# **Unit** 1 Project Sample Marked Rubrics

[Learning Framework](https://docs.google.com/document/d/1Kmnur4dyFKpPhQXHAbCJESA2dVI4OjfumCDugcMVtkE/)

**Unit 1 Lesson 8 Sample 1**

<https://docs.google.com/document/d/1rMOCA8Cc2ERwJEAK3Z_gahajGTrqofL7ysKDfRCafqg/edit>

| **Key Concept** | **Extensive Evidence** | **Convincing Evidence** | **Limited Evidence** | **No Evidence** |
| --- | --- | --- | --- | --- |
| Understanding Computing Devices | The outputs of the app are clearly described and could be used to address the problem. | Outputs of that app that could address the problem are listed. | Outputs are listed, but it is not clear that they could be used to fully address the problem. | Outputs are not listed. |
| Understanding Computing Devices | Stored information is listed and is appropriate for the functionality. Information that would change from use to use is not listed. | Stored information is listed and is mostly appropriate for the functionality of the app. | Stored information is relevant to the app, but some important information is missing. | Stored information is not listed or does not relate to the app. |
| The Problem Solving Process | The problem is well-defined, including a target audience, details of the problem, and how to tell it has been solved. | The problem is defined, including how to tell whether it has been solved. | The problem is defined, but it is not clear how to know when it has been solved. | The problem is not defined in enough detail to understand what it is. |
| The Problem Solving Process | The app is clearly described in detail,including what it does and how someone would use it. | The app is described, including what it does and how someone would use it. | The app is described in vague terms, but it is not clear exactly how it is to be used. | The app is not described well enough to understand what it does. |
| Computing and Algorithms | The way that the inputs are processed to produce the output is clearly described in terms of tasks appropriate for computing (e.g. sorting, counting) | The way that the inputs are processed to produce the output is clearly described. | Processing is described, but without enough detail to understand how the output could be produced from the given input. | Processing is not mentioned. |
| Collaboration | The peer review provides useful and constructive feedback, and peer review feedback has clearly been incorporated into the final version of the project. | Peer review provides constructive feedback, and peer review feedback has been responded to. | Some peer feedback was completed. | Peer review was not completed. |

**Unit 1 Lesson 8 Sample 2**

<https://docs.google.com/document/d/1-5qHh0fqIryTLCrQqLDBg01vvP0TK2JRYiCuwCkSl2Y/edit>

| **Key Concept** | **Extensive Evidence** | **Convincing Evidence** | **Limited Evidence** | **No Evidence** |
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**Unit 1 Lesson 8 Sample 3**

<https://docs.google.com/document/d/1IW7p_Nili02Qxork-g8IJ7Uo1VB3uNS3wYFdQP_PMA0/edit>

| **Key Concept** | **Extensive Evidence** | **Convincing Evidence** | **Limited Evidence** | **No Evidence** |
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**Unit 1 Lesson 8 Sample 4**

<https://docs.google.com/document/d/1fQdN2NSWq01sF05gABlgk1FIxeQ8hdsJQ6XQ0LhIXis/edit>

| **Key Concept** | **Extensive Evidence** | **Convincing Evidence** | **Limited Evidence** | **No Evidence** |
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**Unit 1 Lesson 8 Sample 5**

<https://docs.google.com/document/d/1EWGzjk2bxPjhdGsT-oRQ5up_t9ov14DPQHo2XGHY8CU/edit>

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**Unit 1 Lesson 8 Sample 6**

<https://docs.google.com/document/d/18Mir8wahEYFfYPyHpypxiF6CaWtkQdY6q6tYAfKesKI/edit>

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