# UNIT 0 SESSION 1-6

	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				Physical assistance
with sketches/ illustrations)				Verbal and/or Visual Cue
experiences with computers.				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
				Physical assistance
Express what you would want to create with Scratch.				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
				Physical assistance
Scratch name and password.				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
				Physical assistance
Show how to login to Scratch account.				Verbal and/or Visual Cue
				Independent

Work Evaluation Rubric - Unit 0 / Session 1 Work Evaluation Rubric - Unit 0 / Session 2

	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				Physical assistance	
for at least				Verbal and/or Visual	
one project				Cue	
presented in					
the design				Independent	
journal.					

No Attempt (There is either no response, or the response, is insufficient to make sense.  Student described what can be done with Scratch in one sentence.  No Attempt (With assistance)										_			
Scratch in one full sentence.    No Attempt (There is either no response, or the response is insufficient to make sense.   Ins				(There is either no response, or the response is insufficient to			Attempt (There is a response, but it either insufficient in its description s		de is	escription both ccurate and afficient in its		Of Prompting	
No Attempt (There is either no response, or the response is insufficient to make sense.  Student described what can be done with Scratch in one sentence.  No Attempt (With assistance)  No Attempt (Not able to drag and drop a block into the scripting area, but not snapped to another block.)  No Prompting area.  No Attempt (At least one block was dropped into the scripting area, but not snapped to another block.)  No Physical assistance  Verbal and/or Visual Cue independent  Complete (Yes, and without assistance.)  Verbal and/or Visual Cue independent  Complete (At least two blocks were snapped together in the scripting area.)  Physical assistance  Verbal and/or Visual Cue independent  Verbal and/or Visual Cue independent  No Attempt (At least one block was dropped into the scripting area.)  Physical assistance  Verbal and/or Visual Cue independent  Verbal and/or Visual Cue independent  No Attempt (At least two blocks were snapped together in the scripting area.)  Physical assistance  Verbal and/or Visual Cue independent	Student descr	ibed							-	Physic	al assistance		
No Attempt (There is either no response, or the response is insufficient to make sense.   Insufficient to make with Scratch in one sentence.   No Attempt (With assistance)   Insufficient Attempt (With assistance)   Insufficient Attempt (With assistance)   Independent	Scratch in one	e full	l									and/or Visual Cue	
Complete (Yes, and without assistance)   Yethout Alleast to be alleast to be	sentence.										Indepe	endent	
Student described what can be done with Scratch in one sentence.    No Attempt   Insufficient Attempt (With assistance)   Werbal and/or Visual Cue without assistance.)   Physical assistance			(There is either no response, or the response is insufficient to make			Atteris a but insu desc	tempt (There a response, t it is either sufficient to scribe what n be done or description accurate in its descrip			cription is both urate and sufficient ts description of at can be done - ate multimedia, nes, stories,		Level Of Prompting	
what can be done with Scratch in one sentence.    No Attempt   Insufficient Attempt (With assistance)   Complete (Yes, and without assistance.)	Student descr	ibed								· · ·	Physical assistance		
No Attempt (With assistance)  No Attempt (With assistance)  Student logged into Scratch account.  No Attempt (With assistance)  No Attempt (Not able to drag and drop a block into the scripting area, but not snapped to another block.)  Dragged and dropped to snapped											Verbal and/or Visual Cue		
