

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 that each have at least one behavior created using 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” (Or “broadcast and wait”) and at least one 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 than 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 only 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