# Assessment rubric: Year 3 – Sequencing sounds

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| **Learner:** |  | **Teacher:** |  | **Date:** |  |

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|  | **Emerging [1]** | **Expected [2]** | **Exceeding [3]** | **Score** |
| **Task** | * Describe the genre of the project, for example, a musical instrument | * Describe the purpose of the project, for example, to create sounds when keys are pressed | * Describe the needs of the audience of the project, for example, the keys will show which one you pressed to help you remember |  |
| **Design** | * Rename a sprite * Choose a backdrop and costumes * Create an algorithm that associates a sound with an event * Understand that algorithms have a sequence | * Choose a name that describes the action of the sprite * Choose relevant backdrops and costumes * Create an algorithm for each sprite * Explain what sequence means and demonstrate it in an algorithm | * Identify the attributes of the sprite, for example, code, costume, and sound * Change the appearance of the sprite and backdrop in response to user input * Identify aspects of the algorithm that can be reused for subsequent sprites * Give multiple examples of sequences including in algorithms |  |
| **Code** | * Translate their design into code for an individual sprite * Talk about the sequence of their code | * Adapt their code for additional named sprites * Explain why the code is in thar particular sequence | * Include additional code that enhances the function of the program and reflects design choices * Explain what each bit of code does and why it is in that particular sequence |  |
| **Running the code** | * Run their code successfully and it meets elements of the task | * Run their code and identify if it meets the requirements of the task | * Run their code and explain how it meets the requirements of the task |  |
| **Evaluation** | * Identify elements of the task that have been achieved | * Evaluate how successful they were in meeting the task requirements | * Identify how and why their project could be improved |  |
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| Teacher feedback |  |
| **Learner response to feedback** |  |

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