Rubric for the assessment of conceptual split-tree map

DEADLINES above 7 days delay less than 3 days IDENTIFICATION OF END USERS Users unlikely to be even potentially interested in the project NEEDS Students do not understand the needs of potential users OBJECTIVES Project goals address user needs with difficult to achieve and incoherent solutions DEADLINES Above 7 days delay less than 3 days Students identify only a subset of users potentially interested in the project and just them Students only partly understand the needs of potential users Project goals address user needs with difficult to achieve and incoherent solutions DEADLINES DEMONTIFICATION OF Students identify only a subset of users potentially interested in the project and just them Students understand in details and critically the needs of potential users Project goals address user needs with feasible and coherent solutions Project goals address user needs with feasible and coherent solutions DEADLINES Students identify only a subset of users potentially interested in the project and just them Students understand in details and critically the needs of potential users Project goals address users user needs with feasible and coherent solutions DEADLINES Students dentify all users Students understand in in details and critically the needs of potential users Project goals address user needs with feasible and coherent solutions Students regularly ask for help, but they do it for help, but they do it for help, with the aim of view the aim of	DIMENSION	1	2	3	4	5	Score	Related life skills
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NEEDS Students do not understand the needs of potential users of poten	END USERS	users unlikely to be even	subset of users	users potentially				Designing
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problem interpretation and solving processes		and solutions	,	,				
interpretation and solving processes	EVALUATION)		and solutions	solutions				
solving processes								
Total score Total score					solving processes			
						Total score		

Rubric by Orfeo Bossini and Roberto Menozzi

Rubric for the assessment of the feasibility study / project plan

DIMENSION	1	2	3	4	5	Score	Related life skills
MEETING DEADLINES	Study delivered with a delay	Study delivered with	Study delivered with a delay	Study delivered on time			Behaving in
	above 7 days	a delay above 3 days	less than 3 days				responsible way
IDENTIFICATION OF	Students are unable to		Students break down the	Students break down the	Students break down the		Problem solving,
ACTIVITIES	breakdown the objectives in		objectives into specific	objectives into specific	objectives into specific		Designing
	activities which would make		activities which are not entirely	activities, in most cases	activities, always		
	the project feasible		rigorous, but enough to make	according to priority,	according to priority,		
			the project feasible	sequencing and feasibility	sequencing and feasibility		
				criteria	criteria		
DESCRIPTION OF	Students cannot identify all the		Students identify the actions	Students identify all the	Students identify all the		Problem solving,
ACTIVITIES' ACTIONS	actions and resources needed		and resources needed to run	actions and resources	actions and resources		Designing
AND RESOURCES	to run the project		the project , but their	needed to run the project.	needed to run the project.		
			articulation is not always	Their articulation is	Their articulation is always		
			detailed and accurate	almost always detailed	detailed and accurate		
				and accurate			
SEQUENCING AND	Timing in the project is		Timing in the project is related	The time frame of			Problem solving,
TIME FRAME OF	unrelated to the activities. An		to the activities. Some critical	activities is set in a			Designing
ACTIVITIES	organisational principle is		aspects show up, but not to	strategic and well			
	lacking creating strong doubts		the point of endangering	organised way. The			
	about project feasibility		project feasibility	project is clearly feasible			
NTERACTION WITH	Students only occasionally ask	Students regularly	Students regularly ask for help,	Students ask for help,	Students' question show		Learning to learn
TEACHERS	for help and they do it without	ask for help, but they	with the aim of defining a clear	with the aim of defining	that they have both a		
PROCESS	a clear investigation strategy	do it without a clear	investigation strategy	specific aspects of their	strategy and an		
EVALUATION)		investigation strategy		investigation strategy	autonomous work		
					method		
QUALITY OF	Students are unable to explain	Students are able to	Students are able to clearly	Through their			Communication
PRESENTATION OF	the choices they made w.r.t.	explain only to a	explain the choices they made	explanations of choices			
THE FEASIBILITY	activities, resources and timing	limited extent the	w.r.t. activities, resources and	made, the students reveal			
STUDY		choices they made	timing	a deep awareness of			
(PROCESS		w.r.t. activities,		problem interpretation			
EVALUATION)		resources and timing		and solving processes			
			I	I	1	I	I

