Scaffolding the CS Principles Performance Task:
How I did it *this* year

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our students

- general population of NYC public school students
- 62% on grade level math
- 43% on grade level ela/literacy
- 74% male
- 26% female
- 99% underrepresented minority

create task at AFSE

- entirely in class
- 13 class periods
- 39 hours
- every class period in March

because that's how long they need!

learning goals of the performance assessment

Student will be able to break down a large project into daily tasks given scaffolded given the following tools:

- strategic partner assignments and seating
- individually shared scaffolded documents
- daily deliverables calendar
  - peer feedback survey
  - journal entries
  - code submissions
- guided ideation
- project site

google apps and apps scripts

- automated document sharing
- google sites
- forms with embedded back-ends and pre-filled urls
- automated feedback emails, copied parents and advisors

pre-task partner survey

Create - Partner Survey

Respond to the following prompts. Your partners will be chosen based on your answers.

Your username (**eallatta@afsenyc.org**) will be recorded when you submit this form. Not **eallatta**?
* Required

Describe the area of focus of the programs that you would like to work on. *
Would you like to make a program that teaches, one that helps someone make a decision, one that tells a story. What kind of program do you most want to make? You can make anything you want.
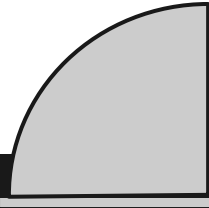
What has been your favorite part of our class, or favorite program you have made? *
Was it remaking Angry Birds or reading about a video game company? Describe the most memorable experience for you in our class.

	Warren	Jaime	Grace	Leslye	Moses	Ashlyn			Josh	Stephon	Tylor F.	Brent	Brian O.	Eric R.	
Eliut O.								Mariam	Tyran						Sammy
Tyler H.								Esi	Brian C.						Anastacio
Joel								Steven	Morris						Corey
Lucas								Jonathan	Ronnie						La Nature
Brandon															Donte
Eddy															Jenisah

Strategic seating charts

daily deliverables

peer feedback

Warm and Cool Feedback

Leave constructive warm and cool feedback for your partner or classmate.

Warm Feedback *

Write two piece of warm feedback for your partner or classmate.

> One thing that _____ is doing well is …… This is a positive aspect because ……
>
> Another thing that is a strong contribution is …………… because ……

Cool Feedback *

Write two pieces of cool feedback for your partner or classmate.

> One thing that I recommend that _____ should work on is …… because …..
>
> Another thing that could be improved is …….. because ……

peer feedback cont'

Create Task Peer Feedback

Create - Peer Feedback Form (Responses) : Form Responses

Go to spreadsheet view — Hide colors

1-3 of 3   Rows per page: 250   Go

Row ▲	Username	Wilson Block	Jobs Block	Gates Block	Warm Feedback	Cool Feedback	Are you leav feedback for partner or a giving feedb for another p your class.
+ Add	(All)	(All)	Mensah, Brandc	(All)	(All)	(All)	(All)
					effectively.		
3 Edit	ejolicoeur@afsenyc.		Mensah, Brandon		One thing that Brandon is doing well is Trying to keep his placement in this project by asking questions about how he can help with the coding. This is a positive aspect because this shows he wants to contribute and also is interested in working. Another thing that is a strong contribution is he also helps with the individual parts of the project.	One thing that I recommend that _____ should work on is ...... because ..... Another thing that could be improved is .... because	Leaving feedb for my partne

daily journal entries

Create - Individual Reflection Journal

Write one or two sentence each day to reflect on your work with your partner. By writing a small amount each day you will be able to compile your writings into your final reflection essay.

Your username (**eallatta@afsenyc.org**) will be recorded when you submit this form. Not **eallatta**?
Sign out
* Required

How did you and your partner share or divide the work? *

What was the most significant contribution that you, individually, shared with your partner that helped to create the collaborative program or helped to identify and solve a problem that was encountered when developing the program? *

calendar of daily deliverables

Day	Objective	Development	Deliverable
Day 1: March 3rd	Task Break Down and Brainstorming	Overview and Ideation	1. Performance Task Quiz 2. Brainstorm
Day 2:	Meet Partners	Ideation and Planning	1. Review Program Requirements 2. Collaborative Summary Prompts 1-3; 3. Peer Feedback Survey; 4. Individual Reflection Journal
Day 3:	Pair programming	Building	1. Submit Program Link; 2. Peer Feedback Survey; 3. Individual Reflection Journal

visual cues

Collaborative Summary Prompts 1-3

1. State the area of focus your group chose to explore.
2. Describe the purpose of your collaborative program and how it relates to your area of focus. Your answer should be approximately 100 to 200 words.
3. Identify the language, programming environment (and which version you used), and the hardware and operating system on which you developed and tested your program.
4. **Respond to prompts 5–9.**

teacher learning outcomes

students can be successful when they have:
- peer accountability
- high expectations
- strategic pairing
- tight structures
- clear expectations
- transparent expectation of success