IT Capstone

Assessment Rubrics for The Final Project

Remark: These rubrics along with the peer review rubrics will be used to decide how successfully you have completed the project assigned to you. Other considerations may be added as we progress. You will be notified of any changes that occur.

Rubric	Exceeds Standard	Meets Standard	Below Standard
Creative Ideas	· Provides creative and clear ideas during the design phase of the product. Such ideas should clearly follow design standards. Copyrights must be taken under considerations in providing those ideas.	· Provides clear ideas during the design phase of the product. Such ideas should clearly follow design standards. Copyrights must be taken under considerations in providing those ideas.	· Provides poor ideas for the design of the product. Lacking design standards which may not reflect awareness of similar work done by others.
Choices of tools, technical feasibility study and communication with the client.	· Provides detailed justification of choices made in finalizing the design, for example, functional, aesthetic, social, economic, and environmental considerations. · Provides a detailed study that demonstrates a reasonable cost/time involved in working with the chosen tools. · Professionally and effectively communicate with the client to agree on decisions.	· Provides acceptable choices made in finalizing the design, for example, functional, aesthetic, social, economic, and/or environmental considerations. · Provides a detailed study that demonstrates a reasonable cost/time involved in working with the chosen tools. · Professionally communicate with the client to agree on decisions.	· Provides poor justification of choices made in finalizing the design or planning on using non affordable tools. · Lacks professional or effective communication with the client.
Implementation	· Provides a detailed outline of the planning and implementation steps necessary to create the product. For example, software and hardware tools. · Makes creative adjustments as needed to conform to specified standards or regulations regarding quality or safety.	· Provides evidence of good planning and implementing of steps needed to create the product. · Makes adjustments as needed to conform to specified standards or regulations regarding quality or safety.	· Does not provide description of the steps needed to plan and implement the product, service or system. · Lacks evidence of adjustments needed to conform to specified standards or regulations regarding quality or safety.
Product Evaluation and Presentation	· Provides sophisticated evaluation of the product in terms of the criteria established in the design proposal and with reference to information gathered. · Provides accurate and in-depth comparisons with similar work done by others. · Professionally present the final product along with providing complete documentation that includes training and maintenance plans and provides future considerations.	· Provides thoughtful evaluation of the product in terms of criteria established in the design proposal and with reference to information gathered. · Demonstrates relevant comparisons with similar work done by others. · Professionally present the final product along with providing documentation.	· Exhibits limited evaluation of the product, service or system in terms of the criteria established in the design proposal and with reference to information gathered. · Does not provide sufficient comparisons with similar work done by others. · Lacks documentation or provides poor documentation.

High School Capstone Project Proposal Rubric

Roman Wölfel

High School Capstone Project Proposal Rubric:

Best Practices for Effective Secondary School Counselors Carla F. Shelton,Edward L. James,2004-11-02 Written from the perspective of a practicing certified counselor this guide contains essential information needed to smoothly transition from service based to program based counseling   Teaching High School Science Through Inquiry and Argumentation Douglas Llewellyn,2013 For Grades 9 12 this new edition covers assessment questioning techniques to promote learning new approaches to traditional labs and activities that emphasize making claims and citing evidence

