TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES
RUBRIC FOR COMPUTING PROBLEM
(FOR COMPUTING PROGRAMS)

T.I.P. SO 1: Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

Name of Student: __Dyra Jasmine Cerado__

Program: COMPUTER SCIENCE   **Course: CS 402 – INTERNSHIP IN COMPUTING**   **Section: CS42S1**   **2ND Semester**   **School Year 2023 – 2024**

Performance Indicators	Very Poor 1	Poor 2	Unsatisfactory 3	Satisfactory 4	Good 5	Excellent 6	Score
1. An ability to analyze a complex computing problem.	The student never models a complex problem with conflicting requirements, and a range of contexts using in-depth domain knowledge and encompassing standard practice of professional computing.	The student rarely models a complex problem with conflicting requirements, and a range of contexts using in-depth domain knowledge and encompassing standard practice of professional computing.	The student occasionally models a complex problem with conflicting requirements, and a range of contexts using in-depth domain knowledge and encompassing standard practice of professional computing.	The student frequently models a complex problem with conflicting requirements, and a range of contexts using in-depth domain knowledge and encompassing standard practice of professional computing.	The student usually models a complex problem with conflicting requirements, and a range of contexts using in-depth domain knowledge and encompassing standard practice of professional computing.	The student always models a complex problem with conflicting requirements, and a range of contexts using in-depth domain knowledge and encompassing standard practice of professional computing.	5
2. An ability to apply principles of computing and other relevant disciplines to identify solutions.	The student never applies principles of computing and other relevant disciplines for computing solutions development and implementation.	The student rarely applies principles of computing and other relevant disciplines for computing solutions development and implementation.	The student occasionally applies principles of computing and other relevant disciplines for computing solutions development and implementation.	The student frequently applies principles of computing and other relevant disciplines for computing solutions development and implementation.	The student usually applies principles of computing and other relevant disciplines for computing solutions development and implementation.	The student always applies principles of computing and other relevant disciplines for computing solutions development and implementation.	5
						Total Score	10
					Rating = (Total Score / 12) x 100		83.3

Evaluated by:

Printed Name and Signature

May 14, 2024
Date

T.I.P. SO 2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

Name of Student: Dyra Jasmine Cerado

Program: COMPUTER SCIENCE   **Course:** CS 402 – INTERNSHIP IN COMPUTING   **Section:** CS42S1   2ND Semester   School Year 2023 – 2024

Performance Indicators		Very Poor 1	Poor 2	Unsatisfactory 3	Satisfactory 4	Good 5	Excellent 6	Score
1. An ability to design a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	1a. Ability to perform problem definition, data gathering, and Systems Analysis.	The student has never discussed the problem definition, and data gathering, and failed to conduct systems analysis.	The student has a poor discussion of problem definition, and data gathering, and failed to conduct systems analysis.	The student has discussed the problem definition, data gathering, and conducted systems analysis.	The student has discussed the problem definition, and data gathering, and conducted sufficient systems analysis.	The student has discussed the problem definition, and data gathering and conducted in-depth systems analysis.	The student has comprehensively discussed the problem definition, and data gathering and conducted in-depth systems analysis.	5
	1b. Ability to design system models and their components.	The student did not create models that represent the problem domain and are not consistent with the specified modeling language.	The student creates models that represent the problem domain and are consistent with the specified language, but contain flaws.	The student creates models but models do not fully represent the problem domain or are not consistent with the specified modeling language.	The student creates models that represent the problems and are mostly consistent with the specified modeling language.	The student creates suitable models that represent the problem domain and are consistent with the specified modeling language.	The student creates well-formed and appropriate design models that represent the problem domain and are consistent with the specified modeling language.	5
2. An ability to develop and implement a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.		The student never develops and implements a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	The student rarely develops and implements a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	The student occasionally develops and implements a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	The student frequently develops and implements a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	The student usually develops and implements a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	The student always develops and implements a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	5
3. An ability to evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.		The student never evaluates a computing-based solution to meet a	The student rarely evaluates a computing-based solution to meet a	The student occasionally evaluates a computing-based	The student frequently evaluates a computing-based solution to meet a	The student usually evaluates a computing computing-based	The student always evaluates a computing-based solution to meet a	5

			Total Score	20
given set of computing requirements in the context of the program's discipline.	given set of computing requirements in the context of the program's discipline.	solution to meet a given set of computing requirements in the context of the program's discipline.		
given set of computing requirements in the context of the program's discipline.	given set of computing requirements in the context of the program's discipline.	solution to meet a given set of computing requirements in the context of the program's discipline.	given set of computing requirements in the context of the program's discipline.	

Rating = (Total Score / 24) x 100   83.3

Evaluated by:

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Printed Name and Signature

May 14, 2024
Date

T.I.P. SO 3: Communicate effectively in a variety of professional contexts.

