

Rubrics – Compiler Construction

Generic Rubric for Assessment of Essay-type Question/Assignment

<i>Criteria for assessment</i>	<i>Performance levels</i>				
	Excellent 10 / A / 4	Good 8 / B / 3	Satisfactory 6 / C / 2	Marginal Pass 4 / D / 1	Fail F / 0
Organization (10% weighting)	The introduction is inviting, states the main topics, and provides an overview; gives instructions in logical order; the conclusion is strong	The introduction states the main topic and provides an overview; gives instructions in logical order; a conclusion is included	The introduction states the main topic; for the most part, gives instructions in logical order; a conclusion is included	There is no clear introduction, structure, or conclusion; gives instructions in a scattered, disorganized manner	Plagiarism or non-submission; no answer, or the answer is totally unrelated
Content (40% weighting)	The content is clearly stated and well supported, persuasive, relevant and accurate	The content is clearly stated, generally accurate and persuasive	Majority of content is clearly stated, accurate and relevant	The content is partly accurate and relevant	
Elaboration (40% weighting)	Gives needed explanations	Gives some explanations	Gives few explanations	Gives no explanations	
Use of Language (10% weighting)	Paper follows instructions supplied and required length; use transitions effectively; contains no (or very few) mechanical, spelling, and/or grammatical errors	Paper generally follows instructions; uses some transitions; includes few mechanical, spelling, and/or grammatical errors	Paper follows most guidelines; uses awkward or overly simple sentence structures; contains many mechanical, spelling, and/or grammatical errors	Paper has substantial deviations from supplied instructions; paper is grossly short or long; contains incomplete thoughts and confusing mechanical, spelling, and/or grammatical errors	

Rubric for Programming

Criteria for assessment	Performance levels				
	Excellent 10 / A / 4	Good 8 / B / 3	Satisfactory 6 / C / 2	Marginal Pass 4 / D / 1	Fail F / 0
Correctness (90 % weighting)	All the code is correct.	Code is mostly correct with a few mistakes.	Code is somewhat correct with major mistakes.	Code is mostly wrong.	Code is incomprehensible.
Comment (5 % weighting)	Comments are adequately provided and are at levels of abstraction appropriate for conveying specifics about the programs.	Comments are mostly provided and at levels of abstraction appropriate for conveying specifics about the program.	Comments are provided somewhere, but at too low a level of abstraction to be of much use.	Comments are sparse or vague, and give little information about the purpose of the program or how it goes about carrying it out.	No comments and no information about the purpose of the program.
Code style (5 % weighting)	A clear coding style is evident, and consistently applied, greatly enhancing program readability	A clear coding style with mostly consistency in application, aiding readability in a majority of the program.	A clear coding style is hinted at, with some consistency in application, aiding readability in some of the program.	A clear coding style is lacking, or applied very inconsistently, with readability suffering accordingly.	None

Generic Rubric for Assessment of Project Report (presented in formal report format)

Criteria for assessment	Performance levels				
	Excellent 10 / A / 4	Good 8 / B / 3	Satisfactory 6 / C / 2	Marginal Pass 4 / D / 1	Fail F / 0
Focus and Contents (40 % weighting)	Clearly identifies the essence of the topic, a good and strong logical progression from the problem's introduction, analysis and to its conclusion / solution; information is relevant; main ideas are well supported by detailed, accurate and updated information.	Main ideas are clear; demonstrate a basic logical progression from the problem's introduction, analysis and to its conclusion/solution; information is relevant; main ideas are supported by information but are not in sufficient details or information is not updated.	Identifies the essence of the topic with some degree of confusion; a weak logical progression from the problem's introduction, analysis and to its conclusion/solution; main ideas are not well supported by information.	Main ideas are unclear; poorly identifies the essence of the topic, a poor logical progression from the problem's introduction, analysis and to its conclusion/solution; main ideas are barely supported by information.	Does not demonstrate the minimum understanding of the topic.
Organization and Presentation (30 % weighting)	Organization is well structured; showing good transitions between ideas; the length and depth of writing is appropriate.	Organization is clear; less transitions shown between ideas; the length and depth of writing is appropriate.	Basic organization is apparent; transitions connect ideas are somewhat mechanical; length and depth of work is either too little or too much.	Organization is weak; transitions connect ideas are weak; length and depth of work is either too little or too much.	There is no clear organization; no apparent transitions connecting ideas; length and depth of work is either too little or too much.
Sentence, Structure, Grammar, Mechanics, & Spelling (10 % weighting)	All sentences are well constructed and have varied structure and length; no errors made in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length; a few errors made in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length; several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Most sentences are not well constructed and they have a similar structure and/or length; many errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward and they are distractingly repetitive or are difficult to understand; numerous errors made in grammar, mechanics, and/or spelling that interfere with understanding.

Clarity of research work / literature search logbook (10 % weighting)	Types of work executed, with results (if any) / research papers and /or book chapters searched are complete and recorded in good details; writing is organized, clear and understandable; each page has to be dated; logbook is kept in good condition.	Types of work executed with results (if any) / research papers and /or book chapters searched are complete and recorded but not in sufficient details; writing is clear and understandable but less organized; pages are dated; logbook is kept in good condition.	Records of types of work executed with results (if any) / research papers and /or book chapters searched are not complete and they are of insufficient details; organization and clarity is of writing is incoherent; not all pages of the logbook are dated; logbook is kept in okay condition.	Records of types of work executed with results (if any) / research papers and /or book chapters searched are not complete and they are of insufficient details; organization and clarity is of writing is poor and hardly understandable; not all pages of the logbook are dated; logbook is kept in okay condition.	Most of the records of types of work executed with results (if any) / research papers and /or book chapters searched are missing; no organization of records; writing is hardly understandable; most of the pages of the logbook are not dated; logbook is kept in poor condition.
Neatness and tidiness (10 % weighting)	Typed; clean; neatly bound in a report cover; illustrations provided.	Typed, well-formed characters; clean and neatly bound in a report cover.	Legible writing, less well-formed characters; clean and neatly bound in a report cover.	Legible writing, some ill-formed letters, print too small or too large; papers stapled together	Illegible writing; loose pages.