

Course Work Assessment - Alternative Assessment

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|------------------------------|---------------|----------|-------------|
| Semester | 202510 | Division | CIS |
| Assessment title in Syllabus | Assignment-II | Program | <<Program>> |

| | | | |
|-------------------|-----------------------|-----------------|------------------------------|
| Course Code | CIS-4923 | | |
| Course Title | Capstone Project - II | | |
| Course Instructor | <<Instructor Name>> | CRN | <<CRN>> |
| Assessment Weight | 35% | Submission Date | End of Week-9 17-Oct-2025 |

For Group Work submissions an additional individual assessment will be conducted.
Grades for the students in one group will vary based on the individual performance in the additional assessment.

Student Declaration:

Academic Integrity Statement

In accordance with the HCT Academic Integrity Policy

- Students are required to refrain from all forms of academic integrity breaches as defined and explained by HCT.
- A student found guilty of having committed acts of academic integrity breach(es) will be subject to the relevant sanctions as outlined by HCT.

إفادة النزاهة الأكاديمية

وفقاً لسياسة كليات التقنية العليا للنزاهة الأكاديمية

- على الطلبة الالتزام بلوائح وقواعد النزاهة الأكاديمية، كما هو مبين وموضح في السياسات والإجراءات الخاصة بكليات التقنية العليا.
- في حالة ارتكاب الطالب أي شكل من أشكال الإخلال بالنزاهة الأكاديمية، سيتعرض إلى العقوبات الموضحة في السياسات ذات الصلة.

This assignment is entirely my own work except where I have duly acknowledged other sources in the text and listed those sources at the end of the assignment. I have not previously submitted this work to the HCT, or any other entity. I understand that I may be orally examined on my submission.

Student (s) Signature: _____

| | | | |
|--------------------|-----|-----|-----|
| Student Name(s): | | | |
| Student HCT ID(s): | H00 | H00 | H00 |

For Examiner's Use Only

| Section No. | | | | Total | % |
|-----------------|--|--|--|-------|---|
| Marks Allocated | | | | | |
| Marks Obtained | | | | | |

HCT Policy statement: Alternative Assessment: Any assessment in which the students know the instructions, questions, requirements, purpose, and grading criteria in advance, such as portfolios, reports, presentations, projects, etc.

Chatbot (e.g. ChatGPT) statement

This submission does not allow you to use any AI tool to complete. Any breach of this requirement will be treated as a plagiarism attempt and shall be subject to the HCT Academic Integrity Policy.

CIS4923 - CAPSTONE PROJECT II

ASSIGNMENT 2

COURSE LEARNING OUTCOMES: CLO1, CLO2, CLO3

COMPETENCIES: CREATIVITY, COMMUNICATION, COLLABORATION, CRITICAL THINKING

DIMENSIONS: DIMENSION #2-PORJECT DESIGN

DIMENSION #3-PROJECT IMPLEMENTATION & TESTING

WEIGHT: 35%

AIM:

1. CREATE THE DESIGN MODEL OF THE PROPOSED SOLUTION
2. IMPLEMENT THE DESIGN MODEL OF THE PROPOSED SOLUTION
3. TEST ALL THE INPUTS AND OUTPUTS OF THE PROJECT.

TOOLS:

COLLABORATIVE TOOL

DESIGN TOOL: CUSTOMIZED TO THE PROJECT TYPE

DEVELOPMENT TOOL: CUSTOMIZED TO THE PROJECT TYPE

TESTING TOOL: CUSTOMIZED TO THE PROJECT TYPE

PROCEDURE:

EACH TEAM WILL RECEIVE CONSTRUCTIVE FEEDBACK ON THIS ASSIGNMENT FROM THEIR INSTRUCTOR BEFORE THE FINAL SUBMISSION.

EACH TEAM WILL SUBMIT A REPORT IN A PDF FORMAT ENTITLED “CAPSTONE ASSIGNMENT4- PROJECT EXPLORING & ADAPTING –COPUTING-BASED SOLUTION DESIGN, DEVELOPMENT, AND TEST”. TO COMPLETE THIS REPORT, YOU MUST FUNCTION AS A TEAM WITH THE WORKLOAD SPREAD ACROSS ALL TEAM MEMBERS. AFTER REPORT SUBMISSION, TEAM MEMBERS WILL PRESENT THEIR WORK AND WILL BE INTERVIEWED INDIVIDUALLY TO ASSESS THEIR LEVEL OF CONTRIBUTION AND UNDERSTANDING OF THE ASSIGNMENT.

EACH TEAM MEMBER WILL RECEIVE AN INDIVIDUAL GRADE BASED ON THE TEAM REPORT (50%) AND HIS OR HER PERFORMANCE DURING THE PRESENTATION AND INTERVIEW (50%).

