

ADST Competency	1 – Emerging	2 – Developing	3 – Proficient	4 – Extending	Student Reflection (1–4)	Teacher Descriptive Feedback
Inquire and Investigate	Asks limited questions about the purpose or audience. Needs support to explore ideas.	Asks relevant questions and explores some possible ideas.	Clearly identifies the purpose, audience, and problem. Gathers useful ideas before designing.	Thoughtfully investigates user needs and explores multiple creative possibilities before creating.		
Identify and Acquire	Needs support selecting tools and learning required skills.	Selects appropriate tools with some guidance.	Independently selects appropriate tools (coding blocks, sprites, sounds) and applies skills correctly.	Strategically selects and applies advanced tools or techniques to enhance gameplay and design.		
Plan and Create	Creates a basic plan. Game may be incomplete or lack clear organization.	Plans with some detail. Game mostly functions and has basic structure.	Develops a clear plan (storyboard or outline). Game functions as intended with clear rules and goals.	Creates a detailed and original design. Game is polished, engaging, and well organized.		
Apply and Connect	Applies basic coding concepts with support.	Applies sequences and some loops or conditionals with partial independence.	Independently applies sequences, loops, conditionals, and/or variables effectively.	Efficiently applies multiple coding concepts and connects learning to other subject areas or real-world contexts.		

Analyze and Reflect

Gives a simple explanation of the game.

Describes some strengths and challenges experienced.

Clearly explains design choices, challenges, and improvements made.

Provides thoughtful reflection including peer/user feedback and meaningful future improvements.