## Assessment:

| No. | Assessment | Weighing |  |  | Remarks |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Continuous Assessment | 50\% | 5\% | Attendance | To measure how well students have learned throughout the semester. |
|  |  |  | 15\% | Quiz (Min 3 Quizzes) |  |
|  |  |  | 5\% | Assignment |  |
|  |  |  | 25\% | Lab |  |
|  |  |  |  |  |  |
| 2 | Examinations | 50\% | 20\% | MID term exam | To measure how far |
|  |  |  | 30\% | Final Exam | the learning outcomes. |

## Mapping of Assessment with Learning Outcomes (LO's):

| No. | Learning Outcome | Course Assessment Methods |  |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | (LO'S) | Attendance | Quiz | Assignment | MID | LAB | FINAL |
| 1 | Describe programming <br> methodologies | x | x |  | x |  |  |
| 2 | Explain the basic concepts <br> of programming <br> principles, including <br> programming style, <br> developing approach, <br> implementation, testing <br> and maintenance | x | x | x | x | x |  |
| 3 | Identify programming <br> data types, control <br> structure | x | x | x | x | x | x |
| 4 | To be able to load and <br> save data from a file in | x | x |  |  |  |  |


|  | order to test small <br> programs |  |  |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| 5 | To be able to explain the <br> parts of a C program <br> and the need for <br> structure | x | x |  | x | x | x |
| 6 | To be able to identify <br> the logical errors in the <br> sequence, condition and <br> repetition | x | x |  | x |  |  |
| 7 | To be able to <br> demonstrate learned <br> concepts by developing <br> a simple project in a <br> structured language | x |  | x | x | x | x |
| 8 | To be able to develop <br> confidence for braking <br> down and solving <br> problems. |  |  | x | x | x | x |

## Rubrics:

| No. | Weighing | Letter Grade | Category | Description |
| :--- | :--- | :--- | :--- | :--- |
| 1 | $80 \%$ | A+ | Outstanding | Very Strong evidence of having <br> achieved all the LO's and <br> demonstration of exceptional mastery <br> of programming knowledge and skills. <br> Able to develop correct programs to <br> solve problems |


| 2 |  |  |  | A |
| :--- | :--- | :--- | :--- | :--- |

$\left.\begin{array}{|l|l|l|l|l|}\hline & & & & \begin{array}{l}\text { Able to provide solution to simple } \\ \text { problems } \\ \text { Demonstrate a basic level of program } \\ \text { design, testing and debugging }\end{array} \\ \hline 7 & 50 \% & \text { C+ } & & \text { Average } \\ \hline 8 & 45 \% & \text { C } & & \begin{array}{l}\text { Evidence of having achieved 50\% of } \\ \text { the LO's with minimal understanding } \\ \text { of programming knowledge and skills. } \\ \text { Able to provide solution to simple } \\ \text { problems. } \\ \text { Demonstrate a basic level of program } \\ \text { design, testing and debugging. }\end{array} \\ \hline 9 & 40 \% & & \text { Below Average } & \begin{array}{l}\text { Evidence of having achieved 40\% of } \\ \text { the LO's with minimal understanding } \\ \text { of programming knowledge and skills. } \\ \text { Able to provide solution to very simple } \\ \text { problems. } \\ \text { Demonstrate a low level of program } \\ \text { design, testing and debugging. }\end{array} \\ \hline 10 & & & \text { F Pass } & \begin{array}{l}\text { Evidence of having achieved 30\% of } \\ \text { the LO's with little understanding of } \\ \text { programming knowledge and skills. }\end{array} \\ \text { Able to provide solution to very simple } \\ \text { problems. } \\ \text { Demonstrate a very lower level of } \\ \text { program design, testing and debugging. }\end{array}\right\}$

