forward
EDUCATION

Forward Education Lesson Rubrics

Lesson:	Student/Group:
Building/Coding Approach: ☐ **Use** ☐ **Modify** ☐ **Create**	

Note: We recommend that you evaluate all students in the areas of "Real-World Application" and "Computer Science & Coding," as well as the approach (Use, Modify, Create) they used to complete their project.

This rubric is designed for flexible evaluations. Depending on how many phases students were asked to complete (e.g., Modify & Cr eate), leave the remaining areas blank (e.g. Use).

Elementary School

4: Exemplary	3: Proficient	2: Developing	1: Novice	
Real-World Application				**Total**
Describes the real-world application of their project, using examples from the lesson and/or local contexts, with next steps to take action.	Describes the real-world application of their project, using examples from the lesson and/or local contexts.	Partially describes the connection to their project and its real-world application, with limited links to lesson concepts	Struggles to describe the connection to their project and its real-world application.	
Computer Science & Coding				**Total**
Fully describes (verbally, or using code comments) how the order/sequence of their program influences how it functions.	Describes (verbally, or using code comments), some elements of how the order/sequence of their program influences how it functions.	Partially describes (verbally, or using code comments), how the order/sequence of their code influences how it functions.	Struggles to describe (verbally, or using code comments) how order or sequence may influence their code.	
Code functions without errors, includes at least two of the following: variable, event, loop, or conditional statement.	Code functions with minimal errors and includes at least one of the following: variable, event, loop, or conditional statement.	Code partially functions with several errors, and includes at least one of the following: variable, event, loop, or conditional statement.	Code does not function, or does not include any of the following: variable, event, loop, or conditional statement.	

4: Exemplary	3: Proficient	2: Developing	1: Novice	
Use - Understanding				**Total**
Confidently describes both the program and physical model using correct terminology.	Describes the general outcome of the code using some terminology.	Runs the code and builds the model, but requires significant prompting to explain how it works.	Runs the code and builds the model, but cannot explain how it works.	
Modify - Tinkering				**Total**
Makes and tests changes to their program or physical model using an intentional approach, describing their rationale and program outcome using correct terminology. E.G. Adding a sound output to tell users when their wind turbine is spinning faster.	Makes changes to their program or physical model following a tutorial, describing the outcome of the change with some details and terminology. Describes any challenges or troubleshooting encountered.	Attempts to change the code or physical model, but struggles to describe the rationale or impact of their changes. Code or physical model may have errors which they have not troubleshooted.	Does not attempt to change the provided code/physical model, or minimally changes a cosmetic block. E.G Changes one icon on their model, but no other testing.	
Create - Application				**Total**
Programs and builds a model to address the lesson's challenge, clearly linking it to the provided success criteria. Describes an intentional approach to their project build & code using correct terminology.	Programs and builds a simple model, describing how it meets at least two of the success criteria listed. Describes any challenges or troubleshooting encountered, using some terminology.	Attempts to program or build a simple model, but struggles to describe how it connects to the success criteria, or significant areas of their code do not function.	Able to place blocks on the canvas or build a model, but it is not connected to the success criteria.	
Total:				