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|  | **Advancing** | **Progressing** | **Beginning** |
| **Tone and Word Choice** | Every selected word can be used to convey an insulting tone. Nouns were converted to adjectives and vise versa when necessary. Words were selected from parts of the play where insults were spoken. Each run of the program creates an insulting phrase. | Words were chosen that match the intended part of speech, and that mostly convey an insulting tone. Words were not converted from noun to adjective and vise versa. Most runs of the program produce an insulting phrase. | Words were chosen that match the intended part of speech, but more attention is needed when considering tone. Each run of the program does not always convey an insulting phrase. |
| **Originality and Programming Skills** | A unique program is written that utilize a variety of coding concepts, like functions, loops, conditional code, etc. The end result is a program that generates random insults in a unique and novel way or has additional functionality. | Modifications are made to the sample code in addition to added found words in the arrays. The program has added functionality than what was originally provided. | Sample code is used without modification except for found words entered into the arrays. |
| **Debugging** | The student anticipates when and where errors will occur, and can independently debug using research techniques and available resources. The student offers assistance to peers. | The student can generally recognize why an error occurred, and attempts to independently find the solution using research and available resources. | The student recognizes when an error occurs, but does not determine why it happened. The student asks others for help in debugging the problem, and does not seek answers independently. |