Student logged into Scratch account.    No Attempt   (With assistance)   without assistance.)   Physical assistance	one sentence.										Indepe	ndent	
Insufficient Attempt (With assistance)  No Attempt (With assistance)  No Attempt (With assistance)  Insufficient Attempt (With assistance)  Physical assistance  Verbal and/or Visual Cue  Physical assistance  Verbal and/or Visual Cue  Independent  Insufficient Attempt (At least one block was dropped into the scripting area, but not snapped to the scripting area.  Dragged and dropped to snap blocks  Physical assistance  Complete (At least two blocks were snapped together in the scripting area.)  Physical assistance  Verbal and/or Visual Cue  Physical assistance  Verbal and/or Visual Cue  Verbal and/or Visual Cue		N	No A	Attemp	ST I		<b>1</b> 1				Level (	Of Prompting	
No Attempt (With assistance)  Student created a new project.  No Attempt (Not able to drag and drop a block into the scripting area, but not snapped to another block.)  Dragged and dropped to snap blocks  Dragged and dropped to snap blocks  No Attempt (Not able to drag and dropped to snap blocks  No Attempt (Not able to drag and dropped to another block.)  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.)  Physical assistance  Physical assistance  Physical assistance  Verbal and/or Visual Cue	Student logge	ed _									Physical assistance		
No Attempt (With assistance)  Student created a new project.  No Attempt (Not able to drag and drop a block into the scripting area.)  Dragged and dropped to snap blocks  Dragged and dropped to snap blocks  No Attempt (Not able to drag and dropped to the scripting area.)  No Attempt (Not able to drag and drop a block into the scripting area.)  Dragged and dropped to snap blocks  No Attempt (Not able to drag and dropped into the scripting area, but not snapped to another block.)  Dragged and dropped to snap blocks  Dragged and dropped to snap blocks	into Scratch												
Student created a new project.  No Attempt (Not able to drag and drop a block into the scripting area, but not snapped to snap blocks  Dragged and dropped to snap blocks  No Attempt (Not able to drag and dropped into the scripting area, but not snapped to another block.)  Dragged and dropped to snap blocks  No Attempt (Not able to drag and dropped into the scripting area, but not snapped to another block.)  Dragged and dropped to snap blocks  No Attempt (Not able to drag and dropped into the scripting area, but not snapped to another block.)  Dragged and dropped to snap blocks	account.										Indepe	endent	
Created a new project.  No Attempt (Not able to drag and drop a block into the scripting area, but not snapped to another block.)  Dragged and dropped to snap blocks		No.	Atte	empt				•			Level (	Of Prompting	
No Attempt (Not able to drag and drop a block into the scripting area.  Dragged and dropped to snap blocks  No Attempt (Not able to drag and (At least one block was dropped into the scripting area, but not snapped to another block.)  Dragged and dropped to snap blocks  Dragged and dropped to snap blocks	Student										Physic	al assistance	
No Attempt (Not able to drag and drop a block into the scripting area, but not snapped to another block.)  Dragged and dropped to snap blocks  Dragged and dropped to snap blocks  No Attempt (Not able to drag and dropped into the scripting area, but not snapped to another block.)  Complete (At least two blocks were snapped together in the scripting area.)  Physical assistance  Verbal and/or Visual Cue	created a												
No Attempt (Not able to drag and drop a block into the scripting area.    (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.)  Physical assistance  Verbal and/or Visual Cue	new project.										Indepe	endent	
and assistance dropped to snap blocks  Verbal and/or Visual Cue		able dro <sub>l</sub>	to o	drag a	not into	(At lea dropp area, l	ast one block bed into the s out not snap	was cripting	two blocks were snapped together in				
snap blocks Visual Cue	Dragged and											assistance	
	* *												
	together.												

