**Problem Solving – End of unit Evaluation**

**Points to include in your evaluation:**

1. Purpose of How the Internet Works Unit (*To understand and learn basic programming principles using Scratch to make small programs and games*.)
2. What went well? (WWW)
3. Even Better If… (EBI)
4. Reflection - What could you improve? How/Why/Work Ethics/Targets?

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| **Take a screenshot of your progress ladder table and the graph and replace the 2 examples below:** | |
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|  | |
| **Algorithm**   * Design simple **algorithms** using sequences, loops, and selection i.e. if statements. * Design solutions by **decomposing** a problem into smaller, solvable problems and create a sub-solution for each of these parts * Understand that algorithms are **implemented** on digital devices as programs. Uses logical reasoning to predict outcomes. * Understand **abstraction** in problem solving means removing unimportant details to solutions. * Understands that **iteration** is the **repetition of a process** such as a loop. | |
| WWW: (use the above key words in bold)  EBI: | |
| **Programming and Development:**   * Creates programs that **implement** algorithms to achieve given **goals**. * Declares and **assigns variables, appropriate use of sequence, selection (if statement) and repetition (loops)** in reaching a solution. * Understands that programming bridges the gap between **algorithmic solutions** and computers. * **Designs**, **writes** and **debugs** modular programs using **functions** | |
| WWW: (use the above key words in bold)  EBI: | |
| **Reflection/Work Ethics/Targets: (compare to your year group)** | |
| **Grading of your work – Badges** | **Y/N** |
| **Bronze:** Evaluated all learning strands of this unit but briefly. |  |
| **Silver:** Evaluated all learning strands of this unit with WWW and EBI on all strands. |  |
| **Gold:** Evaluated all learning strands with WWW and EBI on all strands with good use of punctuation, spelling & grammar. |  |
| **Platinum:** All the above, and included a self-reflection on work ethics. |  |