

## FAQ

### Before beginning Level 3

- ***How do I prepare my classroom for Level 3?***  
See the Checklist of materials (page 2).
- ***What is new in Level 3?***  
Level 3 is centered on creating sophisticated animations to communicate information from other classes. See the Background and Projects in Level 3 subsections within the Overview of Level 3 (page 3). You can also review the completed example projects (by opening the Scratch files) to get a sense of all the new code. Generally, students are using event-based programming to create interactive animations.
- ***What do I do if I have a student who did not go through Levels 1 or 2?***  
Level 3B is an accessible entry point into the curriculum because Scratch 2.0 will be introduced and all students will be relatively new to it. See the Scratch subsection within the Overview (page 3).

### During Level 3

- ***Do students remix their programs at the end of each class session like they did in Levels 1 and 2?***  
No, class sessions have been organized into one-hour sessions. Students will work for the entire session. After the example project is complete, students will work in teams to create their own projects. The team portion of the project has replaced the remixing segments.
- ***Are there lessons that teach Microsoft Office Suite applications and other computer skills?***  
The individual lessons of Levels 1 and 2 that targeted applications and skills have been replaced by more integrated experiences. Individual lessons made sense for younger students but now, students can use applications as tools for project development, which is a much more meaningful and motivating approach to gaining experience-driven computer skills.
- ***Are team projects assigned specifically, or are they open-ended?***  
Level 3 has been designed to allow teachers the freedom to make those decisions for their classes. The example project provides a format for the project (e.g., a quiz, a model, a game) and teams then create a project within that format. See the Projects in Level 3 subsection within the Overview. However, teachers can decide whether teams are to enhance the example project, or to choose a new topic to present within the given format. Those options are further explained within the Teacher Notes for each project.

- ***How are the team projects scored?***

Two rubrics are provided that itemize the characteristics of the project being considered. One rubric scores students on their efforts to work in a team (the Collaboration rubric). The other rubric scores the project (the Project rubric) and all members of the team will earn that score as part of their grades. See the Rubrics section (page       ).

Students are to review the rubrics with teachers to ensure they understand how they will be scored. Students are also required to score each of their teammates using the Collaboration rubric.

## Checklist

- Ensure that Scratch 1.4 and Scratch 2.0 are both properly installed.
- Familiarize yourself with Scratch 2.0 before Level 3B.
- Ensure that the Microsoft Office Suite (particularly Excel and Word) is properly installed on student computers.
- Ensure that student computers have access to the Snipping Tool.
- Ensure that you and your students all have access to the LMS.
- Ensure that student computers have access to the internet (optional).
- If internet accessibility is available, ensure that there is an accessible browser for students to use.
- Have all of the Scratch files for the example projects accessible to you. Each project has two files: one without the code, and one completed with the code.
- Ensure that you can access all student planning and development materials: example Gantt charts, storyboards (both blank templates and completed examples), and design charts.
- Ensure that you can access both the Collaboration and Project rubrics.