

SELF-ASSESSMENT AND ANIMATION TASK PREFERENCES

Name: _____

A. Self-assessment

In the box beside each item, write the number that indicates your level of comfort.

- 1—I am **not** comfortable with this skill, model, or software program.
 2—I am **somewhat** comfortable with this skill, model, or software program.
 3—I am **very** comfortable with this skill, model, or software program.

Writing Knowledge and Skills You will need to use all of these:		Visual Problem-Solving Models You must use one of these:		Software Programs You will use one of these:	
Variables		Input Process Output (IPO)		Turing	
Expressions		Hierarchy Input Process Output (HIPO)		Alice	
Assignment statements		Chart and diagram		C++	
Looping structures		Flow chart		Flash Action Script	
Writing clear and maintainable code to proper programming standards		Storyboard		Java	
				Other: _____	

B. Animation Task Preferences

- Environment: I would like to work: a) Individually or b) With a partner (Each partner creates an animation.)
- Readiness (support): I prefer to learn and work: a) Using a tutorial or help function, asking my peers or teacher when I need assistance
 b) With ongoing direct support and guidance by the teacher.
- Readiness (complexity): I will choose to create a: a) Simple animation b) More complex animation.
- Readiness (preferences): I would prefer to create my animation using the following software:
 1st Choice: _____ 2nd Choice: _____
- My personal learning goal for the animation task is: _____
 (e.g., one or two things you would like to learn or improve upon relating to one or more of the Expert Group topics, such as writing clear and maintainable code, gaining experience on a particular software program).



ANIMATION RUBRIC

Name: _____

Categories/Criteria	Level 1	Level 2	Level 3	Level 4
Thinking	The student:			
Plans the content of a program using a visual problem-solving model	Plans the content with limited logic	Plans the content with some logic	Plans the content with considerable logic	Plans the content with a high degree of logic
Communication	The student:			
Writes code according to proper standards so that it is clear and maintainable (e.g., easy to follow, uses tabs and comments to clarify content)	Writes code with limited clarity	Writes code with some clarity	Writes code with considerable clarity	Writes code with a high degree of clarity
Application	The student:			
Uses programming knowledge and skills to create an effective animation (e.g., smooth transitions, follow-through, timing to convey weight and size, sequence)	Applies knowledge and skills with limited effectiveness	Applies knowledge and skills with some effectiveness	Applies knowledge and skills with considerable effectiveness	Applies knowledge and skills with a high degree of effectiveness
Uses variables, expressions, assignment statements and looping structures: <input type="checkbox"/> Accurately <input type="checkbox"/> Efficiently	Uses variables, expressions, assignment statements, and looping structures with: <input type="checkbox"/> Limited accuracy <input type="checkbox"/> Limited efficiency	Uses variables, expressions, assignment statements, and looping structures with: <input type="checkbox"/> Some accuracy <input type="checkbox"/> Some efficiency	Uses variables, expressions, assignment statements, and looping structures with: <input type="checkbox"/> Considerable accuracy <input type="checkbox"/> Considerable efficiency	Uses variables, expressions, assignment statements, and looping structures with: <input type="checkbox"/> A high degree of accuracy <input type="checkbox"/> A high degree of efficiency

A rubric is an assessment tool used in assessment **for** and **of** learning. Before beginning to work on a task, students should be engaged in co-constructing the criteria to ensure that they know what success “looks like.” The rubric can be used to guide assessment **for** learning throughout the process. When the purpose is assessment **of** learning (evaluation), the rubric provides the basis for decision making about the student’s level of achievement using the agreed-upon criteria.



ANIMATION CHECKLIST



Name: _____

The Computer Programmer:	√	Peer Comments/Suggestions
<p>Thinking Plans the content of a program using a visual problem-solving model</p>		
<p>Communication Writes code according to proper standards so that it is clear and maintainable, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes code easy to follow <input type="checkbox"/> Uses tabs and comments to clarify content 		
<p>Application Uses programming knowledge and skills to create an effective animation that includes, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Smooth transitions <input type="checkbox"/> Follow-through <input type="checkbox"/> Timing to convey weight and size <input type="checkbox"/> Sequence <p>Uses variables, expressions, assignment statements, and looping structures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accurately <input type="checkbox"/> Efficiently 		

