CT - ADST Assessment Rubrics

	Criteria **for proficient performance**	**Student self evaluation** Reflexion - Explanation - Evidence	**Teacher Feedback** Evidence of how the program meets or exceeds criteria and areas that need improvement.
Computational Thinking skills			
Decompo-sition	I broke down the problem into smaller manageable parts		
Pattern recognition	I found similarities within the program and used them to solve it more efficiently (loops, conditions…).		
Abstraction	I simplified my program by keeping only the important information and removing unnecessary details.		
Algorithmic thinking	I used a logical sequence of events (simple steps) to solve the problem.		

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ADST Curricular Competencies			
Empathize	● I gathered information about or from potential users, by observation and interview. ● I empathize with potential users.		
Defining	● I created a design idea based on problem and constraints.		
Ideating	● I generated many ideas and build on existing programs (remix). ● I choose an idea based on objectives and constraints.		
Prototyping (iteration)	● I outlined a plan to follow. ● I tested my script a few blocks at a time as I created my program		
Testing (debugging)	● I debugged my project completely on my own, making sure every step works.		
Making	● I created my own program using Scratch. ● I followed my plan, making changes as needed.		
Sharing	● I explained and demonstrated my program. ● I wrote my own reflexions on the process I followed to create my program.		