	No Attempt (No attempt was made to access to a Scratch studio	Insufficient Attempt (Scratch studio and or to add a project Scratch studio was but a project could be added to a Scrat studio.)	to a made, not	Complete (A project was successfully added to a Scratch studio.)	Level Of Prompting		
0. 1 . 11 1					Physical assistance		
Student added a project to a Scratch					Verbal and/or Visual Cue		
studio.					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 Atter (An attempt was to find a project of Scratch studio ar or to post a comment to a project on So studio, but either project was locat comment could in posted.)	made on a ad/ ment cratch on total ed or a	Complete (A Scratch studing project was located, and a comment consisting of a full sentency was posted to the project.	Level Of Prompting		
Student posted an appropriate					Physical assistance		
comment consisting of a full sentence to a					Verbal and/or Visual Cue		
project on a Scratch studio.sentence					Independent		
	No Attempt (Individual instruction and prompting needed.	Insufficient Attempt (Repeated demonstration and verbal prompting needed.)	follow	lete endently ed handout ctions.)	Level Of Prompting		
					Physical assistance		
Level of prompting needed.					Verbal and/or Visual Cue		
					Independent		

(There is no		Attempt (There	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
							Physical assistance
Student expressed their work progres	s						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/							Physical assistance
or gave feedback consisting of at least one full							Verbal and/or Visual Cue
sentence							Independent
	(D wa	Attempt id not itch or monstrate.)	I de la constant de l	Attempt (Repeated lemonstration and verbal prompting needed.)	(Reg	mplete peated nonstration and oal prompting ded.)	Level Of Prompting
Student watched another's or							Physical assistance
demonstrate his protocol to at							Verbal and/or Visual Cue
least one other individual							Independent

# UNIT 1 SESSION 1-6

	No Attempt (No attempt was made to describe the dance steps.)	Insufficient Attempt (There is an attempt, b the steps to complete t dance moves were eith not complete and/or is not in accurate order.)	he er	Complete (The dance move was expressed in its accurate sequential order.)	Level Of Prompting
The student is able to express the					Physical assistance
dance moves orally, kinesthetically, in					Verbal and/or Visual Cue
print, and/or with symbols.					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.)	stu abl the of o	mplete (The dent was e to repeat e sequence dance moves an accurate ler.)	Level Of Prompting
The student is					Physical assistance
able to repeat an instructed dance					Verbal and/or Visual Cue
move in an accurate sequential order.					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.)	to e the is in exp	mplete (The dent was able explain why sequence mportant in pressing and lowing a set of tructions.)	Level Of Prompting
The student was able to explain the importance					Physical assistance
of sequence when expressing and/or following a set of					Verbal and/or Visual Cue
following a set of instructions for a dance move.					Independent

	and/or t		attempt nade to Scratch	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						Physical assistance	
to open Scraand find the							Verbal and/or Visual Cue	
Window.							Independent	
	No Atte (No atte was ma- to create a dancin cat.)	empt de e	attempt w project on and/or to a project but either	et on a Scratch studio r to post a comment to ect on Scratch studio, ther not project was d or a comment could		complete (The cudent was able to reate a dancing cat roject consisting f at least two cratch blocks happed together.)	Level Of Prompting	
Student			Ŷ				Physical assistance	
was able to create a							Verbal and/or Visual Cue	
moving cat							Independent	
	No Atter attempt made to and/or s project.)	was save hare t	(An a to say	ficient Attempt attempt was made we and/or share the ct, and the attempt ansuccessful.)	to a	Complete (The tudent was able o save the project nd/or share it in a lassroom studio.)	Level Of Prompting	
Student was able to							Physical assistance	
save and share the							Verbal and/or Visual Cue	
project.							Independent	

	(None blocks used in	No Attempt None of the blocks were used in the broject.)				omplete (All 10 ocks were used.)	Level Of Prompting
							Physical assistance
The student is able to use all 10 blocks							Verbal and/or Visual Cue
							Independent
(		(No proje	Insufficient Attempt (TI project was created, but not have a s a process, o end.)		oes	Complete (The project has a start, a process, and an end.)	Level Of Prompting
The student is al	ole to						Physical assistance
create a project thas a start, a pro							Verbal and/or Visual Cue
and an end.							Independent
	No Attempt (No attempt was made.)		(Thatte	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							Physical assistance
able to add the project to the							Verbal and/or Visual Cue
class studio.							Independent

No Attem attempt w made to c Scratch str		was creat	vas stude create a to cre		mpted cratch	Complete (The student was successfully able to create a new Scratch studio.)	Level Of Prompting	
Student is able								Physical assistance
create a Scratch								Verbal and/or Visual Cue
studio.								Independent
	No Attempt (No attempt was made to identify a project in an existing Scratch studio.)		ot 1	existing Scratch studio(s), but		was abl	ete (The student e to locate at ne project in ting Scratch	Level Of Prompting
Student is able								Physical assistance
to locate at least one project in an existing Scratch								Verbal and/or Visual Cue
studio.								Independent
	to revise or add the project after revision into a newly		(The attention attention attention attention)	Insufficient Attempt The student attempted to revise he project, but was not able to add it o 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		tudio)						Physical assistance
to revise this project and add it to a								Verbal and/or Visual Cue
newly 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	
Student was				Physical assistance	
able to solve the problem(s) with				Verbal and/or Visual	
at least one of				Cue	
the projects.				Independent	

