SCIENCE NORTH   SCIENCE NORD

SUDBURY, ONTARIO, CANADA

## Coding Predator Prey Relationship – Assessment Rubric

| Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
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| **Knowledge** | Group members could not identify predators from prey<br><br>Students do not understand how predators and prey are interrelated | Group members could occasionally identify predators from prey<br><br>Students partially understand how predators and prey are interrelated | Group members could identify predators from prey<br><br>Students understand how predators and prey are interrelated | Group members could easily identify predators from prey<br><br>Students clearly understand how predators and prey are interrelated |
| **Thinking and Inquiry** | Group chose a tier of assignment that was below their level of capability<br><br>Students were unable to critically analyze the graph and could not form a conclusion<br><br>The group did not take the time to explore the material and have fun! | Group chose a tier of assignment that was beyond their level of capability<br><br>Students were able to critically analyze the graph but could not form a conclusion<br><br>The group took minimal time to explore the material and have fun! | Group chose a tier of assignment mostly appropriate for their level of capability<br><br>Students were able to critically analyze the graph and form a partially thought-out conclusion<br><br>The group took some time to explore the material and have fun! | Group chose the tier of assignment most appropriate for their level of capability<br><br>Students were able to critically analyze the graph and form a well thought-out conclusion<br><br>The group took lots of time to explore the material and have fun! |

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| **Communication** | The group did not work as a team<br><br>The assignment is very difficult to follow with many spelling and grammatical errors<br><br>Full sentences were not used to explain conclusions<br><br>If code was written, comments were not used to explain the code | The group worked poorly as a team<br>The assignment is somewhat difficult to follow with many spelling and grammatical errors<br><br>Full sentences were used some of the time to explain conclusions<br><br>If code was written, comments were rarely used to explain the code | The group worked well as a team<br><br>The assignment is easy to follow with some spelling and grammatical errors<br><br>Full sentences were used to explain conclusions<br><br>If code was written, some comments were used to explain the code | The group worked effectively as a team<br><br>The assignment is easy to follow with no spelling and grammatical errors<br><br>Full sentences were used to explain conclusions<br><br>If code was written, many comments were used to explain the code |
| **Application** | Students were unable to apply their understanding of predators and prey to a computational thinking exercise | Students were able to apply their partial understanding of predators and prey to a computational thinking exercise | Students were able to apply their good understanding of predators and prey to a computational thinking exercise | Students were able to apply their full understanding of predators and prey to a computational thinking exercise |