

Rubric - Unit Three Project Student Name: _____ Date: _____

_____ ## Student correctly identifies data types (2.01) |3 |2 |1 |0 |Points| :-:|-:|-:|-:|-:|
 |Student correctly identifies all data types| Student correctly identifies most data types| Student identifies a few
 data types |No evidence that the student can correctly identify data types || |||**Sub Total**|| ## Student correctly
 uses lists (2.04, 2.05) |3 |2 |1 |0 |Points| :-:|-:|-:|-:|-:| Student programs uses lists of multiple types| Student
 program uses lists of one type|_____|No evidence that they student can create a list using multiple types| |||**Sub
 Total**|| ## Student correctly uses built in functions (3.01) |3|2|1|0|points| :-:|-:|-:|-:|-:| | Student correctly uses
 a built in function that returns a value| Student uses a built in function, but only prints that value| Student uses
 build in functions incorrectly | No evidence the student can use built in functions|| |||**Sub Total**|| ## Student
 can program using user-defined functions (3.02, 3.03, 3.04) |3|2|1|0|points| :-:|-:|-:|-:|-:| |Student created at least
 four user designed functions with the correct syntax| uses created 3 user-defined functions with the correct
 syntax| Student creates one or two user- defined functions with correct syntax| No evidence the student can
 program user-defined functions|| |Student's user-defined functions always decrease the complexity of the code|
 Student's user-defined functions usually decrease the complexity of the code| Student's user-defined functions
 rarely reduce complexity| No evidence the student can create user-defined functions to decrease complexity||
 |Student always uses a returned value correctly| Student usually uses a returned value correctly | Student
 sometimes uses a returned value correctly| No evidence the student understands how to use the a returned value||
 |Student always scopes their variables correctly| Student usually scopes their variables correctly| Student
 sometimes scopes their variables correctly| No evidence the student understands how to scope their variables||
 |||**Sub Total**|| ## Student can decompose a problem to create a program from a brief |3 |2 |1 |0 |Points
 |:-:|-:|-:|-:|-:| |Student program runs without error | The students program has a few errors, but it does not
 impact the program's functionality | Student program has errors that impact the program's functionality | Student
 program is not functional || | ____ | Students submitted documentation showing planning for most variables and
 functions.| Students submitted documentation showing planning for a few variables and functions.| No evidence
 of planning|| |||**Sub Total**|| ## Student uses naming/ syntax conventions and comments to increase
 readability |2 |1 |0 |Points| :-:|-:|-:|-:|-:| |Syntax conventions are generally used |Sometimes syntax conventions are
 used| No evidence of syntax conventions to aid in code readability|| |All variables have clear names| Some
 variables have clear names| No evidence of using variable names to aid in code read ability|| ____|Student
 comments aid code readability| No evidence of using comments to aid in code readability.|| |||**Sub Total**|| ##
 Final Grade | Points Possible | Points Earned x Weight | Total Points| :-:|-:|-:|-:| |31|_____ X _____||