			_		<u></u>	<u> </u>		
	No Attempt (The student did not try to create an About Me project.)			project either does not have a start or an interactive		omplete (The roject has a art and at least ne interactive ement.)	Level Of Prompting	
Does the project has a start, and at least	ave						Phys	sical assistance
one interactive spri with an interactivit							Verb	oal and/or Visual Cue
(i.e., key press, mou							Inde	pendent
	(The did tell about the did tell about the did tell about the did tell about the did tell the di	Attempt as student anot try to anything out anself/reself on the oject.)	to ab or th	sufficient Attempt he student attempted include one thing out himself/herself the project, but e attempt was not fficient.)	(s F I	Complete The project successfully presents at east one thing about the student.)	Leve	l Of Prompting
Is the project							Phys	ical assistance
designed to tell about at least one							Verb	al and/or Visual Cue
thing about the student?					Ī		Inde	pendent
		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.)		1 1		Level Of Prompting
Did the student discuss his/her projec				Î				Physical assistance
with a peer, a USA and/or presented o	n							Verbal and/or Visual Cue
his/her design jour in least one full sentence?	nai							Independent

# UNIT 2 SESSION 1-6

	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				Physical assistance
explain events and how they work in				Verbal and/or Visual Cue
Scratch.				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				Physical assistance
explain parallelisms and how they work				Verbal and/or Visual Cue
in Scratch				

### 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				Physical assistance
project that consists of at least one sprite that plays at least				Verbal and/or Visual Cue
one sound when an event attached to the sprite occurs.				Independent

Work Evaluation Rubric - Unit 2 / Session 1 Work Evaluation Rubric - Unit 2 / Session 2

# SESSION 3 SESSION 4

	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				Physical assistance
an orange square and a				Verbal and/or Visual Cue
purple circle object.				Independent

	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				Physical assistance
both of them were				Verbal and/or
animated and				Visual Cue
integrated into the "Orange Square, Purple Circle" project				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
Student was able to				Physical assistance
solve the				Verbal and/or Visual
problem(s) with at least				Cue
one of the projects.				Independent

		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)	pr M th	omplete (The roject has a lusic added hat plays upon a event.)	Leve	el Of Prompting
Does the project							Phys	sical assistance
have at least one music that plays							Verl	oal and/or Visual Cue
upon an event?							Inde	ependent
	(T)	to add an animation an his/her		sufficient Attempt ne student attempted include one imation, but the imation does not by with the sound.)	(That are the al	omplete The project as an nimation Ided nat plays ongside with ne Music.)	Level	Of Prompting
Does the project							Physical assistance	
have at least one animation that							Verb	al and/or Visual Cue
plays alongside with the music?							Inde	pendent
No Attempt (The studen did not attempt to discuss the project/wor in-progress.		nt ∙k-	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 discurbis/her projection at least one full sentence in response to the reflection prompts with peer, USAT, of a design jour.	essed et	Level Of Prompting	
Did the student discuss his/her								Physical assistance
project with a peer, a USAT, and/or								Verbal and/or Visual Cue
presented on his/ her design journal least one full senter								Independent
		-						

# UNIT 3 SESSION 1-6

	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				Physical assistance
includes two sprites or characters" that each have one				Verbal and/or Visual Cue
behavior.				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				Physical assistance
created using the "Make a Block"				Verbal and/or Visual Cue
feature.				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				Physical assistance
"broadcast" and at least on use of "when I receive"				Verbal and/or Visual Cue
"when I receive" Scratch blocks that are used in creating a conversation between two characters				Independent

Work Evaluation Rubric - Unit 3 / Session 1 Work Evaluation Rubric - Unit 3 / Session 2

## SESSION 3 SESSION 4

	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				Physical assistance
that includes at least 3 scene changes using different				Verbal and/or Visual Cue
backdrops.				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
Student was able to solve				Physical assistance
the problem(s) with at least one of the projects.				Verbal and/or Visual Cue
				Independent

