Faculty evaluator: Please provide an assessment concerning the student’s demonstration of the required characteristics of an IT Senior Project.

I. Discipline-Specific Skills

An evaluation of the student’s ability to apply discipline specific skills towards the solution of an Information Technology problem.

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Description</th>
<th>Mark</th>
</tr>
</thead>
</table>
| Limited     | • *Problem*: The presentation of the problem lacks a clear motivation and formulation.  
              • *Solution*: The proposed solution lacks a clear design and implementation. |      |
| Satisfactory| • *Problem*: The presentation of the problem shows an adequate motivation and formulation with adequate focus and clarity.  
              • *Solution*: The presentation of the solution shows an adequate design and implementation, possibly without a strong focus. |      |
| High        | • *Problem*: The presented problem is well motivated and formulated.  
              • *Solution*: The proposed solution is well designed and implemented. |      |

Comments:
II. Critical Thinking Skills

An evaluation of the student’s ability to apply critical thinking especially towards synthesis of a solution of an Information Technology problem.

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Description</th>
<th>Mark</th>
</tr>
</thead>
</table>
| Limited     | • **Alternatives**: Well defined possible alternative solutions to the formulated problem are lacking. No evidence of successful synthesis of ideas towards a problem solution.  
• **Evaluation**: None evident                                                                                                           |      |
| Satisfactory | • **Alternatives**: A minimal set of alternative solutions to the formulated problem is suggested for synthesis towards a reasonable problem solution.  
• **Evaluation**: A minimal evaluation of the proposed alternative solutions is given.                                                        |      |
| High        | • **Alternatives**: Possible alternative solutions to the formulated solution are clearly defined for synthesis towards a demonstrably optimal problem solution.  
• **Evaluation**: The advantages (e.g., benefits) and disadvantages (e.g., costs) of these alternative solutions are clearly defined.               |      |

Comments:
III. Inquiry-based Learning

An evaluation of the student’s ability to apply inquiry-based learning especially towards independent ("self-learning") investigation for analysis and synthesis of a solution to an Information Technology problem.

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Description</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited</td>
<td>• <em>Problem</em>: No demonstrated ability to learn new skills for analysis of the problem (evident by lack of requirements gathering).&lt;br&gt;• <em>Solution</em>: No demonstrated ability to learn new skills for synthesis of a solution to the problem (evident by lack creative design).</td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>• <em>Problem</em>: Has independently learned at least one new skill applied to the analysis of the problem.&lt;br&gt;• <em>Solution</em>: Has independently learned at least one new skill applied to the synthesis of the problem.</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>• <em>Problem</em>: Has independently learned multiple skills that apply directly to the analysis of the problem.&lt;br&gt;• <em>Solution</em>: Has independently learned multiple skills that apply directly to the analysis of the problem.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
IV. Communications Skills

An evaluation of the student’s written and oral communications skills emphasizing the development process in the context of Information Technology projects.

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Description</th>
<th>Mark</th>
</tr>
</thead>
</table>
| Limited     | • *Organization*: A clear lack of structure (e.g., introduction, body, and conclusion) and logical ordering of contents. No understanding of the development process.  
• *Completeness*: A clear lack of depth and details throughout the oral presentation. No understanding of key discipline-specific skills.  
• *Documentation*: Absence of support of the presentation contents in the form of facts and visual aids. No ability to understand and/or present conclusions.  
• *Delivery*: A clear lack of appropriate pace and proper diction; lengthy and cumbersome explanations. | |
| Satisfactory | • *Organization*: Some amount of structure (e.g., introduction, body, and conclusion) and logical ordering of contents. Minimal understanding of the development process.  
• *Completeness*: A minimal level of depth and details throughout the oral presentation. Minimal understanding of key discipline-specific skills.  
• *Documentation*: Some use of facts and visual aids throughout the oral presentation. Minimal ability to understand and/or present conclusions.  
• *Delivery*: An acceptable pace and diction; some level of clarity in the explanations. | |
| High        | • *Organization*: Appropriate structure (e.g., introduction, body, and conclusion) and logical ordering of contents. Full understanding of the development process.  
• *Completeness*: A good level of depth and details throughout the oral presentation. High understanding of key discipline-specific skills.  
• *Documentation*: Effective support of the presentation contents in the form of facts and visual aids. High ability to understand and present conclusions.  
• *Delivery*: Appropriate pace; proper diction; clear and concise explanations. | |

Comments:

Evaluating Faculty Member: ________________________________