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| |  |  | | --- | --- | | **Student Name:** | **Ai Li Yew** | | **Major:** | **Computer Science** | | **No. of semesters**  **in EPICS:** | **2 (Not continuous, different projects)** | | **Team:** | **Data Analysis** | | **Project:** | **Smart City** | | **Team Role:** | **Team Member** |   **Requirements Checklist**  To be completed by the student and verified by the TA:   |  |  | | --- | --- | | Individual Requirements: | | | \_\_­\_\_/16 | Lab Attendance | | \_\_­­\_\_/ 5 or 10 | Professional Development Hours  (formerly Lecture Credits) | | □ | Peer Review - Midterm | | □ | Peer Review - Final | | □ | Final Reflection | | Team Requirements: | | | □ | Design Document - Midterm | | □ | Project Evaluation Rubric - Midterm | | □ | Design Document - Final | | □ | Project Evaluation Rubric - Final | | □ | Transition Document | | Role Specific: (if applicable) | | | □ | Semester Plan | | □ | Team Budget | | □ | Team Website | | □ | Project Partner Evaluation | | **Grading Guidelines:**  Must satisfy all requirements of a grade level to achieve that grade.  Grade level indicated is for base grade, and +/- modifiers will be added as appropriate.  **A:**   * Excellent in 3 outcomes, proficient or better in 2 outcomes * No unexcused absences from lab * Team and individual requirements complete * All Professional Development Hours (PDH) complete   **B:**   * Proficient or better in all outcomes * No more than one unexcused absences from lab * Team and individual requirements complete * All Professional Development Hours (PDH) complete   C:   * Competent or better in all outcomes * No more than two unexcused absences from lab * More than half of the team and individual requirements complete * At least 60% of the PDH hours completed   D:   * Competent or better in 3 outcomes * No more than three unexcused absences from lab * At least 40% of the PDH hours completed   F:   * Fails to meet minimum requirements for a D   **Student’s Comments:**   |  | | --- | |  |   **Instructor’s Comments:**   |  | | --- | |  |  |  |  | | --- | --- | | **Student Signature:** | **AI LI YEW** | | **Instructor Signature:** |  | |

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| **Outcomes** | **Excellent (E)** | **Proficient (P)** | **Competent (C)** | **Does Not (N)**  **Meet Expectations** | **Assessment** | **Where Documented\*** |
| **Accomplishing Project Goals:**  Primarily evaluated from project deliverables and ‘work and accomplishments’ section of the notebook. | Documented individual disciplinary contributions to the project are **outstanding**, adding significant value to the team, partnership and design. | Documented individual disciplinary contributions to the project are **good,** adding value to the team, partnership and design. | Documented individual disciplinary contributions to the project are **adequate,** adding value to the team, partnership or design | Documented individual disciplinary contributions to the project are **inadequate.** without significant value to the team, partnership or design | Self-Assessment: E | Epics notebook under work and accomplishments and also individual goal.  Final code in sharepoint |
| Instructor’s Assessment: |  |
| **Utilizing a Design Process:**  Primarily evaluated through Design Document and ‘work and accomplishments’ section of the notebook. | Demonstrates **comprehensive** understanding of the design process; implements process in the team design work and contributes in a significant way to the design document. | Demonstrates **good** understanding of the design process, with some evidence of putting process into practice and tangible contributions to the design document. | Demonstrates **adequate** understanding of the design process, implementing some elements into their own design work and contributing in some way to the design documents. | Demonstrates **lack of** understanding of the design process with no significant evidence of putting into practice or contributing to the design document. | Self-Assessment: E | Epics notebook under work and accomplishments |
| Instructor’s Assessment: |  |
| **Reflective/ Critical Thinking\*\*:**  Primarily evaluated through ‘reflections’ section of the notebook. | **Outstanding** critical and reflective thinking, including disciplinary, social, ethical, personal, and interpersonal aspects of the project, project partner, and their relationships. | **Good** critical and reflective thinking, including disciplinary, social, ethical, personal, and interpersonal aspects of the project, project partner, and their relationships. | **Adequate** critical and reflective thinking, including disciplinary, social, ethical, personal, and interpersonal aspects of the project, project partner, and their relationships. | **Inadequate** critical and reflective thinking, including disciplinary, social, ethical, personal, and interpersonal aspects of the project, project partner, and their relationships. | Self-Assessment: C | Epics notebook under weekly reflections and also some under work and accomplishments |
| Instructor’s Assessment: |  |
| **Teamwork/ Leadership:**  Primarily evaluated through team observation, ‘meetings’ section of notebook, and peer reviews. | **Outstanding** participation in class and team work, develops professional relationships, and fulfills role-specific responsibilities. **Excels** in work with team members, within and outside of formal team roles to accomplish team goals and leads when appropriate. Promotes team unity, assists others. **Outstanding** contribution to peer reviews. | **Good** teamwork and participation in class as well as role-specific responsibilities. **Willing** to work with other team members, within and outside of formal team roles, to accomplish team goals, Acquires new knowledge when prompted by others. **Good** contribution to peer reviews. | Participates in class and teamwork **when prompted**¸ including role-specific responsibilities. Shows **some** **willingness** to work with other team members, within and outside of formal team roles, to accomplish team goals, Acquires new knowledge when prompted by others. **Adequate** contribution to peer reviews. | **Inadequate** participation in class and teamwork¸ little or nothing done to build team unity. Incomplete role-specific responsibilities. **Little** **willingness** to work with other team members, within and outside of formal team roles, to accomplish team goals. **Inadequate** contribution to peer reviews. | Self-Assessment: C | Epics notebook under meeting notes |
| Instructor’s Assessment: |  |
| **Communication:**  Primarily evaluated through written and verbal, formal and informal communication in team observation, design reviews, Design Document, and peer reviews. | **Outstanding** communication with all audiences. Completes all documentation needed for the team, design, project management, and transition with minimal need for editing. | **Good** communication with all audiences. Completes all documentation needed for the team, design, project management, and transition with some need for editing. | **Adequate** communication with all audiences. Completes most documentation needed for the team, design, project management, and transition with need for editing. | **Inadequate** communication both written and orally, formally or informally, to most audiences. Incomplete documentation needed for the team, design, project management, and transition. | Self-Assessment: P | Google drive design documentation, powerpoints |
| Instructor’s Assessment: |  |

\*Attach as addendum if needed.

\*\* See https://www.aacu.org/value/rubrics/critical-thinking for definition of critical thinking.