

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 shown dance moves orally, kinesthetically, in print, and/or with symbols in a step-by-step sequential order.				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 is 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
The student was able to open Scratch, login, and find the “Tips (tutorials)” link				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
The student was able to create a moving cat project.				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
The student was able to save the project and share it in the class studio for this session.				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 was 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 was able to create a project that has a start, a progression, 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 was able to add the project to the 10 Blocks 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
The student was 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
The student was able to locate at least three inspirational projects in existing Scratch studios.				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
The student was able to add these projects to the 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
The student was able to fix the problem(s) with at least one of the Scratch 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
The project has a start and at least one interactive element (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
The project is 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
The student discussed his/her project with a peer, a USAT, and/or on his/her design journal with least one full sentence.				Physical assistance
				Verbal and/or Visual Cue
				Independent