**Self** - A checklist for each student to complete **Name:**

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| --- | --- |
| **Learning Goal** | 😀 |
| I recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process.  ***I keep trying and make changes as part of how I code.*** |  |
| I have written and tested code that contains event counters and sub-programs.  ***I can explain how these work, why they are useful, and how to make them efficient.*** |  |
| ***I have remixed projects and can explain how my changes affected the outcomes and improved efficiency.*** |  |

**Peer** - Constructive comments made on peer projects

|  |  |
| --- | --- |
| **Project Name and Creator** | My constructive comments about a classmate’s project - 2 stars ✩✩ and a wish |
|  | ✩  ✩  wish |
|  | ✩  ✩  wish |

**Reflections:**

**Teacher** - Curriculum related rubric to assess expectations - 1 SEL, 3 coding, 1 Math

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| --- | --- | --- | --- |
| **Attempts and progress...** | **Expectation** | **Exceeded by...** | **Observations** |
|  | A1.3 maintain positive motivation and perseverance |  |  |
|  | C3.1 write and execute efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures |  |  |
|  | C3.2 read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures |  |  |
|  | C3.2 describe how altering the existing code affects the [outcomes](https://www.dcp.edu.gov.on.ca/en/) and the efficiency of the code |  |  |
|  | B2. use knowledge of numbers and operations to solve mathematical problems |  |  |

**Comments:**