## Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Knowledge, Comprehension & Application** |  |  |  |  |  |
| **CRITERIA** | **EXPECTATIONS** | **POSS** | **STUDENT** | **GIVEN** | **MULTI** | **TOTAL** |
| **Project Descriptions**  (individual) | You have provided **evidence of producing project descriptions**. The project descriptions appear to be **a serious attempt** and look like they meet the overall goals of **rigour and suitability**.   * A high-level description of the project * A description of who will use your product and how it will be used or why your system exists and how it works.   Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you recall and list relevant terms in your learning. It may tell a story to the reader (the teacher) or state the conditions of your learning. * **Comprehension**: Your evidence highlights that you can identify critical aspects of your learning or explain what you've done to the author. * **Application**: It is clear from your evidence that you constructed a complete submission | 2  2 | \_\_/2  \_\_/2 | \_\_/2  \_\_/2 | - | \_\_/ 4 |
| **Lightweight Prototyping | Modelling**  (individual) | You have submitted relevant **lightweight prototypes and/or models** of your system or solution.  Your prototypes/models **appear to describe** how your solution will be put together, how it will be used, and as a high-level overview of the system.   * Modelling/prototyping of how your system will be put together * Modelling/prototype of how your system will be used * Modelling/prototyping which provides a high-level overview of your system   Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you recall and list relevant terms in your learning. It may tell a story to the reader (the teacher) or state the conditions of your learning. * **Comprehension**: Your evidence highlights that you can identify critical aspects of your learning or explain what you've done to the author. * **Application**: It is clear from your evidence that you constructed a complete submission   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 2  2  2 | \_\_/2  \_\_/2  \_\_/2 | \_\_/2  \_\_/2  \_\_/2 | A x2  T x1 | A \_\_/ 12 T \_\_/ 6 |
| **Story Cards**  (individual) | You have submitted **evidence of story cards**. The story cards appear to **describe the abstracted parts of your project** from a management point of view and **highlights such things as the minimal viable product**.   * Project Story Cards which provide a high-level overview of your system * Project Story Cards of how your system will be put together * Project Story Cards of how your system will be used   Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you recall and list relevant terms in your learning. It may tell a story to the reader (the teacher) or state the conditions of your learning. * **Comprehension**: Your evidence highlights that you can identify critical aspects of your learning or explain what you've done to the author. * **Application**: It is clear from your evidence that you constructed a complete submission   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 2  2  2 | \_\_/2  \_\_/2  \_\_/2 | \_\_/2  \_\_/2  \_\_/2 | A x2  T x1 | A \_\_/ 12 T \_\_/ 6 |
|  | **Analysis, Synthesis & Evaluation** |  | | **SUB TOTAL** | | **A \_ / 24**  **T \_ / 16** |
| **Written Specification**  **Communication** | The evidence that you have submitted highlights your ability to communicate with technical experts to describe who the product is for or how it interacts with the broader system.  The written descriptions highlight your understanding of the initial stages of our design processes and the initial requirements.  Each of your questions will be marked against the following aspects of your ability to:   * your understanding of technology concepts and principles and how it relates to projects * your ability to communicate ideas appropriately in the selected medium   Evidence for higher-order learning may include:   * **Analysis**: Your evidence shows a reasoned understanding of what you did and why. For example, you may have explained how you did X, Y, and Z, but you continue to explain why you did them the way you did. * **Evaluative**: your evidence makes a judgement of something or between multiple things. This judgement may be the value of one thing over another or highlighting the significant differences between two things. * **Transferal**: your evidence highlights when you apply information, strategies, or skills that you have learnt to a new situation or context.   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 4  4 | \_\_/4 \_\_/4 | \_\_/4 \_\_/4 | - | \_\_/ 8 |
| **Visual Specification Documentation** | The evidence of the lightweight prototyping that you submitted highlights your ability to communicate your system(s) visually. They describe how the product is intended to be used, a high level of visual explanation.  The visual specification highlights your understanding of explaining your descriptions visually.  Each of your questions will be marked against the following aspects of your ability to:   * your understanding of technology concepts and principles in related to projects * your ability to communicate ideas appropriately in the selected medium   Evidence for higher-order learning may include:   * **Analysis**: Your evidence shows a reasoned understanding of what you did and why. For example, you may have explained how you did X, Y, and Z, but you continue to explain why you did them the way you did. * **Evaluative**: your evidence makes a judgement of something or between multiple things. This judgement may be the value of one thing over another or highlighting the significant differences between two things. * **Transferal**: your evidence highlights when you apply information, strategies, or skills that you have learnt to a new situation or context.   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 4  4 | \_\_/4 \_\_/4 | \_\_/4 \_\_/4 | - | \_\_/ 8 |
| **Incorporation of written and visual communication strategies into initial Project Management** | The evidence of the Project Collaboration Cards highlights your ability to incorporate your written and visual communication of your system into the suitability of your initial project management processes.  Your Project Collaboration Cards highlight the different abstracted tasks that need to be completed and the must | should | could have of each task.  Each of your questions will be marked against the following aspects of your ability to:   * your understanding of technology concepts and principles for projects * your ability to communicate ideas appropriately in the selected medium   Evidence for higher-order learning may include:   * **Analysis**: Your evidence shows a reasoned understanding of what you did and why. For example, you may have explained how you did X, Y, and Z, but you continue to explain why you did them the way you did. * **Evaluative**: your evidence makes a judgement of something or between multiple things. This judgement may be the value of one thing over another or highlighting the significant differences between two things. * **Transferal**: your evidence highlights when you apply information, strategies, or skills that you have learnt to a new situation or context.   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 4  4 | \_\_/4 \_\_/4 | \_\_/4 \_\_/4 | A x1  T x 2 | A \_\_/ 8  T \_\_/16 |
|  | **Submission Guidelines** |  | | **SUB TOTAL** | | **A \_\_/24**  **T \_\_/32** |
| **Quality of Submission** | **Assessment submission is ordered** and has a definite pattern to its construction. **The reader is not confused about the content in any given section and can follow the submission flow** easily. | 4 | \_\_/4 | \_\_/4 | - | \_\_ / 4 |
| **Formatting** | **Students have** **followed the formatting instructions,** including any provided templates and guides **or have created their own** legible formatting guide **and applied it constantly**. | 2 | \_\_/2 | \_\_/2 | - | \_\_ / 2 |
|  |  |  | | **SUB TOTAL** | | **\_\_ /6** |
|  | DAYS LATE \_\_\_/7 = \_\_\_% |  |  | **FINAL** | | **A \_\_/58 T \_\_/46** |