

	Level 4	Level 3	Level 2	Level 1
communication	colouring to add to understanding, input one colour/output another	Flowchart - organized, proper spacing, correct symbols, proper language	Poor spacing, some incorrect symbols, typing errors,	poor organizations, many symbols used incorrectly for the concept attempting to convey, arrows in the wrong section or incorrect pointer.
		Comments - useful succinct, (block OK), not sparse, block at top (modifications, start date, programmer name, problem description, Notes on anything special or unusual, citations)	lacking explanation, inline comments, or hard to read, or spelling mistakes on output or Programmer missing or modifications	Any two or more details missing or Citations/borrowed work not acknowledged OR more than 25% of code borrowed
	Excellent	Readability - code is easy to follow, enough white space	Adequate	Needs improvement
Knowledge	Error checking.	recursion - identifies base case and parameters, call function	Inconsistent parameters in base case - works, but parameters defined in such a way as to make it more complex than required	Not sure of base case, could have an error and not end properly
Thinking & inquiry	Description at top to clarify	IPO - proper chart (headings), steps, proper terminology	Unclear steps or incorrect terminology	missing information in columns or steps missing
Thinking & inquiry	Rotate - above expectation.	Proper Koch snowflake reiterated and created in front of the user	Stops mid way (typically error possibly handled)	
		Trace statements - variable name, steps and changes (Table/chart)	Variable names don't match or missed a step	more confusing, complicate the existing error, or do not recognize it.
Application	Could be class based	Recursion - it works (base case) - Steps - (needs to be truly recursive) - function	missing base case, hardcoded or error checked so infinite loop does not exist	Extreme failure
	perhaps found a new function or	better into function or class.	does not take advantage of built in	No functions or classes