**Mrs. Darmody’s Computer Programming Rubric**

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| **Level of Performance** | **4= Exemplary** | **3= Proficient** | **2= Developing** | **1= Beginning** |
| **Criteria** |
| **Exploring Solutions to Meet Specifications**  **\*Explore Solutions from Problem Solving Rubric**  **4 3 2 1** | Experiments with, explores, and prioritizes multiple solutions to create a program that works completely without errors, and meets 95 – 110% of the required specifications for the assignment. ***Extra points may be earned for each extra element beyond requirements.*** | Experiments with and explores multiple solutions to create a program that works and produces the correct results, and displays them correctly. It also meets 85 – 95% of the required specifications for the assignment. | Experiments with and explores a solution with teacher support to create a program that works but does not display correct results. It also meets 75 – 85% of the required specifications for the assignment. | Does not identify and prioritize possible solutions, even with teacher support, to create a program that does not work or display correct results. Less than 75% of the required specifications for the assignment are met. |
| **Effectiveness and Productivity**  **\*from Tech Literacy Rubric**  **4 3 2 1** | Demonstrates substantial understanding of technology concepts, systems and operations, and how they are applied to authentic problems related to computer programming. | Demonstrates understanding of technology concepts, systems and operations, and has some knowledge of their application related to computer programming. | Demonstrates partial understanding of technology concepts, systems and operations related to computer programming. | Demonstrates no understanding of technology concepts, systems and operations related to computer programming. |
| **Organization & Documentation**  **\*Organization from School-wide Problem Solving Rubric**  **4 3 2 1** | Methodically organizes and categorizes relevant information and data which supports multiple solutions, in order to produce well written documentation that clearly explains how the code has been used to accomplish the tasks. | Organizes and categorizes relevant information and data which supports a solution, in order to produce some comments/notes/headers that are useful in understanding the code produced. | Organizes and categorizes relevant information and data with teacher support, in order to produce comments/headers/notes that are somewhat helpful in understanding the code. | Rarely organizes and categorizes relevant information and data even with teacher support, in order to produce simple comments/notes that do not help the reader understand the code. |
| **Communication and Collaboration**  **\*from Tech Literacy Rubric**  **4 3 2 1** | Uses digital media and environments to clearly communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. | Uses digital media and environments to clearly communicate and work collaboratively, including at a distance, to support individual learning. | Use of digital media and environments to communicate and collaborate lacks clarity. | Does not use digital media and environments to communicate and collaborate. |
| **Delivery/Submission**  **4 3 2 1** | The computer program/assignment is delivered on time using the correct method of delivery or submission specified by the teacher. (i.e. Weebly, Google, Schoology, etc.) | The computer program/assignment is delivered on time using the incorrect method of delivery/submission specified by the teacher. | The computer program/assignment is delivered/submitted **1-2** class periods late using the correct method of delivery specified by the teacher. | The computer program/assignment is delivered **more than 2** class periods late using the incorrect delivery/submission method. |

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| **Points** | **20** | **19** | **18** | **17** | **16** | **15** | **14** | **13** | **12** | **11** | **10** | **9** | **8** | **7** | **6** | **5** |
| **Grade** | **A+** | **A** | **A-** | **B+** | **B** | **B** | **B** | **B-** | **C+** | **C** | **C** | **C** | **C-** | **D+** | **D** | **F** |