

Mathematical Concepts:	Symmetry	Tessellation	Translation
Performance Criteria:	ICT General Outcomes 2: Students use critical thinking skills to plan and manage projects creatively utilising technology tools to solve problems and develop innovative products.	Critical Thinking, Problem Solving and Decision Making: Understands that increasingly complex procedures can be assigned to multiple inputs	Creativity and Innovation: Applies and adapts existing knowledge to generate new ideas and technology products
Exceeding Expectations	There are multiple costumes created for the sprites; all demonstrating creativity and thought. There is more than one line of symmetry in the pattern/s created by the costumes. The sprites go on to form multiple shapes with more than one line of symmetry.	The script has been remixed so the sprites tessellate into two additional hexagons. The hexagons tessellate in sequence ie one after the other, and both demonstrate an understanding of flip.	The script has been remixed so the sprites translate to different positions on the stage. The movements are systematic and organised and form multiple, symmetrical shapes/patterns. There is a sound understanding of symmetry.
Developing as Expected	There is more than one additional costume created for the sprites; each demonstrating creativity and thought. There is one line of symmetry and it is obvious costumes have been rotated to form a symmetrical pattern. The sprites go on to form shapes with at least one line of symmetry.	The script has been remixed so the sprites tessellate into two additional hexagons. These may or may not demonstrate an understanding of flip.	The script has been remixed so the sprites translate to different positions on the stage. The movements are systematic and organised and the final shape/pattern is symmetrical suggesting an understanding of symmetry.
Beginning to Develop	The costume created for the sprites demonstrate creativity and/or thought. Although there are no lines of symmetry, it is obvious costumes have been rotated to try to form a symmetrical pattern. This indicates an appreciation of the concept.	The script has been remixed so the sprites tessellate into one additional hexagon. This may or may not demonstrate an understanding of flip.	The script has been remixed so the sprites translate to different positions on the stage however the movements are random and no additional shapes/patterns are formed. There is no suggestion of an understanding of symmetry.

<p>Not Yet Apparent</p>	<p>The costume created for the sprites do not demonstrate creativity and/or thought – they are one colour. There is no understanding of symmetry across lines of reflection – the costumes do not form a symmetrical pattern.</p>	<p>There is no development of the original template. The script has not been remixed to follow the design brief.</p>	<p>There is no development of the original template. The script has not been remixed to follow the design brief.</p>
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