**Individual Direct Assessments Rubric Worksheets**

**Programming**

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| Rubric | Programming | | | |
| Category of Assessment | Inadequate | Needs Improvement | Adequate | Excellent |
| Specifications | The program is producing incorrect results. | The program produces correct results but does not display them correctly. | The program works and produces the correct results and displays them correctly. It also meets most of the other specifications. | The program works and meets all of the specifications. |
| Readability | The code is poorly organized and very difficult to read. | The code is readable only by someone who knows what it is supposed to be doing. | The code is fairly easy to read. | The code is exceptionally well organized and very easy to follow. |
| Reusability | The code is not organized for reusability. | Some parts of the code could be reused in other programs. | Most of the code could be reused in other programs. | The code could be reused as a whole or each routine could be reused. |
| Documentation | The documentation is simply comments embedded in the code and does not help the reader understand the code. | The documentation is simply comments embedded in the code with some simple header comments separating routines. | The documentation consists of embedded comment and some simple header documentation that is somewhat useful in understanding the code. | The documentation is well written and clearly explains what the code is accomplishing and how. |
| Delivery | The code was more than 1 week overdue. | The code was within 1 week of the due date. | The program was delivered on the due date but had some deficiencies. | The program was delivered on time and correctly with all attachments. |
| Efficiency | The code is huge and appears to be patched together. | The code is brute force and unnecessarily long. | The code is fairly efficient without sacrificing readability and understanding. | The code is extremely efficient without sacrificing readability and understanding. |

**Assessment**

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| Specifications |  |  |  |  |
| Readability |  |  |  |  |
| Reusability |  |  |  |  |
| Documentation |  |  |  |  |
| Delivery |  |  |  |  |
| Efficiency |  |  |  |  |

If 75% of the students achieve levels c or better, then they have met the ABET/HLC performance standard for the course.

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| Summary of Assessment **Improvement** |

Assessed By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_