

# Coding Phase – ICS2O0 – Unit 3 Project – Self Evaluation

Name:  Game:  Theme:

## Some coding metrics:

Total Lines of code:

Total animations:

Total screens:

Total Levels:

Extra Features:



## Communication: Code Style / Screen Design

Predicted Mark: . . . . %

Curriculum	Criteria: Use Count to Find Level	R	1	2	3	4	4+
Splash Screen/ Instructions Screen  <i>B2.3 write screen output statements that conform to program specifications</i>	<p>Splash Animation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Picture or background</li> <li><input type="checkbox"/> Title of game is displayed</li> <li><input type="checkbox"/> Coder's name is displayed</li> <li><input type="checkbox"/> Key press to enter game or instructions; it works</li> <li><input type="checkbox"/> Colour scheme &amp; Theme evident</li> <li><input type="checkbox"/> Outstanding opening screen design</li> </ul> <p>Instructions Animation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title</li> <li><input type="checkbox"/> Colour scheme &amp; Theme evident</li> <li><input type="checkbox"/> Game purpose &amp; objective</li> <li><input type="checkbox"/> Screen snapshots</li> <li><input type="checkbox"/> Labelled screen snapshots</li> <li><input type="checkbox"/> Clear about levels' needed</li> <li><input type="checkbox"/> Key press to enter game; it works</li> <li><input type="checkbox"/> Everything is spelled correctly</li> <li><input type="checkbox"/> No spelling or grammar errors.</li> <li><input type="checkbox"/> Pictures of game to illustrate game</li> <li><input type="checkbox"/> Excellent and detailed instructions</li> </ul>		6	8	10	14	17
Game Screens, Game End  <i>B2.3 write screen output statements that conform to program specifications</i>	<p>Game Screen</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Level is displayed</li> <li><input type="checkbox"/> Score is displayed</li> <li><input type="checkbox"/> No spelling or grammar errors.</li> <li><input type="checkbox"/> Instruction</li> <li><input type="checkbox"/> Reset Keypress</li> <li><input type="checkbox"/> Instructions Keypress</li> <li><input type="checkbox"/> Colour scheme and theme is evident</li> <li><input type="checkbox"/> Hints/help/clues are provided via a keypress.</li> </ul> <p>Game Over Animation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Win or loss is displayed</li> <li><input type="checkbox"/> Can play again</li> <li><input type="checkbox"/> Colour scheme and theme is evident</li> <li><input type="checkbox"/> Final level leads to it</li> </ul>		3	5	7	9	11
Code Maintenance  <i>B3.1 write clear and maintainable code</i> <i>B3.2 write internal documentation</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3 Title comments: Name, Date and Purpose at the top</li> <li><input type="checkbox"/> Comments before every sprite</li> <li><input type="checkbox"/> Comments before game screen, game over screen, instruction screen</li> <li><input type="checkbox"/> Comments before major ifs</li> <li><input type="checkbox"/> Comments before variables</li> <li><input type="checkbox"/> Code is indented properly</li> <li><input type="checkbox"/> Comment before extra features</li> <li><input type="checkbox"/> Comment before the new widget</li> <li><input type="checkbox"/> Comments are throughout the program.</li> <li><input type="checkbox"/> Widgets that change have meaningful IDs</li> </ul>		4	5	6	8	10



## Thinking: Software Development Life Cycle

Predicted Mark: . . . . %

Curriculum	Criteria: Use Count to Find Level	R	1	2	3	4	4+
Project Plan, Testing  <i>B3.4 demonstrate the ability to validate a program using test cases.</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bouncing Submitted</li> <li><input type="checkbox"/> Pong Submitted</li> <li><input type="checkbox"/> Falling Star Submitted</li> <li><input type="checkbox"/> Animated Walker Submitted</li> <li><input type="checkbox"/> Bunny Walk Submitted</li> <li><input type="checkbox"/> Level Up Swimmer Submitted</li> <li><input type="checkbox"/> Jumper Submitted</li> <li><input type="checkbox"/> Avoid Bees Submitted</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Preliminary Investigation Google Form submitted</li> <li><input type="checkbox"/> Analysis Google Form Submitted</li> <li><input type="checkbox"/> Design Google Form Submitted</li> <li><input type="checkbox"/> First Playable Submitted</li> <li><input type="checkbox"/> Self-evaluation is complete</li> </ul>		3	6	8	11	13
Close Project	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self-evaluation well answered</li> <li><input type="checkbox"/> Share Link (code) submitted</li> <li><input type="checkbox"/> Line count calculated correctly</li> <li><input type="checkbox"/> Submitted on-time</li> </ul>		1	2	3		4



