SUPPORTING COMPUTATIONAL PRACTICES

The following instrument can be used to help you reflect on how you are supporting computational practices (*experimenting and iterating, testing and debugging, remixing and reusing, modularizing and abstracting*) in your learning environment – which may be a classroom, a library, or another type of setting. The purpose of the instrument is to help you notice the types of learning opportunities you are including.

EXPERIMENTING AND ITERATING
developing a little bit, then trying it out, then developing some more

The activity provided opportunities for students to…	None	Some	Lots
build a project step by step			
try things out as you go			
make revisions based on what happens			
try different ways to do things, or try new things			

NOTES FOR NEXT TIME:
If **none**, how can I make room, or build time, for more?
If **some**, how can I deepen, or strengthen, those activities?
If **lots**, what have I noticed, or learned?

TESTING AND DEBUGGING
making sure things work – and finding and solving problems when they arise

The activity provided opportunities for students to…	None	Some	Lots
observe what happens when you run your project			
describe what is different from what you want			
read through the scripts to investigate the cause of the problem			
make changes and test to see what happens			
consider other ways to solve the problem			

NOTES FOR NEXT TIME:
If **none**, how can I make room, or build time, for more?
If **some**, how can I deepen, or strengthen, those activities?
If **lots**, what have I noticed, or learned?

REUSING AND REMIXING

making something by building on existing projects or ideas

The activity provided opportunities for students to…	None	Some	Lots
find ideas and inspiration by trying other projects and reading the scripts			
select a piece of another project, and adapt it for your project			
modify an existing project to improve or enhance it			
give credit to people whose work you build on or are inspired by			

NOTES FOR NEXT TIME:
If **none**, how can I make room, or build time, for more?
If **some**, how can I deepen, or strengthen, those activities?
If **lots**, what have I noticed, or learned?

ABSTRACTING AND MODULARIZING
exploring connections between the whole and the parts

The activity provided opportunities for students to…	None	Some	Lots
decide what sprites are needed for your project, and where they should go			
decide what scripts are needed for your project, and what they should do			
organize the scripts in ways that make sense to you and others			

NOTES FOR NEXT TIME:
If **none**, how can I make room, or build time, for more?
If **some**, how can I deepen, or strengthen, those activities?
If **lots**, what have I noticed, or learned?