Assessment - Culminating Activity

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| **Northern Collegiate I. V. S.** 940 Michigan Avenue  Sarnia, ON  N7S 2B1 | | | **Name:                                                           Teacher:**     Mr. Kedwell **Course:**      ICS3U | | |
| **Criteria** | | **Level 1** | **Level 2** | | **Level 3** | **Level 4** | |
| **Knowledge (30%)** | | | | | | | |
| – understands suitable data structures / variables for information | | – rarely selects suitable data structures / variables for information | – sometime selects suitable data structures / variables for information | | – often selects suitable data structures / variables for information | – always or almost always selects suitable data structures / variables for information | |
| – demonstrates appropriate variable names and naming conventions | | - limited to no use of variable naming conventions | – some use of variable and object naming conventions | | – good variable and object naming conventions | – excellent variable and object naming conventions | |
| – demonstrate the ability to use different data types, including one-dimensional arrays, in  computer programs; (see bottom for items to demonstrate understanding) | | – demonstrates limited understanding of content | – demonstrates some understanding of content | | – demonstrates considerable understanding of content | – demonstrates thorough understanding of content | |
| **Thinking / Inquiry (20%)** | | | | | | | |
| – follows a software design process  - detail of plan | | – follows a software design process with limited effectiveness (did not follow the process)  -minimal detail in plan | – follows a software design process with some effectiveness (1 or 2 steps incomplete)  - some detail in plan | | – follows a software design process with considerable effectiveness (1 step was missed or incomplete)  - good detail in plan | – follows a software design process with excellent effectiveness (all steps are completed with nothing missing). Thorough detail used in all / or most steps. | |
| - inventive problem solving | | – Program is very basic in setup and design | – Program shows some thinking and/or creativity | | – Program shows some advanced  thinking and/or creativity | – Program shows advanced thinking and creativity (i.e. explores new programming concepts not covered in class) | |
| **Communication (20%)** | | | | | | | |
| – develop internal documentation | | - develops limited internal documentation | – develops some internal documentation | | – develops good internal documentation | – develops expert internal documentation | |
| - written program package is completed and submitted | | - minimal requirements of the written package are submitted | - some requirements of the written package are submitted | | - most requirements of the written package are submitted | - all requirements of the written package are submitted | |
| - daily work log | | - work log completed for minimal days | - work log completed for most days | | - work log completed for all days, with some detail, or completed after working days | - detailed work log completed for all days and completed as project goes along | |
| - application use clearly explained (i.e. instructions / how to play) | | - limited to no explanation as to how to use the application | - some explanation as to how to use the application | | - good explanation as to how to use the application | - excellent explanation as to how to use the application (user would have no questions / misunderstanding) | |
| **Application (30%)** | | | | | | | |
| – program functionality | | – program crashes or does not function at all | – program has minimal functionality | | – program vary rarely crashes and functions well | – program functions smoothly with all crashing issues addressed | |
| – application of concepts covered in course | | - little selection of concepts included in program (1 to 3) | – 4 or 5 concepts included in program | | – good selection of concepts included in program (6 to 8) | – all or most concepts included in program (9 to 12) | |
| - program interface is user friendly | | - program is very difficult to use or unclear as to what to do | - program is difficult to use or unclear as to what to do | | - program is fairly straight forward to use or clear as to what to do | - program is very easy to use or little to no uncertainty on what to do | |

# Concepts Applied

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| * Variables * Decision Structures * Loops * Procedures | * Functions * Arrays * Structures * Colours and / or Graphics | * Sounds * Files * Sorts and / or Searches * Other (collision, multi-form, arrow keys, etc…) |

**Understanding**

* use constants/variables, including integers, floating points, strings, and Boolean values, correctly in computer programs;
* use assignment statements correctly with both arithmetic and string expressions in computer programs;
* demonstrate the ability to use Boolean operators (e.g., AND, OR, NOT), comparison operators (i.e., =, <>, >, .+, <, <=), arithmetic operators (e.g.,+, -, \*, /, exponentiation, parentheses), and order of operations correctly in computer programs;
* write programs that declare, initialize, modify, and access one-dimensional arrays.

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| **PLANNING ITEMS** | | | |  | **HAND-IN PACKAGE** | |
| **ITEM** | **ON TIME** | **LATE** | **NOT RECEIVED** |  | Title Page |  |
| Step 1 |  |  |  |  | Table of Contents |  |
| Step 2 |  |  |  |  | Step 1 |  |
| Work Log 1 |  |  |  |  | Step 2 |  |
| Work Log 2 |  |  |  |  | Final Log |  |