**Computer Science- Project Rubric**

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| **Curricular Competencies** | * Engage in a period of research and empathetic observation in order to understand design opportunities * Identify potential users and relevant contextual factors * Take creative risks in generating ideas and add to other’s ideas in ways that enhance them * Screen ideas against criteria and constraints * Identify a source of inspiration * Develop a plan that includes key stages and resources * Prototypes, making changes to tools, materials and procedures as needed * Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed | | |
| **Big Ideas** | * Social, ethical and sustainability considerations impact design * Complex tasks require the sequencing of skills * Complex tasks require different technologies and tools at different stages | | |
|  | **(A)** | **(B)** | **(C+)** |
| **Required Elements**  **&**  **Technology**  **10 pts** |  | * Requirements outlined were completed in this assignment. * Some initiative taken by student to add additional information or findings to their work. |  |
| **Thinking Critically**  **10 pts** |  | * Student was able to recognize issues with software and troubleshoot when necessary. * Student was able to determine shortcuts and command line operations * Engage in a period of research and empathetic observation in order to understand design opportunities * Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed |  |
| **Thinking Creatively**  **10 pts** |  | * Identify and use sources of inspiration and information * Student chose a form of prototyping and develop a plan that includes key stages and resources. * Student decided on how and with whom to share their product or processes * Student chose to adapt if necessary to learn about appropriate tools and technologies to use for tasks |  |
| **Sharing & Reflection**  **10 pts** |  | * Student was able to identify how they may build upon their design concept. * Student was able to take feedback from their teacher and peers. |  |
| **Comments** |  | | |