**Project Rubric**

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| **Mapping** |  | **Below Expectations – 1.0** | **Evolving – 2.0** | **Proficient – 3.0** | **Outstanding – 4.0** |
| **(b,c,i)****(a)****(b)** | **Functionality*****Value: 45%***• Works as described inassignment• Solves the given problemin a legitimate way• Operates in a reasonable amount of time and space | Does not operate; many bugs that prevent usage; unnecessarily largeresource consumption; solution is flawed or extremely suboptimal | Operates with bugsthat can be worked around; larger than expected resource consumption; solution is a typical but not more efficient than prescribed solution | No obvious bugs;only moderate resource consumption; problem is solved in the manner intended or an equivalent; no “hacks” or workarounds | No obvious or semiobvious bugs; highly efficient utilization of CPU, memory and other resources; problem is solved in the prescribed fashion or one that is superior  |
| **(j,k)****(k)****(k)** | **Architecture*****Value: 35%***• Demonstrates understanding of software engineering principles• Demonstrates consideration towards future needs• Design is modifiablewhere needed | Non-factored solution; no clear separation of program components; very difficult to make modifications or extensions | Semi-factored solution thatseparates some concerns and muddles others; not easily changed or modified; related concepts are entangled | Factored solution that separates major concerns; utilizes appropriate techniques to support organization of program code; moderately easy to change or modify components of the program | Well factored solution that affords flexibility but not at the expense of complexity; utilizes advanced techniques for organization of program code; clear base for making modifications or changes |
| **(k)****(i,k)****(k)** | **Technique*****Value: 20%***• Applies standard methodologies for code formatting and structure• Applies standard naming conventions• Easily read by fellowprogrammers | Non or poorly formatted program code; indentation is missing or misapplied; names are frequently ambiguous or misleading; program structure is highly difficult to read | Mostly formatted program code; some lack of indentation or line structure; mildly ambiguous names; program structure is somewhat difficult to read | Straightforward program code; names generally indicate their purpose unambiguously; mostly free of confusing program structures or formatting | Highly readable program code; names clearly distinguish their intended purpose; absence of confusing program structures or formatting |

**Presentation Evaluation**

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| **Mapping** | **Presentation Component** | **Below Expectations – 1.0** | **Evolving – 2.0** | **Proficient – 3.0** | **Outstanding – 4.0** |
| **(d,f)** | **Overview*****Value: 20%***Introduction of presenters, appropriate problem definition, related work and methodology is described | No introduction or overview, related work or methodology | Introduction of presenters but awkward, sketchy or unclear related work and methodology | Confident and fluent introduction; clear related work and methodology, but could be more complete or polished | Confident introduction of roles and contribution; clear purpose, overview, related work and methodology |
| **(d,f)** | **Style*****Value: 15%***Use effective verbal and nonverbal communication skills (e.g., voice volume, inflection, eye contact, etc.) | Poor style (long pauses, reading speech, "Umm..." and other mannerisms, poor eye contact, monotone, etc.) | Either fluent delivery but reading, or awkward delivery but spontaneous | Generally good delivery and spontaneity but could improve | Excellent style involving matching verbal and nonverbal style, good projection with inflection, spontaneous speaking  |
| **(i)** | **Related Work Coverage*****Value: 15%***Used up to date relevant studies, including their advantages and disadvantages | Very incomplete, old material and not relevant | Either new material but biased, or incomplete and balanced | Generally up-to date information, but needs more evidence or better sequencing for advantages or disadvantages | Thorough coverage of related work, including their advantages and disadvantages |
| **(k)** | **Methodology*****Value: 20%***Appropriate and insightful application of procedures and practices | Little or no inclusion of techniques, application, or practices | Inaccurate or incomplete use of techniques | Generally good application, but lack polish, fluency, or originality | Strong application with good fit, rationale, fluency, and originality |
| **(f)** | **Graphics*****Value: 15%***Attractive & balanced layout, legible font | No graphics (may be appropriate in some cases) | Graphics present but poor quality (illegible, inconsistent, etc.) | Well done graphics but too much or too little, and not on key points | Well-designed and attractive graphics that simplify or summarize key ideas; original graphics |
| **(d)** | **Reflection*****Value: 15%***Team can identify what it would do differently to improve | Little or no reflection | Ask for feedback; some defensiveness | Ask for feedback and clarify responses; generally non-defensive | Request feedback, clarify responses and link to performance changes; positive & curious |

**Group Member Evaluation**

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| **Mapping** |  | **Below Expectations – 1.0** | **Evolving – 2.0** | **Proficient – 3.0** | **Outstanding – 4.0** |
| **(d,f)** | **Contributes to Team Meetings*****Value: 30%*** | Shares ideas but does not advance the work of the group | Offers new suggestions to advance the work of the group. | Offers alternative solutions or courses of action that build on the ideas of others | Helps the team move forward by articulating the merits of alternative ideas or proposals |
| **(d,f)** | **Facilitates the Contributions of** **Team Members*****Value: 10%*** | Engages team members by taking turns and listening to others without interrupting. | Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification | Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. | Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage. |
| **(d,k )** | **Individual Contributions** **Outside of Team Meetings*****Value: 10%*** | Completes all assigned tasks by deadline. | Completes all assigned tasks by deadline; work accomplished advances the project. | Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. | Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence |
| **(d)** | **Fosters Constructive Team Climate*****Value: 20%*** | Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members | Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members | Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members | Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members |
| **(d)** | **Responds to Conflict*****Value: 10%*** | Passively accepts alternate viewpoints/ideas/opinions. | Redirecting focus toward common ground, toward task at hand (away from conflict). | Identifies and acknowledges conflict and stays engaged with it | Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness. |
| **(d)** | **Leadership*****Value: 10%*** | Poor | Fair | Good | Excellent |
| **(d)** | **Work habit*****Value: 10%*** | Poor | Fair | Good | Excellent |