt (SThe student made no attempt to list what s/he wants to discover new/more about Scartch.)	Insufficient Attempt (The student listed less than 2 items.)	Complete (The student listed 2 or more items regarding what s/he wants to learn more/new about Scratch.)	Level Of Prompting
The student is able to list at least 2 items regarding what s/he wants to learn more/new about Scratch.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 2

	No Attempt (The student made no attempt to complete and/or improve a project of a previous session.)	Insufficient Attempt (The student identified a previous project to complete and/or improve, but no change was made to the project to complete and/or improve.)	Complete (The student was able to identify a previous project, and complete/improve the project.)	Level Of Prompting
The student was able to complete and/or improve a project of a previous session.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 3

	No Attempt (The student made no attempt to incorporate an advanced concept (video sensing, cloning) into a project.)	Insufficient Attempt (TThe student attempted to incorporate one of the advanced concepts (video sensing, cloning) into a project, but the advanced concept was not functionally integrated into the project (i.e., the advanced concept does not work)	Complete (The student was able to successfully incorporate at least one advanced concept (the advanced concept functions) into a Scratch project.)	Level Of Prompting
The student was able to incorporate at least one of the advanced concepts (video sensing, cloning) into a Scratch project.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 4

	No Attempt (The student made no attempt to incorporate a hardware extension to a Scratch project.)	Insufficient Attempt (The student attempted to incorporate a hardware extension (LEGO WeDo or MaKey MaKey) into a Scratch project, but the hardware extension could not be successfully controlled from within the Scratch project.)	Complete (The student was able to incorporate a hardware extension (LEGO WeDo or MaKey MaKey) into a Scratch project, and the hardware extension successfully controlled from within the Scratch project.)	Level Of Prompting
The student incorporated a LEGO WeDo or MaKey MaKey hardware extension from within a simple Scratch project to control the extension with Scratch code.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 5

	No Attempt (The student made no attempt to create a new Scratch projects.)	Insufficient Attempt (The new Scratch project does not function and/or follow one of the guidelines at the ideas resource.)	Complete (The student created a simple functional Scratch project similar to one of the projects at the ideas resource.)	Level Of Prompting
The student was able to create a simple Scratch project similar to one of the projects at the ideas resource.				Physical assistance
				Verbal and/or Visual Cue
				Independent

SESSION 6

	No Attempt (The student did not make an attempt to identify or solve the problem with a project.)	Insufficient Attempt (The student identified the problem(s), and attempted to solve it, but could not.)	Complete (The student was able to identify the problem with at least one of the projects, and was able to solve it.)	Level Of Prompting
Student was able to solve the problem(s) with at least one of the projects.				Physical assistance
				Verbal and/or Visual Cue
				Independent