

Project Description: Students will explore a programming language on their own and create their first application using that language. Some languages students should consider are: Visual Basic, CSS, C+, and JavaScript; though, students may choose another pre-approved programming language. Students will also create a presentation (using Google presentation) highlighting what they have learned and will also show their application to their classmates and teach them how to create it. Finally, students will add a page with information about their program and a link to their Google presentation to our Wiki (<http://michaudyhsvb.wikispaces.com/>), a link to that page, and a discussion post for student feedback.

This assignment is worth a test/project grade and is due before the beginning of class on Monday, October 22. Everyone will present on that day as well. Please review the assessment rubric below; this is comprised of pieces of some of our school-wide rubrics.

Academic Expectation C. Demonstrate Higher Order Thinking and Effective Problem-Solving Skills

	Exceeds (20)	Meets (15)	Partially Meets (10)	Does Not Meet (5)
C 5. PERSEVERANCE	<input type="checkbox"/> Perseveres and adapts when methods and strategies don't lead to results.	<input type="checkbox"/> Perseveres and adapts when methods and strategies don't initially lead to results.	<input type="checkbox"/> Inconsistently perseveres when problem solving.	<input type="checkbox"/> Does not persevere when problem solving.

Academic Expectation A5: Demonstrate Media Literacy: Technological Communication Skills

	Exceeds (10)	Meets (9)	Partially Meets (8)	Does Not Meet (0-7)
A5 1 COMMUNICATION AND COLLABORATION	<input type="checkbox"/> Interacts, collaborates, and publishes employing a <i>wide</i> variety of digital environments. <input type="checkbox"/> Communicates information and ideas effectively to multiple audiences. <input type="checkbox"/> Demonstrates cultural understanding and global awareness. <input type="checkbox"/> Contributes to and leads project teams to produce original works or solve problems.	<input type="checkbox"/> Interacts, collaborates, and publishes employing a variety of digital environments. <input type="checkbox"/> Communicates information and ideas effectively to an audience. <input type="checkbox"/> Develops cultural understanding and global awareness. <input type="checkbox"/> Contributes to project teams to produce original works or solve problems.	<input type="checkbox"/> Interacts, collaborates, or publishes employing digital environments. <input type="checkbox"/> Communicates information and ideas <i>somewhat</i> effectively to an audience. <input type="checkbox"/> Develops global awareness. <input type="checkbox"/> Contributes inadequately to project teams to produce original works or solve problems.	<input type="checkbox"/> Does not interact, collaborates, or publishes employing digital environments. <input type="checkbox"/> Does not communicate information or ideas effectively to an audience. <input type="checkbox"/> Does not develop adequately global awareness. <input type="checkbox"/> Does not contribute to project teams to produce original works or to solve problems.
A5 6 OPERATIONS AND CONCEPTS	<input type="checkbox"/> Exhibits <i>educational leadership</i> in guiding others to: <input type="checkbox"/> Understand and use technology systems. <input type="checkbox"/> Select and use applications effectively and productively. <input type="checkbox"/> Troubleshoot systems and applications. <input type="checkbox"/> Transfer current knowledge to learning of new technologies.	<input type="checkbox"/> Understands and uses technology systems. <input type="checkbox"/> Selects and uses applications effectively and productively. <input type="checkbox"/> Troubleshoots systems and applications. <input type="checkbox"/> Transfers current knowledge to learning of new technologies.	<input type="checkbox"/> Inadequately understands and uses technology systems, often needing assistance. <input type="checkbox"/> With assistance, selects and uses applications effectively and productively. <input type="checkbox"/> With assistance, troubleshoots systems and applications. <input type="checkbox"/> Sometimes transfers current knowledge to learning of new technologies.	<input type="checkbox"/> Does not understand and/or use technology systems. <input type="checkbox"/> Does not select and/or use applications effectively and productively. <input type="checkbox"/> Does not troubleshoot systems and applications. <input type="checkbox"/> Does not transfer current knowledge to learning of new technologies.

Student/Teacher Notes:

Academic Expectation A2: Demonstrate Media Literacy—Oral Communication skills

Exceeds (15) Meets (10) Partially Meets (5) Does Not Meet (0-4)

<p>A2 1. Organization</p>	<p><input type="checkbox"/>Presents all information relevant to the topic in a clearly organized manner.</p>	<p><input type="checkbox"/>Presents all relevant information in a generally organized manner.</p>	<p><input type="checkbox"/>Is missing some of the relevant information and/or information is presented in a disjointed fashion.</p>	<p><input type="checkbox"/>Omits required elements and/or presents information in an unorganized fashion.</p>
<p>A2 2. Work quality/effort</p>	<p><input type="checkbox"/>Work exceeds all expectations; the effort that was put into this task is the best it could be.</p>	<p><input type="checkbox"/>Work is done with effort and shows the necessary level of competence; it is evident that time was put into this presentation.</p>	<p><input type="checkbox"/>Work is done with limited effort; the quality is not to the level required. The effort appears rushed.</p>	<p><input type="checkbox"/>Work is done with little apparent effort; quality is not to the level required. It is evident that little time was spent on preparation.</p>
<p>A2 3. Style/Mechanics</p>	<p><input type="checkbox"/>Presentation has creativity and style, and is not just a list of facts.</p>	<p><input type="checkbox"/>Presentation is clear and logical. It contains few or no mistakes; a good clear oral presentation.</p>	<p><input type="checkbox"/>Presentation sounds like a recitation of facts and lacks clarity.</p>	<p><input type="checkbox"/>Presentation lacks a clear understanding of the subject matter; there are many errors.</p>
<p>A2 4. Content</p>	<p><input type="checkbox"/>Presents the information clearly and displays a complete understanding of the topic.</p>	<p><input type="checkbox"/>Generally presents the information clearly and displays a reasonable understanding of the topic.</p>	<p><input type="checkbox"/>Presents information with gaps. Requisite knowledge is not evident throughout.</p>	<p><input type="checkbox"/>Presentation lacks virtually all required elements of expected knowledge.</p>

Teacher Notes:

Student Reflection:

Grade: _____