



Continuous Assessment for Laboratory / Assignment sessions

Academic Year 2023-24

Name: _____

SAP ID: _____

Course: Software Engineering

Course Code: **DJ19CEC601**

Year: **T.Y. B.Tech.**

Sem: **VI**

Batch: _____

Department: Computer Engineering

Performance Indicators (Any no. of Indicators) (Maximum 5 marks per indicator)	1	2	3	4	5	6	7	8	9	10	Σ	A vg	A 1	A 2	Σ	A vg
Course Outcome	1	2	2	2	3	2	5	4	4	6						
1. Knowledge (Factual/Conceptual/Procedural/ Metacognitive)																
2. Describe (Factual/Conceptual/Procedural/ Metacognitive)		-														
3. Demonstration (Factual/Conceptual/Procedural/ Metacognitive)	-	-		-		-	-		-							
4. Strategy (Analyse & / or Evaluate) (Factual/Conceptual/ Procedural/Metacognitive)			-							-						
5. Interpret/ Develop (Factual/Conceptual/ Procedural/Metacognitive)	-				-				-	-						
6. Attitude towards learning (receiving, attending, responding, valuing, organizing, characterization by value)							-	-								
7. Non-verbal communication skills/ Behaviour or Behavioural skills (motor skills, hand-eye coordination, gross body movements, finely coordinated body movements speech behaviours)			-	-	-	-		-								
Total																
Signature of the faculty member																

Outstanding (5), Excellent (4), Good (3), Fair (2), Needs Improvement (1)

Laboratory marks Σ Avg. =	Assignment marks Σ Avg. =	Total Term-work (25) =
Laboratory Scaled to (15) =	Assignment Scaled to (10) =	Sign of the Student:

Signature of the Faculty member:
 Name of the Faculty member:

Signature of Head of the Department
 Date:

Bloom's (Revised) Taxonomy

A statement of a **learning objective** contains a **verb** (an action) and an **object** (usually a noun).

- The **verb** generally refers to [actions associated with] the intended **cognitive process**.
- The **object** generally describes the **knowledge** students are expected to acquire or construct. (Anderson and Krathwohl, 2001, pp. 4–5)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions.

Remember: these are **learning objectives**—not learning activities. It may be useful to think of preceding each objective with something like: "Students will be able to ..."

*Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). New York: Longman.



Source: *Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). New York: Longman.

Course: Software Engineering

Code	Course Outcome	Bloom's Level
DJ19CEC601.1	Understand and Demonstrate basic knowledge in Software Engineering	Understand, Apply
DJ19CEC601.2	Identify requirements, analyse, design and develop the software projects.	Apply, Create
DJ19CEC601.3	Plan, schedule and track the progress of the projects.	Apply, Analyze
DJ19CEC601.4	Identify risks, manage the configuration and change in software	Analyze, Evaluate
DJ19CEC601.5	Apply testing principles on software projects	Apply, Analyze
DJ19CEC601.6	Apply latest tools and techniques on software projects.	Apply