May 2018

INTERNAL ASSESSMENT PROJECT FOR COMPUTER SCIENCE STUDENT

You are receiving this information sheet as you have been approached by a student studying the Computer Science course about being their "client" for the purposes of their Internal Assessment project. This document aims to explain the project and your potential role in it, to assist you in deciding whether you can participate.

THE PROJECT

Internal assessment is an integral part of the course and is compulsory for students enrolled in Computer Science. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

Students are required to produce a software product and related design documentation. The focus of the solution is on providing either an original product or additional functionality to an existing product for a client.

In identifying a problem, students can select any topic that interests them. It does not have to be directly related to specified themes in the syllabus. Students should undertake a challenging task using appropriate techniques to showcase their algorithmic thinking and organizational skills.

THE CLIENT/ADVISOR

Students will need to work closely with the client throughout the development of the solution. Therefore it is recommended that wherever possible, students select an client who is known to them or their family. This could include members of the school community, local clubs or businesses.

As the client/advisor, the students would be producing the software project for you. To play the role of a client/advisor, it is expected the following would occur:

- The student will formally meet with you at least two occasions during the project design phase. They will be seeking to establish "requirements specifications / success criteria" to ensure the project actually meets your needs. The first meeting will be to obtain initial ideas from you. The student will then meet with you again with their proposed requirements document for you to review and offer suggested changes to.
- These meetings should be recorded so the student may include a transcript of the conversations in their project documentation.
- Upon producing a requirements document that you are satisfied with, the student will request you to sign a copy, indicating that it is an accurate reflection of your needs for the software project.
- During the development phase, the student may be in occasional contact to further refine the requirements. They may email you prototype screen drawings for feedback on etc.
- Finally, when the project is completed (expected to occur in December), the student will ask you to review the final product and will seek your feedback on it. You will be asked to comment on how closely the final product meets the needs you articulated at the beginning of the process, along with any suggestions for future enhancement. This evaluation session should again be recorded so a transcript may be provided.

In communicating your needs to the student, clients are asked to do their best to balance the following competing factors:

- Articulating a genuinely useful need that can be met through a software product.
- An appreciation that the student has only been learning computer programming for about 9 months, and will be producing the product on their own.
- The need for students to provide evidence of algorithmic and computational thinking in their project (the project has to meet a certain threshold of complexity of thought – for instance it can't be based solely on using pre-existing templates)

As their supervising teacher, an important part of my role in the process is to ensure student projects satisfy IB expectations, are sufficiently challenging, while also being reasonable and attainable. Projects should not be trivial but neither should they be unrealistic of the expected skill level of the student and the constraints they face.

After reviewing draft requirement specifications from students, I may require them to meet with you again to either increase or decrease (as the case may be) the complexity of their project.

FURTHER INFORMATION

If you are able to assist, your support by taking on this important role is greatly appreciated! Should you have any further questions throughout this process, please do not hesitate to contact me via **pbaumgarten@isl.ch**

Mr Paul Baumgarten
COMPUTER SCIENCE TEACHER
INTERNATIONAL SCHOOL OF LAUSANNE

PROPOSED PROJECT AND ACCEPTANCE

Student	
Project outline (preliminary)	
Client / advisor	Name _____ Email _____ Phone _____ Known to the student how? _____
Sign off	Having read through the above information, I am able to take on the role of client/advisor to the student named for the project as summarised. Signature Date

(3 copies – one each for Mr Baumgarten, the client, & the student)