# 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
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| **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
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| **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
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| **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
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| **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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