

## Grading Rubric

	% usually deducted
A. Missing statement of purpose	10
B. Inadequate commenting	10
C. Names are not meaningful	10
D. Indentation does not indicate program structure	10
E. Program will not compile	100
F. Program produces incorrect results	20–100
G. Incorrect implementation	20-100
H. Output not annotated to demonstrate correctness of results	10
I. Program solves wrong problem	10–100
J. Algorithm inefficient or difficult to follow	10
K. Use of unnamed constant	10
L. Does <b>NOT</b> use functions (required here)	100

Assigned : Programming problems: 4,6,9,14 (4,6: 20 pts each; 9,14: 10 pts each)

Name: \_\_\_\_\_ Points: \_\_\_\_\_ / 60 total

Item	4 - Lines / 2-point, point-slope, and slope-intercept		
Tutor Report:	<input type="checkbox"/> Tests OK (E) (F)	Points:	
Tutor Comment:			
<input type="checkbox"/> Includes purpose comment (A)	<input type="checkbox"/> Adequate commenting (B)	<input type="checkbox"/> Meaningful names (C)	<input type="checkbox"/> Indentation (D)
<input type="checkbox"/> Use of #defines / constants (K)	<input type="checkbox"/> Clean output (H)	<input type="checkbox"/> Uses functions (L)	
<input type="checkbox"/> Evidence of test cases (G)	<input type="checkbox"/> Algorithm design (J)	<input type="checkbox"/> Shows digits	<input type="checkbox"/> Uses integers
Comments:			

Item	6 – Heat Transfer		
Tutor Report:	<input type="checkbox"/> Tests OK (E) (F)	Points:	
Tutor Comment:			
<input type="checkbox"/> Includes purpose comment (A)	<input type="checkbox"/> Adequate commenting (B)	<input type="checkbox"/> Meaningful names (C)	<input type="checkbox"/> Indentation (D)
<input type="checkbox"/> Use of #defines / constants (K)	<input type="checkbox"/> Clean output (H)	<input type="checkbox"/> Uses functions (L)	
<input type="checkbox"/> Evidence of test cases (G)	<input type="checkbox"/> Algorithm design (J)	<input type="checkbox"/> Shows digits	<input type="checkbox"/> Reads chars
Comments:			

## Programming Homework – Chapter 6

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Item	9 – Drag Force		
Tutor Report:	<input type="checkbox"/> Tests OK (E) (F)	Points:	
Tutor Comment:			
<input type="checkbox"/> Includes purpose comment (A)	<input type="checkbox"/> Adequate commenting (B)	<input type="checkbox"/> Meaningful names (C)	<input type="checkbox"/> Indentation (D)
<input type="checkbox"/> Use of #defines / constants (K)	<input type="checkbox"/> Clean output (H)	<input type="checkbox"/> Uses functions (L)	
<input type="checkbox"/> Evidence of test cases (G)	<input type="checkbox"/> Algorithm design (J)	<input type="checkbox"/> Shows digits	<input type="checkbox"/> Uses integers
Comments:			

Item	14 – Brothers's and Knox Approximation of e		
Tutor Report:	<input type="checkbox"/> Tests OK (E) (F)	Points:	
Tutor Comment:			
<input type="checkbox"/> Includes purpose comment (A)	<input type="checkbox"/> Adequate commenting (B)	<input type="checkbox"/> Meaningful names (C)	<input type="checkbox"/> Indentation (D)
<input type="checkbox"/> Use of #defines / constants (K)	<input type="checkbox"/> Clean output (H)	<input type="checkbox"/> Uses functions (L)	
<input type="checkbox"/> Evidence of test cases (G)	<input type="checkbox"/> Algorithm design (J)	<input type="checkbox"/> Shows digits	<input type="checkbox"/> Uses integers
Comments:			