DUE DATE: WEEK 9

DOCUMENT REVISION CONTROL:

| Version | Author | Effective Date | Change Description | DCR No |
|---------|--------------------------|----------------|--------------------|--------|
| 1.0 | Dr. Azmi Alazzam | 17/1/2020 | First version | 001 |
| 2.0 | Dr. Nafeth Al Hashlamoun | 16/10/2020 | Second version | 002 |

OBJECTIVES

This assignment is intended to facilitate team to work on the design and implementation phase of the project, which is based on the project planning and analysis work submitted by them earlier. Students are required to apply system design, development, and testing skills. During this assignment, you will:

1. Create the design model of the proposed solution
2. Implement and test the complete working version of the project.
3. Control and monitor the project plan
4. Communicate professionally with multiple audiences

REPORT FORMAT GUIDELINES [50%]

1. **Font.** Use black font, 12-point font, double or single line spacing (your choice) and one inch margins.
2. **Front Matter.** Create a cover page for your report that includes course code and title; assignment title; project name; all team member names; faculty mentor's name; client's name & organization. Your report must include page numbers on all pages and an automatically generated table of contents, table of figures, table of tables, and a list of acronyms.
3. **Abstract.** Write a 100-word abstract that summarizes the rest of the report. Think of it as an Executive Summary.
4. **Introduction.** Write a brief introduction describing the purpose of this assignment.
5. **Design.** Write at least 500 words that thoroughly explain your work in the design phase. Design, implement, and test the complete working version of a computing-based solution to meet a given set of computing requirements in the context of the program's discipline and chosen concentration. This section must be coherent with your analysis approach that you started in capstone I. All outputs of the analysis phase should be properly utilized as inputs for the design phase. Design the screens that will address all inputs and outputs of your projects and resources. The final design of the project should be finalized and ready for implementation and development.
6. **Development/Implementation.** Write at least 500 words that thoroughly explain your work in the development phase. This section must include the development tools you selected, along with your rationale; a discussion of the specific tools (programming language, database, network configuration) used in the development of the final product. All outputs of the design phase should be properly utilized as inputs for the development phase. Include code or configuration files that are created while development of the proposed system.
7. **Testing.** Write at least 300 words that thoroughly explain your work in the testing phase. This section must include the techniques you selected, along with your rationale used in the testing. All inputs and outputs should be tested.
8. **Discussion/Reflection.** Write at least 250 words (individually or as a group) where you clarify the problems and summarize the major challenges the team has identified in the design and implementation of this project. Use appropriate graphics to enhance your document.
9. **References.** List your references including refereed journal articles, standards, web sites and verbal communications with experts. Use the APA referencing format for both inline citations and bibliography.

PRESENTATION GUIDELINES [50%]

Each group is allocated 25-30 minutes: 15-20 minutes for the presentation and an additional 10 minutes for a question and answer session. Students should use PowerPoint or some other presentation software and alert the Capstone mentor in advance if they will be using a non-standard presentation software or if they have any special audio-visual requests.

The presentation must include the following sections.


1. Project title (1 slide)
2. Outline of the talk (1 slide)
3. Design Results
4. Development Results
5. Testing Results
6. Summary /Discussion (2 slides)
 - a Summarize major findings
 - b Discuss implications of findings
 - c List study limitations and how they were mitigated
 - d Present next steps of the projects

PRESENTATION AND POWERPOINT TIPS


- You may use a nice design template in PowerPoint -- but make sure that it is not too busy and does not distract the audience from the words/data on the slide.
- Use a font that is 28 point or larger for readability on a large screen
- Expand margin lines of text boxes in order to increase font size for readability, but not to gain more space to add more information on the slide.
- Try not to use more than 4 or 5 bullets per slide.
- Avoid using full sentences; use phrases and key points as a primer for you to say more in your talking points.
- Allocate about 1 minute per slide. Therefore, a 20-minute presentation should contain 10 to 20 slides.
- Use notes portion of PowerPoint to remember facts and things that you would like to point out for each slide. Remember to print out the notes pages of your presentation. **DO NOT READ YOUR NOTES TO THE AUDIENCE.**
- **Practice, PRACTICE, PRACTICE.** Remember to practice your presentation at least once (really should be several times) in real time in order to judge length and transitions. Many times the presentation takes longer than you think it will.
- Breathe and relax. It is only 20 minutes and remember--you know more about your topic than anyone in the room.
- Minimize time on background information in order to present results and discussion.
- You should have data tables or graphs and you should explain the data tables. Not running over time is important; at a professional meeting you would likely be cut off by the moderator.

