*A rubric to evaluate students’ computational thinking*

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| **CT Competencies**  | **Emerging** | **Developing** | **Proficient** |
| **Abstraction**  | Children cannot utilize an abstraction to complete task. | With prompting children can utilize an abstraction to complete a task. | Children can utilize an abstraction to complete a task. |
| **Algorithms** **&** **Procedures** | Children cannot follow a series of procedural steps to solve the problem.  | With prompting children can follow a series of procedural steps to solve the problem.  | Children can follow a series of procedural steps to solve the problem. |
| Children cannot identify the sequence of steps taken in a specific order to solve the problem. | With prompting children can identify the sequence of steps taken in a specific order to solve the problem. | Children can identify the sequence of steps taken in a specific order to solve the problem. |
| Children cannot create a series of procedural instruction to solve the problem. | With prompting children can create a series of instruction to solve the problem.  | Children can create a series of procedural instruction to solve the problem.  |
| **Pattern Recognition** | Children cannot identify a pattern. | With prompting children can identify a pattern. | Children can identify a pattern. |
| Children cannot complete an already initiated pattern. | With prompting children can complete an already initiated pattern.  | Children can complete an already initiated pattern.  |
| Children cannot illustrate abstraction by representing a pattern using various blocks (pattern abstraction). | With promoting children cannot illustrate abstraction by representing a pattern using various blocks (pattern abstraction). | Children can illustrate abstraction by representing a pattern using various blocks (pattern abstraction). |
| Children cannot create an original pattern. | With prompting children can create an original pattern. | Children can create an an original pattern.  |
| **Problem Decomposition** | Children cannot break down the problems into smaller and more manageable components to understand the task. | With prompting children can break down the problems into smaller and more manageable components to understand the task.  | Children can break down the problems into smaller and more manageable components to understand the task. |