# Student assessment

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| **Individual student assessment form: Project Innovate**  **Student name Thu Tran**  **Date: 20.06.2024** | | | | | |
| **Behaviour** | **1** | **2** | **3** | **4** | **5** |
| 1. The student has contributed to setting up and maintaining his/her own working environment for analysis, design and realisation of ICT and/or digital media products using a common tool. |  |  |  | x |  |
| 1. The student has played a part in handing over a defined version of the final product, including product justification, to the client. |  |  |  |  | x |
| 1. The student has taken part in setting up and documenting authentication and authorisation structure, system and network configuration for a local infrastructure. |  |  |  | x |  |
| 1. The student has played a part in documenting standard management processes and working procedures for the purpose of infrastructure management. |  |  |  |  | x |
| 1. The student has played a part in setting up and using management system to support team-based software development. |  |  |  |  | x |
| 1. The student participated in collecting and validating functional requirements for a software system with one stakeholder and using a standard methodology. |  |  |  | x |  |
| 1. The student participated in creating a design for a software system with modelling techniques using a standard method. |  |  |  |  | x |
| 1. The student played a part in building, testing and providing a software system. |  |  |  |  | x |
| 1. The student played a part in realising the functional design and the technical design. |  |  |  |  | x |
| 1. The student contributed to the realisation of the advisory report |  |  |  |  | x |
| **Final mark:** | 9 | | | | |
| Feedback:  Thu is a highly skilled coder and meticulous documenter who has played a crucial role in the success of our project. Her dedication, technical expertise, and thorough approach to documentation have been instrumental to our team’s achievements. | | | | | |

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| Delivered a small share | 1 | 2 | 3 | 4 | 5 | Did a great deal |

Explanation of assessment:  
  
 Student assessment (Note, you assess each other's work and performance using the building block's scoring rubrics. However, the teacher is always responsible for the final assessment.

Example:

The teacher has determined that the average work delivered by the group is a 7.

If there are 4 group members then you get a total of 4\*7 = 28 points. You may distribute these 28 points per group member (minimum 1, maximum 10 and with a maximum difference of 2 from the teachers)among all group members (i.e. including yourself). You can now give, for example, as marks: 6, 6.5, 7.5 and 8.

Then the marks given by all group members are added up and averaged. If a mark given by a student deviates more than +/- 1.5 points from the average, the entire assessment of this student is not taken into account and the average is recalculated. This is done until the deviation is within 1.5 points of the average. (Should a student deliberately give himself too high a mark or another student too low a mark, this has no impact. An additional phenomenon is that the conscious student no longer has any influence on the grade.