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, 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	omplete (The dent was de to repeat e sequence dance moves an accurate der.)	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 of the is it exp	mplete (The dent was able explain why e 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

SESSION 2

(No at was m open S and/or		attempt nattempt made to Scratch or the window.)	made to open Scratch and/or the Tips window, and failed for various		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 located or	project on a Scratch studio		omplete (The udent 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
	attempt made to	t was (An a to save share the project		ficient Attempt attempt was made we and/or share the ect, and the attempt ansuccessful.)		Complete (The tudent was able to 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

SESSION 3

	(None blocks used ir	No Attempt None of the blocks were used in the project.)				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 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 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.)		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	

SESSION 4

No Attempt (No attempt was made to create a Scratch studio.)		te a	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								Physical assistance Verbal and/or Visual Cue	
studio.								Independent	
		No Attempt (No attempt was made to identify a project in an existing Scratch studio.)		Atte (The brown exis stud was identification	was ablication of the state of		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 ar existing Scratch								Verbal and/or Visual Cue	
studio.								Independent	
	(N) was to or project interest Sc	or revise (The attemproject after evision not a newly to a revision to a revision (The attemproject after the project af		e stud mpte proje able new	ent Attempt dent d to revise ect, but was to add it ly created studio.)	studer succes an exi and ac	elete (The nt was able to esfully revise sting project, ld it to a newly d Scratch	Level Of Prompting	
Student is able								Physical assistance	
to revise this project and add it to a newly created Scratch studio.								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				Physical assistance
able to solve the problem(s) with at least one of the projects.				Verbal and/or Visual Cue
				Independent

SESSION 6

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	No Attempt (The student did not try to create an About Me project.)		The student did not try to create an About Me Attempt (The project either of not have a start or an interactive)		pr sta	omplete (The roject has a art and at least ne interactive ement.)	Leve	el Of Prompting	
Does the project has a start, and at least	ave						Physical assistance		
one interactive spri with an interactivit							Verbal and/or Visua		
(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/self 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	Level Of Prompting	
Is the project							Physical assistance		
designed to tell about at least one							Verb	al and/or Visual Cue	
thing about the student?					Ī		Inde	pendent	
No Attemp (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.)	1	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		
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 journa in least one full sentence?								Independent	