# 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 \_\_\_\_\_\_\_ |  |