IMPORTANT REMARKS

Use the collaborative tool mentioned above to record all tasks, monitor task progress, and keep track of objectives. Your mentor has full access to this tool, and he/she will use it to assess the collaboration skill of each student.

| Criteria | Levels of Achievement | | | | | |
|---|-----------------------|---|---|---|--|--|
| | Absent | Insufficient | Emerging | Satisfactory | Competent | Mastering |
| Critical Thinking: Analysis and Evaluation  Weight 60.00% | 0.00 to 0.00 % | 1.00 to 59.00 % <div>Few outputs from the analysis phase are utilized as inputs to the design phase</div> <div>The design model of of the project is incomplete and inaccurate</div> <div>No rationale is given for choosing the technology used in the development</div> <div>Increment implementation varies in significant ways from the increment design</div> <div>Few component-level testing is conducted, documented, and issues are resolved</div> | 60.00 to 69.00 % <div>Some but not all of the following:</div> <div>Few outputs from the analysis phase are utilized as inputs to the design phase</div> <div>The design model of the project is complete and accurate</div> <div>Rationale is given for choosing the technology used in the development</div> <div>Majority of outputs from the design phase are utilized as inputs to the development phase</div> <div>Adequate component-level testing is conducted, documented, and few issues are resolved</div> | 70.00 to 76.00 % <div>Most but not all of the following:</div> <div>Most outputs from the analysis phase are utilized as inputs to the design phase</div> <div>The design model of the project is complete and accurate</div> <div>Rationale is given for choosing the technology used in the development</div> <div>Majority of outputs from the design phase are utilized as inputs to the development phase</div> <div>Adequate component-level testing is conducted, documented, and most issues are resolved</div> | 77.00 to 86.00 % <div>All of the following:</div> <div>All outputs from the analysis phase are utilized as inputs to the design phase</div> <div>The design model of the project is complete and accurate</div> <div>Rationale is given for choosing the technology used in the development</div> <div>Majority of outputs from the design phase are utilized as inputs to the development phase</div> <div>Adequate component-level testing is conducted, documented, and all issues are resolved</div> | 87.00 to 100.00 % <div>All of the following:</div> <div>All outputs from the analysis phase are utilized as input phase</div> <div>The design model of the computing-based solution is complete and accurate</div> <div>The design model is coherent and consistent with the analysis model</div> <div>Rationale is given for choosing the technology used in the development</div> <div>All outputs from the design phase are utilized as inputs</div> <div>Thorough component-level testing is conducted</div> |

Levels of Achievement

| Criteria | Absent | Insufficient | Emerging | Satisfactory | Competent | Mastering |
|--|-----------------------|--|--|--|---|---|
| CREATIVITY: Fluency, originality, and elaboration  Weight 20.00% | 0.00 to 0.00 % | 1.00 to 59.00 % Ideas don't include curiosity, exploration, risk taking, complexity, going beyond the original parameters of the assignment Unable to generate a number of solutions and move the best ideas to completion Unable to generate value from those ideas | 60.00 to 69.00 % Some but not all of the following: Ideas include curiosity, exploration, risk taking, complexity, going beyond the original parameters of the assignment Generates a number of solutions and moves the best ideas to completion Generates value from those ideas Uses multidisciplinary and/or divergent approaches | 70.00 to 76.00 % Most but not all of the following: Ideas include curiosity, exploration, risk taking, complexity, going beyond the original parameters of the assignment Generates a number of solutions and moves the best ideas to completion Generates value from those ideas Uses multidisciplinary and/or divergent approaches | 77.00 to 86.00 % All of the following: Ideas include curiosity, exploration, risk taking, complexity, going beyond the original parameters of the assignment Generates a number of solutions and moves the best ideas to completion Generates value from those ideas Uses multidisciplinary and/or divergent approaches | 87.00 to 100.00 % All of the following: Ideas include curiosity, exploration, risk taking, complexity, going beyond the original parameters of the assignment Generate imaginative idea/concept development and material investigations Generates a number of solutions and moves the best ideas to completion Generates value from those ideas Uses multidisciplinary and/or divergent approaches |

Levels of Achievement

| Criteria | Absent | Insufficient | Emerging | Satisfactory | Competent | Mastering |
|--|-----------------------|--|--|--|---|---|
| Written Communication  Weight 20.00% | 0.00 to 0.00 % | 1.00 to 59.00 % Ideas and evidence are disorganized, making relationships unclear No transitions are used, or are used ineffectively Conclusion, when appropriate, is absent or restates the introduction or prompt Student does not use proper HCT structure, format, referencing. Student has an accumulation of errors in grammar, usage, and mechanics that distract or interfere with meaning | 60.00 to 69.00 % Some but not all of the following: Ideas and evidence are sequenced to show relationships Transitions connect ideas Conclusion, when appropriate, follows from and supports the controlling idea Student uses proper HCT structure, format, referencing Is free of distracting errors in grammar, usage, and mechanics | 70.00 to 76.00 % Most but not all of the following: Ideas and evidence are sequenced to show relationships Transitions connect ideas Conclusion, when appropriate, follows from and supports the controlling idea Student uses proper HCT structure, format, referencing Is free of distracting errors in grammar, usage, and mechanics | 77.00 to 86.00 % All of the following: Ideas and evidence are sequenced to show relationships Transitions connect ideas Conclusion, when appropriate, follows from and supports the controlling idea Student uses proper HCT structure, format, referencing Is free of distracting errors in grammar, usage, and mechanics | 87.00 to 100.00 % All of the following: Ideas and evidence are logically sequenced to show clear relationships Transitions are varied and connect ideas, showing clear relationships Conclusion, when appropriate, is logical and raises important implications Student uses proper HCT structure & format used, including APA referencing. Is free of distracting errors in grammar, usage, and mechanics |

