

Year 7 Unit 2: Intro to Coding Assessment Criteria

Computational Thinking Progress Outcome 3:

- In authentic contexts and taking account of end-users, students decompose problems into step-by-step instructions to create algorithms for computer programs.
- They use logical thinking to predict behaviour of the programs, and they understand that there can be more than one algorithm for the same problem.
- They develop and debug simple programs that use inputs, outputs, sequence and iteration (repeating part of the algorithm with a loop).

Report Statement:

- Develop a basic computer program. (2 credits)

Competencies Statement:

- Critical Thinking: Analyse computer programs and identify bugs. (1 credit)

Criteria	Excellence	Merit	Achieved
Develop a basic computer program	Independently able to break down a task into step-by-step instructions and translate these steps into Blockly code. Code meets specifications for merit, and requires user input.	With minimal support, able to break down a task into step-by-step instructions and translate these steps into Blockly code. Code meets specifications for achieved, and includes a loop.	With support, able to break down a task into step-by-step instructions and translate these steps into Blockly code. Code is correctly sequenced and functions as intended.
Analyse computer programs and identify bugs	When given two alternative solutions to a coding task, able to identify which would be more efficient and able to explain why. Able to recognise all bugs in a program and provide fixes for all of them.	When given two alternative solutions to a coding task, able to identify which would be more efficient and able to explain why. Able to recognise all bugs in a program and provide fixes for most of them.	When given two alternative solutions to a coding task, able to identify which would be more efficient but not necessarily explain why. Able to recognise some bugs in a program but not know how to fix them.