Rubric by Orfeo Bossini and Roberto Menozzi

Rubric for the assessment of project presentation

DIMENSION	1	2	3	4	Group score		Related life skills			
MEETING	Presentation is delivered	Presentation is delivered with	Presentation is delivered with	Presentation is delivered on						Behaving in
DEADLINES	with a delay above 7 days	a delay above 3 days	a delay less than 3 days	time						responsible way
TIME	Presentation takes much	Presentation takes some more	Presentation ends within the							Communication
MANAGEMENT	longer than agreed	time than agreed	agreed duration							
DURING										
PRESENTATION										
QUALITY OF	Presentation provides	Presentation fails to provide all	Presentation provides all	Presentation provides all						Acquiring and
PRESENTATION	limited information;	relevant information; images	relevant information, captures	relevant information,						interpreting
SUPPORTS	images or text prevail;	and text are well balanced;	attention and applies creative	captures attention, applies						information
	nothing much creative to it	nothing much creative to it	solutions	creative solutions and						
				balances well images and text						
FORMAL	Presentation has 5/6	Presentation has 3/4 grammar	Presentation has 1/2 grammar	Presentation has no grammar						
ACCURACY	grammar and/or orthography mistakes	and/or orthography mistakes	and/or orthography mistakes	and/or orthography mistakes						
ORGANISATION	Attendants cannot follow	Attendants have occasional	Attendants follow presentation	Attendants are involved in						Communication
OF	presentation because	problems following	smoothly, since information is	the presentation, since						
PRESENTATION	information is not well	presentation as it is often	presented in a logical and well-	information is presented in a						
	organised	poorly structured	sequenced way	logical and interesting way						
					Student score		e			
					Α	В	С	D	Е	
KNOWLEDGE OF	Student cannot answer to	Student can only answer to	Student can answer to	Student answers to questions						Learning to learn
SUBJECT AND	questions about the	simple questions about the	questions about the project	by adding examples and						
CONTEXT	project subject, showing	project subject, showing	subject, showing to know well	personal reflections. She						
	only superficial knowledge	enough knowledge of it	the aspects she is in charge of,	shows a full knowledge of						
	of it		and quite well also the topics	project subject and good						
			dealt by other group members	mastery also of topics dealt						
				by other group members y			╙	╄	╀	
MASTERY OF	Student seems NOT to pay	Student uses the right	Student is a bit too fast/slow	Student expresses herself						Communication
LANGUAGE AND	attention to the speed of	presentation speed and voice	and uses too high/low voice	correctly, with the right speed						
VISUAL CONTACT	presentation, voice tone,	tone, but uses an inadequate	tone during presentation. She	and voice tone. She keeps an						
	grammar and/or let the	language. Student keeps an	has acceptable grammar	eye on the presentation, but						
	presentation run with	eye on her notes	proficiency. Checks on her	never reads her notes.						
	limited intervention. She		notes only occasionally							
	only reads her notes					_	\vdash	_	_	
				Total student			\vdash	4	_	1
				Total score						

Rubric for the assessment of the Narrative Document

Dimension	1	2 3 4		Score	Related life	
						skills
MEETING DEADLINES (OF	The student does not	Only a few reflections are put	Most reflections are put	All the reflections are put		Behaving in an
NARRATIVE REPORT	provide reflections	into the narrative document	into the narrative document	into the narrative document		autonomous
PRODUCTION)		in the agreed deadlines	in the agreed deadlines	in the agreed deadlines		and responsible
						way
ARTICULATING	The motivations which	The motivations which have	The motivations which have	The student reflects		Learning to
MOTIVATIONS BEHIND THE	have accompanied the	accompanied the student in	accompanied the student in	constantly and with		learn,
DESIGN PROCESS	student in the design	the design process show up	the design process show up	detailed arguments on the		Communicating
(HESITATIONS, DOUBTS,	process never show up in	occasionally in the report and	partially in the report	motivations which have		
ASSESSMENTS, STRATEGIES	the report	in a partial way		accompanied her in the		
ETC.)				design process		
ARTICULATION OF OWN	The student does not	The student does reflect on	The student always reflects	The student reflects in an		Designing,
POTENTIAL (SELF-	reflect on her own	her own potential, but only	on her own potential, but	articulate and full way on		Communicating
EVALUATION)	potential	occasionally and with respect	with respect to few aspects	her own potential		
		to few aspects				
ARTICULATION OF OWN	The student does not	The student does reflect on	The student always reflect	The student reflects in an		Designing,
GROUP POTENTIAL	reflect on the potential of	the potential of her group,	on the potential of her	articulate and full way on		Communication
(EVALUATION)	the group she belongs to	but only occasionally and	group, but about few	the potential of her group		Behaving in an
		with respect to few aspects	aspects			autonomous
						and responsible
						way
CAPABILITY TO DEVELOP A	The student does not	The student only reflects on	The student reflects on the	The student constantly		Problem
REFLEXIVE CONVERSATION	reflect on her context of	the strategies aiming at	strategies aiming at	reflects, in an articulate and		solving,
WITH RESPECT TO OWN	action and on that of her	determining her context of	determining her context of	full way, on the strategies		Designing,
CONTEXT OF ACTION	group.	action?	action and on her own	aiming at determining her		Communicating,
			understanding of her	context of action and that		Behaving in an
			subjective condition	of her group, as well as on		autonomous
				her own understanding and		and responsible
				evolution of her subjective		way
				condition		
					/20	

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