#### SESSION 6

	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				Physical assistance
the creature by drawing the				Verbal and/or Visual Cue
"head", "middle", or the "bottom".				Independent

	No Attempt (The student did not attempt to contribute to the creation of a Scratch story project.)		(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							Physical assistance
the creation of a Scratch story							Verbal and/or Visual Cue
project with at least five Scratch blocks.							Independent
	No Attempt (The student made no attempt on adding and/ or improving any of the others' story project.)	to result distribution on one	sufficient Attempt he student attempted improve and/or vise another project, at either the change d not make any aprovement and/ revision, or ony as Scratch block was lded.)	(Thada two blooleas the Scripro impand	mplete ne student ded at least o Scratch cks to at st one of oothers' eatch oject, which proved d/or revised oproject.)	Leve	el Of Prompting
The student added at least two						Phys	sical assistance
Scratch blocks to at least one of the others' projects						Verb	oal and/or Visual Cue
that improved and/or modified the project.						Inde	ependent

Work Evaluation Rubric - Unit 3 / Session 5

# UNIT 4 SESSION 1-6

		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 studer able to con					Physical assistance
up with at three design	least				Verbal and/or Visual Cue
characterist of his/her game.	stics				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,				Physical assistance
game mechanics, start and ending, purpose, competition, progress, etc.) or remixed one of the example starter game				Verbal and/ or Visual Cue
projects by adding and/ or modifying at least three desing elements (character(s), scoring, game mechanics, start and ending, purpose, competition, progress, etc.)				Independent

Work Evaluation Rubric - Unit 4 / Session 1 Work Evaluation Rubric - Unit 4 / Session 2

## SESSION 3 SESSION 4

	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
The student was able to create a				Physical assistance
variable, and add				
the variable to				Verbal and/or Visual Cue
				visuai Cue
the Fish Chomp				
project to keep				Independent
score.				

	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
The student was able add at least one extension into				Physical assistance
the previously started game project (Pong, Scrrolling, or maze) that either				Verbal and/or Visual Cue
increased the difficulty or extended the game.				Independent

Work Evaluation Rubric - Unit 4 / Session 3
Work Evaluation Rubric - Unit 4 / Session 4

SESSION 5 SESSION 6

	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				Physical assistance
Scratch project that solves at least one of the nine Interactions				Verbal and/or Visual Cue
programming puzzles.				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
Student was				Physical assistance
able to solve the problem(s) with at least one of the				Verbal and/or Visual Cue
projects.				Independent

Work Evaluation Rubric - Unit 4 / Session 5

# UNIT 5 SESSION 1-6

### SESSION 1 SESSION 2

	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				Physical assistance
items regarding what s/he knows				Verbal and/or Visual Cue
about Scratch.				Independent
	No Attempt		Complete (The	
	(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.)	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	(SThe student made no attempt to list what s/he wants to discover new/more about	Attempt (The student listed less than 2	student listed 2 or more items regarding what s/ he wants to learn more/new about	Level Of Prompting  Physical assistance
	(SThe student made no attempt to list what s/he wants to discover new/more about	Attempt (The student listed less than 2	student listed 2 or more items regarding what s/ he wants to learn more/new about	1 0

	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				Physical assistance
able to complete and/or improve a project of a				Verbal and/or Visual Cue
previous session.				Independent

Work Evaluation Rubric - Unit 5 / Session 1 Work Evaluation Rubric - Unit 5 / Session 2

SESSI	ON 4
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	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				Physical assistance
at least one of the advanced concepts (video				Verbal and/or Visual Cue
sensing, cloning) into a Scratch project.				Independent

	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				Physical assistance
MaKey MaKey hardware extension from within a simple Scratch				Verbal and/ or Visual Cue
project to control the extension with Scratch code.				Independent

SESSION 5 SESSION 6

	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				Physical assistance
simple Scratch project similar to one of the				Verbal and/or Visual Cue
projects at the ideas resource.				Independent

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

Work Evaluation Rubric - Unit 5 / Session 5 Work Evaluation Rubric - Unit 5 / Session 6