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|--|-----------------------------------|---|--|--|---|---|
| Name | Assignment2_Individual_Submission | | | | | |
| Description | | | | | | |
| Rubric Detail | | | | | | |
| | Levels of Achievement | | | | | |
| Criteria | Absent | Insufficient | Emerging | Satisfactory | Competent | Mastering |
| <div>Oral Communication</div> <div><div></div></div> <div>Weight 30.00%</div> | <div>0.00 to 0.00 %</div> | <div>1.00 to 59.00 %</div> <div>Communicates with a limited sense of audience and purpose (No eye contact, no body language, and no poise)</div> <div>Communicates information and ideas with limited clarity</div> <div>Uses language with limited accuracy and effectiveness</div> <div>Tension and nervousness are obvious; has trouble recovering from mistakes</div> | <div>60.00 to 69.00 %</div> <div>Some but not all of the following:</div> <div>Communicates with a clear sense of audience and purpose (Eye contact, body language, and poise)</div> <div>Communicates information and ideas with considerable clarity</div> <div>Uses Language with considerable accuracy and effectiveness</div> <div>Makes minor mistakes, but quickly recovers from them; displays little or no tensions</div> | <div>70.00 to 76.00 %</div> <div>Most but not all of the following:</div> <div>Communicates with a clear sense of audience and purpose (Eye contact, body language, and poise)</div> <div>Communicates information and ideas with considerable clarity</div> <div>Uses language with considerable accuracy and effectiveness</div> <div>Makes minor mistakes, but quickly recovers from them; displays little or no tensions</div> | <div>77.00 to 86.00 %</div> <div>All of the following:</div> <div>Communicates with a clear sense of audience and purpose (Eye contact, body language, and poise)</div> <div>Communicates information and ideas with considerable clarity</div> <div>Uses language with considerable accuracy and effectiveness</div> <div>Makes minor mistakes, but quickly recovers from them; displays little or no tensions</div> | <div>87.00 to 100.00 %</div> <div>All of the following:</div> <div>Communicates with a strong sense of audience and purpose (holds attention with the use if direct eye contact, seldom looking at notes)</div> <div>Communicates information and ideas with a high degree of clarity</div> <div>Uses Language with a high degree of accuracy and effectiveness</div> <div>Student displays relaxed, self-confident, with no mistakes</div> |
| <div>Critical Thinking-Explanation</div> <div><div></div></div> <div>Weight 40.00%</div> | <div>0.00 to 0.00 %</div> | <div>1.00 to 59.00 %</div> <div>Unable to answer questions from the examining board</div> | <div>60.00 to 69.00 %</div> <div>Able to answer some but not all questions from the examining board</div> | <div>70.00 to 76.00 %</div> <div>Able to answer most but not all questions from the examining board</div> | <div>77.00 to 86.00 %</div> <div>Able to answer all questions from the examining board</div> | <div>87.00 to 100.00 %</div> <div>Able to answer all questions and demonstrate a complete understanding of the study</div> |

Levels of Achievement

| Criteria | Absent | Insufficient | Emerging | Satisfactory | Competent | Mastering |
|--|-----------------------|--|--|--|--|--|
| Collaboration  Weight 30.00% | 0.00 to 0.00 % | 1.00 to 59.00 % Does not participate in the task or is so often off-task that he/she makes no contribution to the group goal | 60.00 to 69.00 % Participates in the task, but does not cooperate with others or with the group process Participates in discussions Remains focused on the topic Completes some tasks independently | 70.00 to 76.00 % Cooperates with the group process, but does not coordinate his or her contributions with those of others Listens without interrupting Actively solicits others' ideas Accepts assigned tasks Goes along with group consensus Builds on others' ideas | 77.00 to 86.00 % Coordinates both processes and products with those of teammates, but does not resolve major conflicts Actively listens Gives and receives constructive feedback Adapts ideas/process to accommodate teammates Seeks consensus Resolves minor conflicts effectively | 87.00 to 100.00 % Student coordinates processes and products with those of teammates Resolves both major and minor conflicts effectively Expresses disagreements honestly but tactfully Supports group decisions even if not in total agreement Compromises and negotiates to reach solution |

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