Problem Set Rubric

*Throughout the term, you will be assigned problem-sets. A problem-set is designed to test your skill and knowledge for a specific concept. I am interested if you know how to **apply your understanding** of a computer science concept. Each problem set is a formative grade.*

--- Achievement ---

Grading Scale Objective	7 *Exemplary*	6	5 *Proficient*	4	3 *Approaching*	2	1 *Does not yet meet*
Did your solution produce the specified output?	Exceeds assessment objective The solution produced the specified output AND the student added in extra code that extended the output.		Meets assessment objective The solution produced the specified output. The solution demonstrates the student understands the underlying concept of the problem set.		Occasionally meets assessment objective The solution did not produce specified output, but there is evidence the student attempted a solution.		Rarely meets assessment objective The solution did not produce specified output **or** the solution produced output in a simple, trivial approach.

--- Approaches to learning rubric ---

*When we work on a problem set, we usually work in class. I expect you to be **focused** on solving this problem. I will assess your ownership of learning (especially your perseverance), your self-management, and your engagement and interaction.*

Grading Scale Standard	7 *Exemplary*	6	5 *Proficient*	4	3 *Approaching*	2	1 *Does not yet meet*
Ownership of Learning self advocacy and self reflection perseverance and resilience	Actively seeks advice and/or feedback to enhance learning; communicates challenges Consistently and effectively applies feedback Maintains focus and works consistently towards completing tasks Learns from mistakes and applies learning to similar or other work		Asks for advice and/or feedback when needed; recognizes challenges Applies feedback Works consistently towards completing tasks Learns from mistakes and applies learning to similar or other work		Listens to advice and feedback but does not independently seek it Applies feedback only with direction Needs encouragement to continue working on tasks Makes corrections to mistakes, but does not apply them to similar or other work		Waits for others to advise rather than seeking help or feedback Does not apply feedback; resorts to trial and error Gives up quickly; does not continue working on tasks without extensive encouragement Makes corrections to mistakes only when required by teacher
Self-Management organization time management	Consistently comes to class with all necessary materials; materials (including digital) are organized Effectively uses organizational skills/tools (e.g. planner, calendar, etc...)		Usually comes to class with all necessary materials; materials (including digital) are organized Uses organizational skills/tools (e.g. planner, calendar, etc...) Makes effective use of class time without reminders to stay on task		Occasionally comes to class prepared; materials may be poorly organized Makes limited use of organizational skill/tools Does not make effective use of class time; may need reminders to stay on task		Consistently comes to class unprepared and/or without necessary materials. Does not use organizational skills/tools Does not make effective use of class time; needs constant reminders to stay on task

	Makes effective use of class time without reminders to stay on task: independently moves to next task						
Engagement & Interaction cooperation and respect participation and contribution	Interacts positively and respectfully with others; includes and engages others Uses and takes care of resources and equipment responsibly (e.g. safety with lab or sports equipment, digital citizenship, care of textbooks, etc...) Actively listens; stays focused and engaged Asks challenging and probing questions that extend and deepen learning Contributes to group work; undertakes a variety of roles and responsibilities in group		Interacts positively and respectfully with others Uses and takes care of resources and equipment responsibly (e.g. safety with lab or sports equipment, digital citizenship, care of textbooks, etc...) Actively listens Asks probing questions that deepen learning Contributes to group work; accepts roles and responsibilities in group		Interacts positively with own social group; does not extend the same courtesy to others Sometimes uses or takes care of resources and equipment irresponsibly Listens inconsistently; may be easily distracted Asks questions only to clarify instructions or misunderstandings Contributes to group work only in certain situations (e.g. when in desired role, on topic of choice, etc...		Has negative interactions with others; excludes others Does not use or take care of resources and equipment responsibly Talks during instruction; does not listen; disengaged Asks off topic questions Does not contribute to group work; lets others do the work