

Unit 4

Session 1-6

Student Work Evaluation Rubric

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# Session 1

	No Attempt (The student made no attempt to come up with a dream game.)	Insufficient Attempt (The student was able to 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 student was able to come up with at least three design elements of his/her dream game.				Physical assistance
				Verbal and/or Visual Cue
				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, game mechanics, start and ending, purpose, competition, progress, etc.) or remixed one of the example starter game projects by adding and/or modifying at least three design elements				Physical assistance
				Verbal and/or Visual Cue
				Independent

# Session 3

	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 variable, and add the variable to the Fish Chomp starter project to keep score.				Physical assistance
				Verbal and/or Visual Cue
				Independent

# Session 4

	No Attempt (The student made no attempt to add an extension to the maze, pong, or scrolling project.)	Insufficient Attempt (The student attempted to add an extension, but the added extension made no change to the maze, pong, or scrolling project.)	Complete (The student successfully added an extension 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 to add at least one extension into a previously started project (Pong, Scrolling, or maze) that either increased the difficulty or extended the game.				Physical assistance
				Verbal and/or Visual Cue
				Independent

# Session 5

	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 Scratch project that solves one of the nine Interactions programming puzzles.				Physical assistance
				Verbal and/or Visual Cue
				Independent

# Session 6

	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