## Application: Program Constructs

Predicted Mark: . . . . %

Curriculum	Criteria: Use Count to Find Level	R	1	2	3	4	4+
Gameplay  <i>B2.5 write programs that use looping structures effectively</i>  <i>B2.4 write a program that includes a decision structure for two or more choices</i>	<input type="checkbox"/> Control Movement via key press <input type="checkbox"/> Control Movement via mouse <input type="checkbox"/> Scrolling background movement - sprite: _____ <input type="checkbox"/> Bouncing movement - sprite: _____ <input type="checkbox"/> Falling movement - sprite: _____ <input type="checkbox"/> Randomized movement - sprite: _____ <input type="checkbox"/> Key-press movement <input type="checkbox"/> Character animation changes direction - sprite: _____ <input type="checkbox"/> Group movement (Groups in animation) - sprite: _____ <input type="checkbox"/> Other movement. What? _____ - sprite: _____ <input type="checkbox"/> Other movement. What? _____ - sprite: _____  <input type="checkbox"/> Can win game <input type="checkbox"/> Complex winning condition <input type="checkbox"/> Can move between levels <input type="checkbox"/> Can pick up items, or gain points <input type="checkbox"/> Can lose points <input type="checkbox"/> Score updates <input type="checkbox"/> Can play again or reset <input type="checkbox"/> * = game complexity.		3	5	7	10	*
Animation  <i>B2.2 use variables, expressions, and assignment statements to store and manipulate numbers and text</i>	<input type="checkbox"/> 2 coder-created animations: which: _____, _____ <input type="checkbox"/> A self-drawn animation: which: _____ <input type="checkbox"/> A coder-created animation has at least 2 frames: which: _____ <input type="checkbox"/> A coder-created animation has at least 4 frames: which: _____ <input type="checkbox"/> Coder-created animation direction switches: which: _____ <input type="checkbox"/> A coder-created animation has transparency: which: _____ <input type="checkbox"/> Smooth Background scroll: which: _____ <input type="checkbox"/> Complexity of animations: which: _____ <input type="checkbox"/> All images are in the same style and formatting <input type="checkbox"/> All images have the same theme		2	3	4	6	8
Extra Features Used/ New Widget  <i>B2.2 use variables, expressions, and assignment statements to store and manipulate numbers and text</i>	<input type="checkbox"/> Text - line: _____ <input type="checkbox"/> Text formatting - line: _____ <input type="checkbox"/> Shape - line: _____ <input type="checkbox"/> Sound - line: _____ <input type="checkbox"/> Visible - line: _____ <input type="checkbox"/> Destroy - line: _____ <input type="checkbox"/> Functions - line: _____ <input type="checkbox"/> New sprite property - line: _____ <input type="checkbox"/> setInterval/setTime - line: _____ <input type="checkbox"/> List/Array - line: _____ <input type="checkbox"/> Groups - line: _____  <input type="checkbox"/> Easter Egg Program, What is it? _____ Where? _____  <input type="checkbox"/> Own: _____, line: _____ <input type="checkbox"/> Own: _____, line: _____		1	2	3	4	5

## Coding Phase – ICS2OO – Unit 3 Project – Reflection

Name:	
Theme	
Game	

A. What are three things that you are proud of in your game?

1. ....
2. ....
3. ....

B. What are three things you would change if you had to do the project again?

1. ....
2. ....
3. ....

C. Is there anything I need to keep in mind while marking?

(minor errors to avoid, problems that occur)

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D. Which program do you like better, AppLab or Game Lab? Why?

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.....  
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E. How well do you think you managed your class time during this project? Explain.

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.....  
.....  
.....

Please keep in mind that these levels and marks won't influence my marking of your project.  
The intention is that you consider your own performance. And, yes, it is difficult to mark yourself.

F. Based on the rubric, what mark do you think you will earn? ..... %

G. Rate your time management during the project. Level .....

H. Rate your use of class time during the project. Level .....