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 _____||