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Name Assignment 2 [15%]: Project Plan Marking Rubric

Description Part 1: Report (R) - 50% . Clearly articulate the problem after collecting requirements and constraints from the client and other stakeholders. . Identify the suitable development process (SDLC Methodology). . Assist in the creation of the project plan that balances scope, time, and cost. . Identify potential risks to the project and discusses mitigation options. Part 2: Plan Phase Oral Defense (OD) - 50% . Each student will be assessed on her/his individual knowledge of all areas of this assignment . Questions will be asked to individual students based on dimensions 2.1 to 2.7. . A presentation (i.e. PowerPoint) is required. For sample questions, refer to Appendix B in the handbook

Rubric Detail

Criteria	Levels of Achievement					
	Absent	Insufficient (1-59%) (F)	Emerging (60-69%) (D/D+/C-)	Satisfactory (70-76%) (C/C+)	Competent (77-86%) (B-/B/B+)	Mastering (87-100%) (A-/A)
<b>2.1 Report - Business Requirements &amp; Constraints (5)</b>	<b>0 to 0 points</b>	<b>0.1 to 2.9 points</b> Provide very basic, unclear, or inaccurate information about the project in terms of its business requirements and constraints.	<b>3 to 3.4 points</b> Some but not all of the following: . Clearly stated business requirements. . Clearly stated constraints. . Clearly listed out Requirements Gathering Techniques (RGT). . Sound rationale for the chosen RGT .	<b>3.5 to 3.8 points</b> Most but not all of the following: . Clearly stated business requirements. . Clearly stated constraints. . Clearly listed out Requirements Gathering Techniques (RGT). . Sound rationale for the chosen RGT .	<b>3.9 to 4.3 points</b> All of the following: . Clearly stated business requirements. . Clearly stated constraints. . Clearly listed out Requirements Gathering Techniques (RGT). . Sound rationale for the chosen RGT .	<b>4.4 to 5 points</b> All of the following: . Clearly stated business requirements. . Clearly stated constraints. . Clearly listed out Requirements Gathering Techniques (RGT). . Rationale for RGT choice is sophisticated & extremely well-developed. . Rigor is evident.
<b>2.2 Report - Project Scope Statement (10)</b>	<b>0 to 0 points</b>	<b>0.1 to 5.9 points</b> Inaccurate information about the project scope in terms of its description, deliverables, exclusions, constraints, and assumptions.	<b>6 to 6.9 points</b> Some but not all of the following: . Clearly stated scope description. . Clearly listed out project deliverables. . Clearly stated project exclusions, when it is applicable. . Clearly stated project constraints, when it is applicable. . Clearly stated project assumptions, when it is applicable.	<b>7 to 7.6 points</b> Most but not all of the following: . Clearly stated scope description. . Clearly listed out project deliverables. . Clearly stated project exclusions, when it is applicable. . Clearly stated project constraints, when it is applicable. . Clearly stated project assumptions, when it is applicable.	<b>7.7 to 8.6 points</b> All of the following: . Clearly stated scope description. . Clearly listed out project deliverables. . Clearly stated project exclusions, when it is applicable. . Clearly stated project constraints, when it is applicable. . Clearly stated project assumptions, when it is applicable.	<b>8.7 to 10 points</b> All of the following: . Clear, logical, and complete with additional elements such as justification, out-of-scope, visuals, etc. All relevant acceptance criteria are discussed.
<b>2.3 Report - Development Process (10)</b>	<b>0 to 0 points</b>	<b>0.1 to 5.9 points</b> Inappropriate development process is chosen . Selection	<b>6 to 6.9 points</b> Some but not all of the following: . Appropriate development process is chosen. . Sound rationale for chosen	<b>7 to 7.6 points</b> Most but not all of the following: . Appropriate development process is chosen. . Sound rationale for chosen	<b>7.7 to 8.6 points</b> All of the following: . Appropriate development process is chosen. . Sound rationale for chosen	<b>8.7 to 10 points</b> All of the following: . Rationale for development process's choice is sophisticated & extremely well-

