

There are two rubrics for your programming assignments, one for the program and one for the write-up.

Program rubric

Program Rubric

	Exceeds expectations (4)	Meets expectations (3)	Almost meets expectations (2)	Does not meet expectations (1)
Correctness	Program executes correctly in all ways	Program executes correctly, with at most minor problems	Program does not execute correctly, but would if minor problems were fixed; the program's logic is mostly sound	Program does not execute correctly, and the program's logic is severely flawed
Testing	Test runs show all required functionality in an easy to read format	Test runs show required functionality	Test runs show most required functionality	Tests run absent or show little of the required functionality
Comments	The program has a header comment section that is informative, and any unclear portions of the program are commented; there are neither too few or too many comments	There is a header comment section that is informative, but there may be too few or too many comments in the code	The header comment section is present, but lacks informativeness. Few or no comments in the code, even for difficult to understand portions	No comments, or poor header comment section, poor or missing comments in the code
Style	Program is formatted very well, with consistent indentation and white space that shows the code's structure; lines do not wrap around, obscuring code structure	Program is formatted using consistent indentation and white space	Program is not indented consistently or indentation scheme obscures code's structure	Program is not indented consistently (or at all) and code is difficult to read

The weighting of the rubric dimensions are:

- Correctness: 60%
- Testing: 20%
- Comments: 10%
- Style: 10%

Writing rubric

XVI WRITTEN COMMUNICATION VALUE RUBRIC

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

ID		Milestones			Benchmark
		4	3	2	1
85	Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
87	Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
87	Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
88	Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
89	Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
90	Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

The weighting of the rubric dimensions are:

- Context/purpose: 5%
- Content development: 70%
- Conventions: 5%
- Syntax, etc.: 20%