Main Rubric - CIT/360

Weekly Work

Code Topic Fluency**	Strongly Agree	Agree	Disagree	Strongly Disagree
Java Collections (one each of Map, List, Set, Tree) Addition, Removal, using Iterators.	Include a document or comments that outline when you would and wouldn't use each type. Shows how to add and remove objects and use iterators.	Include code for each of the collections in which you use them in a unique way that highlights their capabilities.	Begin researching the topic. Teach it your team or in a Shared Video. Start a simple program using several of the collections.	Nothing
Hibernate	Show using this technology in a moderately complex application that integrates with one or more of the other topics. Demonstrate you can use a 1 to many relationship.	Continue working with the technology. Show that you can use Hibernate to retreive data from a database and load it into a class. Include the SQL Scripts you used to create your database.	Begin researching the topic. Teach it your team or in a Shared Video. Start a simple program using the technology.	Nothing
JSON Serialization	Show this technology used in a moderately complex application that integrates with one or more other topics.	Create a program that illustrates how JSON can be used to send an object from one entity to another and then used.	Begin researching the topic. Teach it your team or in a Shared Video. Start a simple program using the technology.	Nothing
HTTP URLConnection	Show using technology in a moderately complex application that integrates with one or more other topics.	Write a program that shows creating HTTP connections as well as the concept of serialization	Begin researching the topic. Teach it your team or in a Shared Video. Start a simple program using the technology.	Nothing
JUnit Tests	Incorporate Junit into one of the moderately complex examples you are using for another technology. Use each of the assertion types within your test.	Write a simple Junit test that works on a class. Use each of the assertion types in your test.	Begin researching the topic. Teach it your team or in a Shared Video. Start a simple program using the technology.	Nothing
Threads, Executors, Runnables, Handlers	Use these technologies with other technologies in this course in a moderately complex application.	Create a program that can spawn several threads. Show that you understand the topics around concurrency of data. Demonstrate the role that error handling plays in this topic.	Begin researching the topic. Teach it your team or in a Shared Video. Start a simple program using the technology.	Nothing
Model View Controller Pattern	Integrate this technology with other technologies in this class using a moderately complex application. Show the use of more than one view type.	Create a program that illustrates each of the elements of this pattern.	Begin researching the topic. Teach it your team or in a Shared Video. Start a simple program using the technology.	Nothing
Application Controller Pattern	Integrate this technology with other technologies in this class using a moderately complex application.	Create a program that implements this design pattern	Begin researching the topic. Teach it your team or in a Shared Video. Start a simple program using the technology.	Nothing
Client and Server Sockets	Include a document that discusses when you might use this technology rather than higher-level technologies like HTTP	Create a program with a client and server that communicate using sockets	Begin researching the topic. Teach it your team or in a Shared Video. Start a simple program using the technology.	Nothing

UML Diagrams and Tests Group	Strongly Agree	Agree	Disagree	Strongly Disagree
Use Case Diagram	Demonstrate using the diagram in a moderately complex scenario and show that you know how to create the diagram without using a tool	Create a simple diagram that shows most of the elements of type of diagram.	Begin researching the diagram Teach it your team or in a Shared Video. Start a simple diagram.	Nothing
Use Case Document	Use a document to create the same information as in the Use Case Diagram.	Create a simple document from the simple use case diagram.	Begin researching the document. Teach it your team or in a Shared Video. Start a simple document.	Nothing

State Diagram	Demonstrate using the diagram in a moderately complex scenario and show that you know how to create the diagram without using a tool	Create a simple diagram that shows most of the elements of type of diagram.	Begin researching the diagram Teach it your team or in a Shared Video. Start a simple diagram.	Nothing
Sequence Diagram	Demonstrate using the diagram in a moderately complex scenario and show that you know how to create the diagram without using a tool	Create a simple diagram that shows most of the elements of type of diagram.	Begin researching the diagram Teach it your team or in a Shared Video. Start a simple diagram.	Nothing
Class Diagram	Demonstrate using the diagram in a moderately complex scenario and show that you know how to create the diagram without using a tool	Create a simple diagram that shows most of the elements of type of diagram.	Begin researching the diagram Teach it your team or in a Shared Video. Start a simple diagram.	Nothing
System Leven and Unit Tests	Completes a broad set of system and unit tests for individual application	Completes a moderate set of system and unit tests for individual application.	Completes a limited set of system and unit tests for individual application.	Nothing

Direct Evidence of Professionall Scheduling	Strongly Agree	Agree	Disagree	Strongly Disagree
Creates an individual and team schedule and meets the deadlines to these schedules	Meets all deadlines within a +- 5% margin	Meets all deadlines within +- 10% margin	Meets all deadlines within +- 20% margin	Meets deadlines with less than 20% margin

Direct Evidence of Professional Behaviour	Strongly Agree	Agree	Disagree	Strongly Disagree
Interacts professionally with the instructor via questions, expositions, and other types of interactions.	Shows excellent evidence of professionalism with the instructor	Shows satisfactory evidence of professionalism with the instructor	Shows light evidence of professionalism with the instructor	Nothing
Interacts professionally and helpfully with other teams.	Shows excellent evidence of professionalism within and outside of class	Shows satisfactory evidence of professionalism within and outside of class	Shows light evidence of professionalism within and outside of class	Nothing
Supports the team by teaching and advising them, and performing work outside of team meetings.	Shows excellent evidence of professionalism with the team including teaching and advising	Shows satisfactory evidence of professionalism with the team including teaching and advising	Shows light evidence of professionalism with the team including teaching and advising	Nothing
Stayed engaged within the class and you team communities.	Participates actively within the Class Community, responding to all discussion questions and to at least two responses from other class members.	Participates in the Class Community, responding to most of the discussion questions and at least one response from other class members.	Participates a small amount in the Class Community, responding to a few of the discussion questions.	Nothing
Assisted in an Application Presentation by your team at the end of the semester.	Is an active participant in both of the teams presentations (before and after) including contributing to the content of the presentation and being one of the presentors.	Participates in both the creation of the presentation and the delivery	Participations very little in the creation of the presentation and the delivery.	Nothing

End of Semester Work

Individual, Self-Reflective Journal Report Group	Strongly Agree	Agree	Disagree	Strongly Disagree
The report exhibited creativity	The journal shows strong creativity (something outside the box)	The journal shows some creativity	The journal is of the typical kind	Nothing
The report contains direct evidence* of openness to new ideas	It is absolutely clear that the student is open to new ideas	There is some evidence that the student is open to new ideas	There is little evidence that the student is open to new ideas	Nothing
The report contains direct evidence* of self-reflection/meta-cognition	There is strong evidence of learning through meta--cognition	There is a moderate level of evidence of learning through meta--cognition	There is little evidence that the student learned through meta--cognition	Nothing
The student, through the report, exhibits the ability to communicate well	There is strong evidence that the student can communicate well	There is a moderate level of evidence that the student can communicate well	There is limited evidence that the student can communicate well.	Nothing