		rationale is not sound . Not properly referenced.	development process . Minor referencing issues.	development process . Minor referencing issues.	development process . No referencing issues.	developed . Rigor is evident . Student synthesizes information from multiple disciplines and sources, and presents them with clarity.
<b>2.4 Report - WBS (5)</b>	<b>0 to 0 points</b>	<b>0.1 to 2.9 points</b> . Incomplete WBS with irrelevancies . Inconsistent & redundant tasks . Irrelevant and/or inaccurate dictionary samples for WBS entries.	<b>3 to 3.4 points</b> Some but not all of the following: . Complete WBS without irrelevancies . Consistent & Non-redundant tasks . Relevant and accurate dictionary samples for WBS entries.	<b>3.5 to 3.8 points</b> Most but not all of the following: . Complete WBS without irrelevancies . Consistent & Non-redundant tasks . Relevant and accurate dictionary samples for WBS entries.	<b>3.9 to 4.3 points</b> All of the following: . Complete WBS without irrelevancies . Consistent & Non-redundant tasks . Relevant and accurate dictionary samples for WBS entries.	<b>4.4 to 5 points</b> All of the following: . Complete WBS without irrelevancies . Consistent & Non-redundant tasks . Relevant and accurate dictionary samples for WBS entries . Excellent presentation of the WBS may include visuals or other creative techniques.
<b>2.5 Report - Time Management (5)</b>	<b>0 to 0 points</b>	<b>0.1 to 2.9 points</b> . Simplistic schedule for project completion is presented . Missing and/or wrong activities and attributes needed to achieve project goals . Activities are sequenced and their duration is estimated but errors and issues exist . Minimal use of schedule tools and charts.	<b>3 to 3.4 points</b> Some but not all of the following: . All activities and attributes needed to achieve project goals are identified . All activities are logically sequenced . Duration of all activities is estimated using appropriate techniques . Critical path, Gantt chart and/or PERT analysis are used to estimate and illustrate project duration.	<b>3.5 to 3.8 points</b> Most but not all of the following: . All activities and attributes needed to achieve project goals are identified . All activities are logically sequenced . Duration of all activities is estimated using appropriate techniques . Critical path, Gantt chart and/or PERT analysis are used to estimate and illustrate project duration.	<b>3.9 to 4.3 points</b> All of the following: . All activities and attributes needed to achieve project goals are identified . All activities are logically sequenced . Duration of all activities is estimated using appropriate techniques . Critical path, Gantt chart and/or PERT analysis are used to estimate and illustrate project duration.	<b>4.4 to 5 points</b> All of the following: . All activities and attributes needed to achieve project goals are identified . All activities are logically sequenced . Duration of all activities is estimated using appropriate techniques . Critical path, Gantt chart and/or PERT analysis are used to estimate and illustrate project duration . Appropriate software tools and techniques are utilized to develop a schedule for project completion.
<b>2.6 Report - Cost Management (5)</b>	<b>0 to 0 points</b>	<b>0.1 to 2.9 points</b> . Few resources are mentioned . At least one estimation method is selected . Sample calculations	<b>3 to 3.4 points</b> Some but not all of the following: . All required resources are included and correctly classified under different types of cost . Appropriate estimation methods have	<b>3.5 to 3.8 points</b> Most but not all of the following: . All required resources are included and correctly classified under different types of cost . Appropriate estimation methods have	<b>3.9 to 4.3 points</b> All of the following: . All required resources are included and correctly classified under different types of cost . Appropriate estimation methods have	<b>4.4 to 5 points</b> All of the following: . All required resources are included and correctly classified under different types of cost . Appropriate estimation methods have