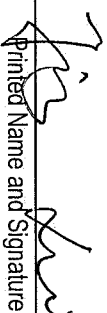**Name of Student:** Dyra Jasmine Cerado

Program: COMPUTER SCIENCE   **Course: CS 402 – INTERNSHIP IN COMPUTING**   **Section: CS42S1**   **2ND Semester**   **School Year 2023 – 2024**
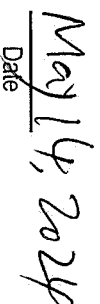
Performance Indicators	Very Poor 1	Poor 2	Unsatisfactory 3	Satisfactory 4	Good 5	Excellent 6	Score
1. An ability to write using appropriate technical style format suitable for variety of professional contexts.	The student never writes using appropriate technical style format suitable for a variety of professional contexts.	The student occasionally writes using appropriate technical style format suitable for variety of professional contexts.	The student frequently writes using acceptable technical style suitable for a variety of professional contexts.	The student usually writes using the most appropriate technical style format suitable for a variety of professional contexts.	The student always writes using the most appropriate technical style format suitable for a variety of professional contexts.	5
2. An ability to use appropriate graphics to enhance the quality of report's suitable for a variety of professional contexts.	The student never uses any graphics to enhance the quality of report's format suitable for a variety of professional contexts.	The student rarely uses any graphics to enhance the quality of report's format suitable for a variety of professional contexts.	The student occasionally uses any graphics to enhance the quality of report's format suitable for a variety of professional contexts.	The student frequently uses the most appropriate graphics to enhance the quality of report's format suitable for a variety of professional contexts.	The student is able to uses the most appropriate graphics to enhance the quality of report's format suitable for a variety of professional contexts/	5
3. An ability to use correct grammar in both oral and written communication suitable for a variety of professional contexts.	The student never uses correct grammar in both oral and written communication suitable for a variety of professional contexts.	The student rarely uses correct grammar in both oral and written communication suitable for a variety of professional contexts.	Student frequently shows occasional grammatical lapses in both oral and written communication suitable for a variety of professional contexts.	The student usually uses correct grammar in both oral and written communication suitable for a variety of professional contexts.	The student always uses correct grammar in both oral and written communication suitable for a variety of professional contexts.	6
4. An ability to use proper gestures, facial expressions, and clear speech for effective oral communication suitable for a variety of professional contexts.	The student never uses proper gestures, facial expressions, and clear speech for effective oral communication suitable for a variety of professional contexts.	The student occasionally uses proper gestures, facial expressions, and clear speech for effective oral communication suitable for a variety of professional contexts.	The student frequently uses proper gestures, facial expressions, and clear speech for effective oral communication suitable for a variety of professional contexts.	The student usually uses proper gestures, facial expressions, and clear speech for effective oral communication suitable for a variety of professional contexts.	The student always uses proper gestures, facial expressions, and clear speech for effective oral communication suitable for a variety of professional contexts.	6
						Total Score	22

Evaluated by:

Printed Name and Signature

Date May 14, 2024

TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES
RUBRIC FOR PROFESSIONAL RESPONSIBILITIES AND ETHICS
(FOR COMPUTING PROGRAMS)

Percentage rating = (Total Score / 24) x 100   91.7

T.I.P. SO 4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

Name of Student: Dyra Jasmine Cerado
Program: COMPUTER SCIENCE   Course: CS 402 – INTERNSHIP IN COMPUTING   Section: CS42S1   2ND Semester   School Year 2023 – 2024

Performance Indicators		Very Poor 1	Poor 2	Unsatisfactory 3	Satisfactory 4	Good 5	Excellent 6	Score
1. An ability to recognize professional responsibilities.	1a. Knowledge of ethical, legal, and social implications of computing.	The student never demonstrates knowledge of the ethical, legal, and social implications of computing.	The student rarely demonstrates knowledge of the ethical, legal, and social implications of computing.	The student occasionally demonstrates knowledge of the ethical, legal, and social implications of computing.	The student frequently demonstrates knowledge of the ethical, legal, and social implications of computing.	The student usually demonstrates knowledge of the ethical, legal, and social implications of computing.	The student always demonstrates knowledge of the ethical, legal, and social implications of computing.	5
	1b. Impact of computing practices in Society.	The student never demonstrates understanding of the impact of computing practices in Society.	The student rarely demonstrates understanding of the impact of computing practices in Society.	The student occasionally demonstrates understanding of impact of computing practices in Society.	The student frequently demonstrates understanding of the impact of computing practices in Society.	The student usually demonstrates understanding of the impact of computing practices in Society.	The student always demonstrates understanding of the impact of computing practices in Society.	5
2. An ability to make informed judgments in computing practice based on legal and ethical principles.		The student never makes informed judgments in computing practice based on legal and ethical principles.	The student rarely makes informed judgments in computing practice based on legal and ethical principles.	The student occasionally makes informed judgments in computing practice based on legal and ethical principles.	The student frequently makes informed judgments in computing practice based on legal and ethical principles.	The student usually makes informed judgments in computing practice based on legal and ethical principles.	The student always makes informed judgments in computing practice based on legal and ethical principles.	5

