Name:

MP 2 - Assessment Rubric

***G&T STEM Lab** - Science, Technology, Engineering, & Mathematics*

Dash & Dot Unit

Logical/Scientific Social Emotional Skills

	Beginning	Developing	Accomplished	Exemplary
Spatial Awareness	This students is still learning this/these skills and working towards the developing level of achievement.	With guidance, student: -can understand charts, maps, diagrams, drawings and models. Can manipulate simple puzzles.	Student: -creates 2D and 3D objects of differing shapes and sizes. -understands symbol systems and symbolic designs.	Student: -creates 2D and 3D objects of differing shapes and sizes and can move between different representations. -uses various methods of solving problems with dealing with 2D and 3D objects. - can see relationships between two or more objects.
Academic Problem Solving	This students is still learning this/these skills and working towards the developing level of achievement.	With guidance, student: -chooses a problem-solving skill appropriate to a particular problem. -begins to understand how to use logic to discern steps towards a goal.	Student: -chooses a problem-solving skill appropriate to a particular problem. -begins to understand how to use logic to discern steps towards a goal. -begins to recognize/find problems and identify the elements that impact the solution.	Student: -can recognize problems, break down the elements and assess the value of collecting additional data. -creates a hypothesis and tests it. -chooses a problem-solving skill appropriate to a particular problem. -begins to understand how to use logic to discern steps towards a goal. -is able to change course when additional facts or challenges obviate a previously decided upon course of action. -can evaluate the success of the chosen solution.
Integration of Knowledge and Personal Skills	This students is still learning this/these skills and working towards the developing level of achievement.	Student: -recognizes overlap in differing content areas and applies academic skills. -can explain in his/her own words how he/she arrived at a particular solution.	Student: -recognizes overlap in differing content areas and applies academic skills. -can explain in his/her own words how he/she arrived at a particular solution. -works at an accelerated pace in academic content areas.	Student: -recognizes overlap in differing content areas and applies academic skills using prior knowledge and experience. -can explain in his/her own words how he/she arrived at a particular solution. -works at an accelerated pace in academic content areas. -is able to work independently on projects and complex assignments.

Responsibility for Independent Learning

Beginning	Developing	Accomplished	Exemplary
• Demonstrates limited initiative or self-motivation. • Demonstrates limited curiosity. • Demonstrates limited ability to manage time effectively. • Demonstrates limited planning ability.	• Demonstrates some initiative and self-motivation. • Demonstrates some curiosity. • Demonstrates some ability to manage time effectively. • Demonstrates some planning ability.	• Demonstrates initiative and self-motivation. • Demonstrates curiosity. • Demonstrates ability to manage time effectively. • Demonstrates planning ability.	• Demonstrates exceptional initiative and self-motivation. • Demonstrates exceptional curiosity. • Demonstrates exceptional ability to manage time. • Demonstrates exceptional planning ability.

Dash & Dot Rubric

	Novice	Developing	Proficient	Exemplary
Programming	Completed part of the activities and needed assistances throughout the process.	Used the targeted coding concepts(s) to complete the activities with some assistance.	Used the targeted coding concept(s) to complete the activities without assistance.	Used the targeted coding concept(s) to complete the activities without assistance. Enhanced the solution with more efficient and/or advanced features in the code.
Reflection & Documentation	Use a journal, worksheets, and/or multimedia tools to document some of the activity results.	Incorporated some target vocabulary and some thoughtful reflection on the coding process while documenting activities results using journal entries and multimedia tools.	Incorporated target vocabulary and reflection on the coding process. Clearly documented activity results using journal entries and multimedia tools.	Incorporated advanced target vocabulary and in-depth reflection on the coding process. Thoroughly and clearly documented and presented activity results
Collaboration & Communication	Participated little or not at all in classroom discussions. Demonstrated little to no cooperation with group members during the activity.	Occasionally participated in classroom discussions and cooperated somewhat with group members.	Actively participated in classroom discussions. Answered questions and cooperated with group members during the activity.	Actively participated in classroom discussions and cooperated with group members. Gave constructive feedback to others and effectively incorporated feedback from others.
Creativity	Demonstrated limited creativity in developing ways to complete the activity.	Developed a few different ways to complete activities, but the solution was not particularly creative.	Applied the iterative process to develop creative and unexpected solutions for the activities.	Went above and beyond to develop, revise, and execute imaginative solutions for the activities.

Parent Signature: _____

Comments:

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