# Rubric - Unit Six Project

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

## The Student uses dictionaries to create key-value pairs (6.01)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | 2 | 1 | 0 | Points |
| Student correctly created a dictionary | … | Student attempts to create a dictionary | No evidence Student can create a dictionary |  |
| Student always correctly access a value given a key | Student generally can access a value given a key | Student occasionally can access a value given a key | No evidence the student can access a value given a key |  |
|  |  |  | **Sub Total** |  |

## The Student can use dictionary methods to update, add, and remove values from a dictionary (6.02)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | 2 | 1 | 0 | Points |
| Student always uses the pop method correctly | Student sometimes uses the pop method correctly | Student occasionally uses the pop method correctly | No evidence Student can use the pop method |  |
| Student always updates values given a key correctly | Student sometimes updates a value given a key correctly | Student occasionally updates a value given a key correctly | No evidence Student can update a value given a key |  |
| Student always adds new key-value pairs to a dictionary correctly | Student sometimes adds new key-value pairs to a dictionary correctly | Student occasionally adds new key-value pairs to a dictionary correctly | No evidence the student can add new key-value pairs. |  |
|  |  |  | **Sub Total** |  |

## The Student can utilize dictionaries of different types (6.03)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | 2 | 1 | 0 | Points |
| Student uses a dictionary with keys and values of different types | \_\_\_\_ | Student attempted to use a dictionary with keys and values of different types | No Evidence that the student can use a dictionary with keys and values of different types |  |
|  |  |  | **Sub Total** |  |

## 

## The student can use loops to traverse through key/value pairs in a dictionary (6.04)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | 2 | 1 | 0 | Points |
| Student always loops through a dictionary correctly | Sometimes Student loops through a dictionary correctly | Student occasionally loops through a dictionary correctly | No evidence that the student can loop through a dictionary |  |
|  |  |  | **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 |
| 33 | \_\_\_\_\_\_ X \_\_\_\_\_\_ |  |