# Unit 1 Session 1-6

Student Work Evaluation Rubric

		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 shown								Physical assistance	
dance moves orally, kinesthetically, in pri and/or with symbols								Verbal and/or Visual Cue	
a step-by-step sequer order.								Independent	
	No (No was to re sequential dan		(T att se eit	sufficient Attempt here was an tempt, but the quence of steps is ther insufficient ad/or inaccurate.)	studer able to the se of dar	accurate		Level Of Prompting	
The student is							Ph	ysical assistance	
able to repeat an instructed dance							Vei	rbal and/or Visual Cue	
move in an accurate sequential order.							Inc	lependent	
	(No was expl imp of	Attempt attempt made to ain the ortance	(The attent why implement at the attent why implement at the attent at t	e student mpted to explain r sequence is ortant, but the anation was sufficient in its cription.)	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 is able to explain the importance							Ph	ysical assistance	
of sequence when expressing and/or							Ve	rbal and/or Visual Cue	
following a set of instructions for a dance move.							Inc	lependent	

No Attem (No attem was made open Scra and/or the Tips wind		tempt ade to Scratch the	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		
The student was able to open						Physical assistance	
Scratch, loginand find the						Verbal and/or Visual Cue	
(tutorials)" link						Independent	
	(No atte was ma to creat	o Attempt of attempt and/a project and/a project and/but of local		ient Attempt (An t was made to find a on a Scratch studio to post a comment to ct on Scratch studio, her not project was or a comment could posted.)	Complete (The student was able to create a dancing cat project consisting of at least two Scratch blocks snapped together.)	Level Of Prompting	
The student						Physical assistance	
was able to create a						Verbal and/or Visual Cue	
moving cat project.						Independent	
	attemp made t and/or	attempt was (A made to save and/or share the pr		ufficient Attempt n attempt was made save and/or share the oject, and the attempt s unsuccessful.)	Complete (The student was able to save the project and/or share it in a classroom studio.)	Level Of Prompting	
The student was able to save the project and share it in the class						Physical assistance	
						Verbal and/or Visual Cue	
studio for this session.						Independent	

	(None blocks used in	No Attempt None of the clocks were used in the project.)				mplete (All 10 ocks were used.)	Level Of Prompting
							Physical assistance
The student was able to use all 10 Blocks							Verbal and/or Visual Cue
							Independent
		No Atten (No proje was creat	ect	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 was to create a project							Physical assistance
that has a start, a	a						Verbal and/or Visual Cue
progression, and end.	an						Independent
No Atter (No atter was mad		attempt	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 was							Physical assistance
able to add the project to the							Verbal and/or Visual Cue
10 Blocks class studio.							Independent

		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	
The student was								Physical assistance	
able create a								Verbal and/or Visual Cue	
Scratch studio.	Scratch studio.							Independent	
	( t	No Attemption (No attemption attemption identify a project in an existing Scratch attudio.)	ot ot	Atte (The brovexis stud was identification	estudent wsed ting Scratch lio(s), but unable to atify one s/he is rested in.)	was abl	ete (The student e to locate at ne project in cing Scratch	Level Of Prompting	
The student was able to locate								Physical assistance	
at least three inspirational								Verbal and/or Visual Cue	
projects in existing Scratch studios.								Independent	
	(No was to r or a pro rev into cres Scr	Attempt of attempt of attempt of attempt of a made of a newly ated atch dio)	(The atternative property of a to a second s	e stud npte proje able new	ent Attempt dent d to revise ect, but was to add it ly created studio.)	studer succes an exis	lete (The at was able to sfully revise sting project, ld it to a newly d Scratch	Level Of Prompting	
The student								Physical assistance	
was able to add these projects to the newly								Verbal and/or Visual Cue	
created Scratch studio.								Independent	

	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
The student				Physical assistance
was able to fix the problem(s) with at least one of the Scratch projects.				Verbal and/or Visual Cue
				Independent

		No Attempt (The student did not try to create an About Me project.)		project either does not have a start		complete (The roject has a eart and at least ne interactive ement.)		evel Of Prompting	
The project has a							Physical assistance		
start and at least or interactive element (i.e., key press, mou							Verl	oal and/or Visual Cue	
click, touch, etc.)	130						Inde	ependent	
	did tell abo him	Attempt ne student d not try to l anything out mself/ rself on the oject.)	to ab or th	sufficient Attempt The student attempted include one thing yout himself/herself in the project, but the attempt was not afficient.)	s F le	Complete The project successfully presents at least one thing about the student.)	Leve	el Of Prompting	
The project is						Phys		nysical assistance	
designed to tell about at least one							Verb	oal and/or Visual Cue	
thing about the student.							Inde	pendent	
(The did atter disc proj		No Attempt (The stude did not attempt to discuss the project/ work-in- progress)	nt	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.)	ı	Complete (The student discuss his/her project in at least one full sentence in response to the reflection prompts with peer, USAT, of a design journ	a r on	Level Of Prompting	
The student discuss his/her project with								Physical assistance	
a peer, a USAT, and or on his/her design	1/							Verbal and/or Visual Cue	
journal with least one full sentence.								Independent	