		demonstrate a rudimentary understanding of method(s) used.	been selected and are fully justified/explained. . Sample calculations demonstrate a detailed understanding of methods used.	been selected and are fully justified/explained. . Sample calculations demonstrate a detailed understanding of methods used.	been selected and are fully justified/explained. . Sample calculations demonstrate a detailed understanding of methods used.	been selected and are fully justified/explained. . Sample calculations demonstrate a detailed understanding of methods used. . Software tools are used effectively to accurately compute anticipated project cost.
<b>2.7 Report - Risk Management (5)</b>	<b>0 to 0 points</b>	<b>0.1 to 2.9 points</b> . Some potential project risks have been identified. . Attempt has been made to rank these risks. . Contingencies are either lacking or very simplistic.	<b>3 to 3.4 points</b> Some but not all of the following: . All potential project risks are identified. . All potential project risks are categorized and ranked (high-medium- low) in a risk register. . All contingency and fallback plans are articulated.	<b>3.5 to 3.8 points</b> Most but not all of the following: . All potential project risks are identified. . All potential project risks are categorized and ranked (high-medium- low) in a risk register. . All contingency and fallback plans are articulated.	<b>3.9 to 4.3 points</b> All of the following: . All potential project risks are identified. . All potential project risks are categorized and ranked (high-medium- low) in a risk register. . All contingency and fallback plans are articulated.	<b>4.4 to 5 points</b> All of the following: . All potential project risks are identified. . All potential project risks are categorized and ranked (high-medium- low) in a risk register. . All contingency and fallback plans are articulated. . Risk contingency reserves are used.
<b>2.8 Report Formatting (5)</b>	<b>0 to 0 points</b>	<b>0.1 to 2.9 points</b> . Student does not use proper HCT structure, format, referencing . Proper academic writing skills not demonstrated (language, grammar, spelling, etc.) . Lack of conceptual clarity	<b>3 to 3.4 points</b> Some but not all of the following: . Proper HCT structure & format used, including APA referencing . Academic writing skills demonstrated (language, grammar, spelling, etc.) . Conceptual clarity	<b>3.5 to 3.8 points</b> Most but not all of the following: . Proper HCT structure & format used, including APA referencing . Academic writing skills demonstrated (language, grammar, spelling, etc.) . Conceptual clarity	<b>3.9 to 4.3 points</b> All of the following: . Proper HCT structure & format used, including APA referencing. . Academic writing skills demonstrated (language, grammar, spelling, etc.) . Conceptual clarity	<b>4.4 to 5 points</b> All of the following: . Proper HCT structure & format used, including APA referencing. . Superior academic writing skills demonstrated (language, grammar, spelling, etc.) . Demonstrates synthesis among all components of the assignment
<b>2.9 Individual Oral Defense - Delivery (Communication) (15)</b>	<b>0 to 0 points</b>	<b>0.1 to 8.9 points</b> . Poorly organized presentation . Poor use of visual aids . Presentation indicates lack of understanding of the topic	<b>9 to 10.4 points</b> Some but not all of the following: . Well organized presentation . Excellent use of visual aids . Presentation . Demonstrate good understanding of the topic	<b>10.5 to 11.4 points</b> Most but not all of the following: . Well organized presentation . Excellent use of visual aids . Presentation . Demonstrates good understanding of the topic	<b>11.5 to 12.9 points</b> All of the following: . Well organized presentation . Excellent use of visual aids . Presentation . Demonstrates good understanding of the topic	<b>13 to 15 points</b> All of the following: . Presentation is coherent, with clear introduction, transitions, language use, and conclusion; speaker demonstrates intimate knowledge of the subject . Presentation is polished, speaker uses sentences,

							enunciates well, is fluent in the delivery, maintains an effective pace and eye contact, doesn't run over allotted time
<b>2.10 Individual Oral Defense - Participation in the assignment (Team Work) (15)</b>	<b>0 to 0 points</b>	<b>0.1 to 8.9 points</b> . Student does not have a proper understanding of the assignment. . Student can't explain correctly the elements of the assignment. . Team contribution can't be proved.	<b>9 to 10.4 points</b> . Student has a poor understanding of the assignment. . Student can explain correctly ONLY few elements of the project. . Team contribution is minimal.	<b>10.5 to 11.4 points</b> . Student has a good understanding of the project but does not master all aspects of this project at this phase. . Contributed to team work as expected.	<b>11.5 to 12.9 points</b> . Student has a very good understanding of the assignment phase. . Contribution to team work is significant/exceeds expectations.	<b>13 to 15 points</b> . Student demonstrates very high level of understanding for all aspects of the assignment. . Major contributor to teamwork. The value of the student is acknowledged by her/his peers.	
<b>2.11 Individual Oral Defense - Questions &amp; Answers (Critical Thinking) (20)</b>	<b>0 to 0 points</b>	<b>0.1 to 11.9 points</b> Unable to answer questions from the examining board	<b>12 to 13.9 points</b> Able to answer some but not all questions from the examining board	<b>14 to 15.3 points</b> Able to answer most but not all questions from the examining board	<b>15.4 to 17.3 points</b> Able to answer all questions from the examining board	<b>17.4 to 20 points</b> Able to answer all questions and demonstrate a complete understanding of the study	

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