**CSC248 – FUNDAMENTALS OF DATA STRUCTURES**

**REPORTS OF GROUP PROJECT** **(20%)**

**SCORING RUBRIC**

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| --- | --- | --- | --- | --- |
| No. | Name | Student ID | Mark   |  | | --- | | **30** |   30 |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| Group : | | |
| Project Title : | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **Attribute** | **Attribute** | **1 - Very weak** | **2 - Weak** | **3 - Fair** | **4 - Good** | **5 - Very good** |
| Problem Solving | Understanding DS  Understands the Problem and Requirements | Student’s work shows incomplete understanding of problem and/or requirements | Student’s work shows slight understanding of problem and requirements | Student’s work shows understanding of problem and most requirements | Student’s work shows complete understanding of problem and all requirements | Student recognizes potential conflicts between requirements and seeks clarification from client/user |
| Algorithm  Uses Appropriate Algorithms | Student ‘hacks out’ program with no thought to algorithm design | Student chooses/ designs algorithm(s) that are incorrect | Student chooses/ designs algorithm(s) that is/are correct but somewhat inefficient | Student chooses/ designs efficient algorithm(s) | Student research trade-offs between different algorithms & implements the results of this research |
| Select DS  Uses Appropriate Data Structures | No use of ADTs (aggregate data types/structures) | Use of ADTs; but are none are appropriate for task | Use of ADTs; but some are not most appropriate for task | Use of ADTs; all are appropriate for task | Uses advanced ADTs that improves program performance |
| Learning Skills | Design  Designs Appropriate User Interface | Implements very poor I/O functionality | Only implements basic I/O functionality | Some concepts of ‘user-friendly’ I/O used | Uses well-designed ‘user-friendly’ I/O interface appropriate for task and client | ‘User-friendly’ I/O interface with GUI components |
| Testing  Tests Program for Correctness | No evidence of any testing by student | Evidence of only one case tested | Evidence of a few cases tested | Evidence of “typical cases tested, but only assuming valid inputs | ‘Robust design’ with extensive testing. |
| Documentation  Documents Program | Absolutely no documentation other than name. | Little or no documentation; few or no internal comments | Some documentation, but sparse internal comments | Complete documentation with numerous internal comments | Thorough documentation; |