# Rubric - Unit Three Project

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Student uses for loops (4.01)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | 2 | 1 | 0 | Points |
| Student uses 3 or more for loops correctly | Student use three for loops correctly | Student uses one or two for loops correctly | No evidence the student can use a for loop |  |
| Student always scopes the variables in for loops correctly | Student usually scopes the variables in for loops correctly | Student rarely scopes the variables in for loops correctly. | No evidence Student can correctly scope variables in a for loop |  |
|  |  |  | **Sub Total** |  |

## Students can c use the range and len functions (4.02)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | 2 | 1 | 0 | Points |
| Student always uses the range and len functions correctly | Student generally uses the range and len functions correctly | Sometimes Student uses the range and len functions correctly | No evidence to that the student can use the range or len functions correctly |  |
|  |  |  | **Sub Total** |  |

## Students can use nested for loops (4.03)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | 2 | 1 | 0 | Points |
| Student uses 2 or more nested for loops | Student uses 1 nested for loop | Student attempted a nested for loop, but it was not correct | No evidence that Student can correctly use a nested for loop |  |
|  |  |  | **Sub Total** |  |

## Student can use nested lists (4.04)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | 2 | 1 | 0 | Points |
| Student correctly uses nested lists | \_\_\_\_\_\_ | Student attempts to use a nested list | No evidence that the student can use a nested list |  |
|  |  |  | **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 |
| 25 | \_\_\_\_ X \_\_\_\_\_ |  |