Total Score	15
Rating = (Total Score / 18) x 100	83.3

Evaluated by:

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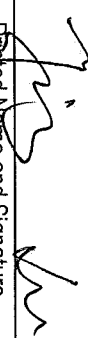Printed Name and Signature

May 14, 2024

Date

TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES
RUBRIC FOR INDIVIDUAL AND TEAMWORK
(FOR COMPUTING PROGRAMS)

T.I.P. SO 5: Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

Name of Student: Dyra Jasmine Cerado

Program: COMPUTER SCIENCE **Course:** CS 402 – INTERNSHIP IN COMPUTING **Section:** CS42S1 **2ND Semester** **School Year 2023 – 2024**

Performance Indicators	Very Poor 1	Poor 2	Unsatisfactory 3	Satisfactory 4	Good 5	Excellent 6	Score
1. An ability to function effectively as a member engaged in activities appropriate to the program's discipline.	The student never functions as an individual member of a team engaged in activities appropriate for computing.	The student rarely functions as an individual member of a team engaged in activities appropriate for computing.	The student occasionally functions as an individual member of a team engaged in activities appropriate for computing.	The student frequently functions as an individual member of a team engaged in activities appropriate for computing.	The student usually functions as an individual member of a team engaged in activities appropriate for computing.	The student always initiates to function effectively as an individual member of a team engaged in activities appropriate for computing.	5
2. An ability to function effectively as a leader engaged in activities appropriate to the program's discipline	The student never functions as a leader of a team engaged in activities appropriate for computing.	The student rarely functions as a leader of a team engaged in activities appropriate for computing.	The student occasionally functions as a leader of a team engaged in activities appropriate for computing.	The student frequently functions as a leader of a team engaged in activities appropriate for computing.	The student usually takes initiative and functions as a leader to support group efforts and activities of a team engaged in activities appropriate for computing.	The student always takes initiative and functions as a leader to support group efforts and activities of a team engaged in activities appropriate for computing.	5
						Total Score	10
					Rating = (Total Score / 12) x 100		83.3

Evaluated by:
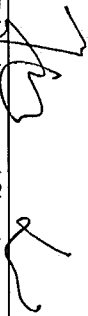
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Printed Name and Signature

May 14, 2024
Date

TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES
RUBRIC FOR COMPUTER SCIENCE THEORY AND SOFTWARE DEVELOPMENT
(FOR CS PROGRAM)

T.I.P. SO 6: Apply computer science theory and software development fundamentals to produce computing-based solutions [CS].

Name of Student: <u>Dyra Jasmine Cerado</u>

Program: COMPUTER SCIENCE   **Course:** CS 402 – INTERNSHIP IN COMPUTING   **Section:** CS42S1   **2ND Semester**   **School Year 2023 – 2024**

Performance Indicators	Very Poor 1	Poor 2	Unsatisfactory 3	Satisfactory 4	Good 5	Excellent 6	Score
1. Apply computer science theory in solving the computing problem.	Unable to apply and explain the computer science theory used in solving the computing problem.	Able to apply but not explain the computer science theory used in solving the computing problem.	Able to apply and explain the computer science theory used in solving the computing problem.	Able to apply and explain in detail the computer science theory used in solving the computing problem.	Able to apply and justify the computer science theory in solving the computing problem.	Able to apply and justify in detail the optimal computer science theory in solving the computing problem.	5
2. Apply software development fundamentals to produce solutions	Unable to apply and finish the software development fundamentals.	Able to apply and finish at least one software development fundamental.	Able to apply and finish a few software development fundamentals.	Able to apply and finish several software development fundamentals.	Able to apply and complete all software development fundamentals.	Able to apply and complete all software development fundamentals with little or no modification.	5
3. Apply computer science theory/ies in the development of software for computing-based solutions.	Unable to apply the CS science theory/ies in the development of software systems.	Applied at least one CS theory in the development of software systems.	Applied a few CS theories in the development of software systems.	Applied several CS theories in the development of software systems.	Applied all appropriate CS theories in the development of software systems.	Applied all appropriate CS theories in the development of software systems with little or no modifications.	5
						Total Score	15
						Rating = (Total Score / 18) x 100	83.3

Evaluated by:

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Printed Name and Signature

May 14, 2024
Date

STUDENT PERFORMANCE RATING (CS)

Total Score for SO 1 to SO 6 (108)	Rating = (Total Score / 108) x 100
92	85

Supervisor's Comments (Comment on the student's overall job performance)

Evaluated by:

KELVIN LI _(signature)_

Printed Name and Signature

Lead Platform Eng, Manulife Asia

Designation _(Platform Eng)_   **Company Name** _(Manulife Asia)_

May 14, 2024

Date

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