✏️
Edit page

CW High School
Computer Programming I

1. **Basic Commands** (11.11%)

   Learning Targets

   1.1 **I can use the following commands with Tracey the Turtle: forward, backward, right, left, penup, pendown and turning at various angles.**

Learning Target	Descriptor	Definition
4	Proficient	I can use the following commands with Tracey the Turtle: forward, backward, right, left, penup, pendown and turning at various angles.
3	Developing	I can use the following commands with Tracey the Turtle: forward, backward, right, left, penup, and pendown
2	Basic	I can use the forward, backward and penup/pendown command with Tracey the Turtle.
1	Minimal	I can use the forward and backward command with Tracey the Turtle.
0	No Evidence	No evidence shown.

2. **For Loops** (11.11%)

   Learning Targets

   2.1 **I can determine when to use a for loop in a Tracy the Turtle program and create it with proper counting values.**

Learning Target	Descriptor	Definition
4	Proficient	I can determine when to use a for loop in a Tracy the Turtle program and create it with proper counting values.
3	Developing	I can determine when to use a for loop in a Tracy the Turtle program and create it with proper counting values, with minimal errors.
2	Basic	I can determine when a for loop would be beneficial in writing a program through pseudo code.
1	Minimal	I can use a for loop in a program when instructed to.
0	No Evidence	No evidence shown.

✏️
Edit page

CW High School
Computer Programming I

3. **Artistic Effects** (11.12%)

Learning Targets

3.1 I can incorporate artistic effect in any code using Tracy the Turtle. I can use Tracy commands to incorporate multiple colors, fill in blank spaces, and clear spaces.

Learning Target	Descriptor	Definition
4	Proficient	I can incorporate artistic effect in any code using Tracy the Turtle. I can use Tracy commands to incorporate multiple colors, fill in blank spaces, and clear spaces.
3	Developing	I can incorporate artistic effect in any code using Tracy the Turtle. I can use Tracy commands to incorporate multiple colors, fill in blank spaces, or clear spaces.
2	Basic	I can incorporate artistic effect in any code using Tracy the Turtle. I can use Tracy commands to incorporate multiple colors.
1	Minimal	I can write a pseudo code that incorporates color change but doesn't run.
0	No Evidence	No evidence shown.

4. **Top Down Design** (11.11%)

Learning Targets

4.1 I can use a Top Down Design approach in Tracy the Turtle to create a code using Functions and For Loops.

Learning Target	Descriptor	Definition
4	Proficient	I can use a Top Down Design approach in Tracy the Turtle to create a code using Functions and For Loops.
3	Developing	I can use a Top Down Design approach in Tracy the Turtle to create a code using Functions and For Loops with minimal error.
2	Basic	I can use a Top Down Design approach in Tracy the Turtle to create a code using Functions or For Loops.
1	Minimal	I can write a pseudo code using Top Down Design that doesn't run due to minimal errors.
0	No Evidence	No evidence shown.

✏️

CW High School
Computer Programming I

5. Functions (11.11%)

Learning Targets

5.1 I can demonstrate mastery of functions by using multiple functions in Tracy the Turtle to create a code.
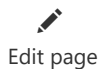
Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate mastery of functions by using multiple functions in Tracy the Turtle to create a code.
3	Developing	I can use multiple functions in Tracy the Turtle to create a code, with minor errors.
2	Basic	I can use a single function in Tracy the Turtle to create a code.
1	Minimal	I can create a function in Tracy the turtle.
0	No Evidence	No evidence shown.

6. Variables and User Input   (11.11%)

Learning Targets

6.1 I can use both variables and user input of all types (str, int, float) to write a code in Tracy the Turtle.

Learning Target	Descriptor	Definition
4	Proficient	I can use both variables and user input of all types (str, int, float) to write a code in Tracy the Turtle.
3	Developing	I can use both variables and user input using the str type to write a code in Tracy the Turtle.
2	Basic	I can incorporate variables in my code.
1	Minimal	I can incorporate user input in my code.
0	No Evidence	No evidence shown.

✏️
Edit page

CW High School
Computer Programming I

7. If/Else Statements (11.11%)

Learning Targets

7.1 I can use if/else statements to write a program in Tracy the Turtle.

Learning Target	Descriptor	Definition
4	Proficient	I can use if/else statements to write a program in Tracy the Turtle.
3	Developing	I can use if/else statements to write a program in Tracy the Turtle with minor errors.
2	Basic	I can use if statements to write a program in Tracy the Turtle.
1	Minimal	I can use if statements to write a pseudo code in Tracy the Turtle.
0	No Evidence	No evidence shown.

8. While Loops (11.11%)

Learning Targets

8.1 I can properly use and end a while loop to write a program.

Learning Target	Descriptor	Definition
4	Proficient	I can properly use and end a while loop to write a program.
3	Developing	I can properly use and end a while loop to write a program with minor errors.
2	Basic	I can write a while loop in a psuedo code.
1	Minimal	I can write a while loop into a code with an infinite loop.
0	No Evidence	No evidence shown.

✏️
Edit page

CW High School
Computer Programming I

9. **Advanced Programming (11.11%)**

Learning Targets

9.1 **I can write an advanced program in Tracy the Turtle that incorporates all previous topics and intertwines them.**

Learning Target	Descriptor	Definition
4	Proficient	I can write an advanced program in Tracy the Turtle that incorporates all previous topics and intertwines them.
3	Developing	I can write an advanced program in Tracy the Turtle that incorporates all previous topics and intertwines them, with minor errors.
2	Basic	I can write an basic program in Tracy the Turtle that incorporates all previous topics and intertwines them.
1	Minimal	I can write an basic program in Tracy the Turtle that incorporates all previous topics and intertwines them, but does not run.
0	No Evidence	No evidence shown.

Submitted on 7/6/2021 by