Performing Arts as High-Impact Practice Michelle Hayford,Susan Kattwinkel,2018-05-21 This book investigates how the performing arts in higher education nationally contribute to the high impact practices as identified by the Association of American Colleges and Universities AACU Using the well known map of the HIPs for illustrating the centrality of performing arts practices in higher education the editors and authors of this volume call for increased participation by performing arts programs in general education and campus initiatives with specific case studies as a guide Performing arts contribute to the efforts of their institution in delivering a strong liberal arts education that uniquely serves students to meet the careers of the future This is the first book to explicitly link the performing arts to the HIPs and will result in the implementation of best practices to better meet the educational needs of students At stake is the viability of performing arts programs to continue to serve students in their pursuit of a liberal arts education   **Capstone: Inquiry & Action at School** Jon Calos,Nina Leacock,2021-09-20 Capstone Inquiry Action at School addresses the what why and how of capstone education Capstone programs are modern rituals that give meaning back to schooling and create transformative relationships between students and teachers Capstone programs energize schools and can point the way for institutional change Written by teachers for teachers Capstone contains ready to implement materials derived from decades of experience in the classroom The authors share authentic narratives of failure and success to encourage teachers who are engaged in the risks and rewards of deep learning Capstone is implementable Capstone offers concrete tips and templates for teachers Capstone collects in one place all the resources a teacher needs to build a program from the ground up Capstone is compelling Written by teachers Capstone communicates through a shared experience of the classroom Capstone offers support for teachers who are committed to authentic student learning Capstone is connected Capstone shares emerging practices being developed by current capstone educators and informed by the collected wisdom of the National Capstone Consortium   *Handbook of Research on Foundations and Applications of Intelligent Business Analytics* Sun, Zhaohao,Wu, Zhiyou,2022-03-11 Intelligent business analytics is an emerging technology that has become a mainstream market adopted broadly across industries organizations and geographic regions Intelligent business analytics is a current focus for research and development across academia and industries and must be examined and considered thoroughly so businesses can apply the technology appropriately The Handbook of Research on Foundations and Applications of Intelligent Business Analytics examines the

technologies and applications of intelligent business analytics and discusses the foundations of intelligent analytics such as intelligent mining intelligent statistical modeling and machine learning Covering topics such as augmented analytics and artificial intelligence systems this major reference work is ideal for scholars engineers professors practitioners researchers industry professionals academicians and students **Intelligent Computing** Kohei Arai,Supriya Kapoor,Rahul Bhatia,2018-11-01 This book gathering the Proceedings of the 2018 Computing Conference offers a remarkable collection of chapters covering a wide range of topics in intelligent systems computing and their real world applications The Conference attracted a total of 568 submissions from pioneering researchers scientists industrial engineers and students from all around the world These submissions underwent a double blind peer review process Of those 568 submissions 192 submissions including 14 poster papers were selected for inclusion in these proceedings Despite computer science s comparatively brief history as a formal academic discipline it has made a number of fundamental contributions to science and society in fact along with electronics it is a founding science of the current epoch of human history the Information Age and a main driver of the Information Revolution The goal of this conference is to provide a platform for researchers to present fundamental contributions and to be a premier venue for academic and industry practitioners to share new ideas and development experiences This book collects state of the art chapters on all aspects of Computer Science from classical to intelligent It covers both the theory and applications of the latest computer technologies and methodologies Providing the state of the art in intelligent methods and techniques for solving real world problems along with a vision of future research the book will be interesting and valuable for a broad readership *Beyond the Bubble Test* Linda Darling-Hammond,Frank Adamson,2014-06-16 Performance assessment is a hot topic in school systems and educators continue to analyze its costs benefits and feasibility as a replacement for high stakes testing Until now researchers and policymakers have had to dig to find out what we know and what we still have to learn about performance assessment Beyond the Bubble Test How Performance Assessments Support 21st Century Learning synthesizes the latest findings in the field and not a moment too soon Statistics indicate that the United States is in danger of falling behind if it fails to adapt to our changing world The memory and recall strategies of traditional testing are no longer adequate to equip our students with the skills they need to excel in the global economy Instead teachers need to engage students in deeper learning assessing their ability to use higher order skills Skills like synthesizing information understanding evidence and critical problem solving are not achieved when we teach to multiple choice exams Examples in Beyond the Bubble Test paint a useful picture of how schools can begin to supplement traditional tests with something that works better This book provides new perspectives on current performance assessment research plus an incisive look at what s possible at the local and state levels Linda Darling Hammond with a team of leading scholars bring together lessons learned new directions and solid recommendations into a single readily accessible compendium Beyond the Bubble Test situates the current debate on performance assessment within the context of testing in

the United States This comprehensive resource also looks beyond our U S borders to Singapore Hong Kong and other places whose reform mindedness can serve as an example to us   **Ecologies of Learning: An Edited Volume on Sustainability in Education 2025** Editor:1 DR. DIVYA SHARMA Editor:2 DR. SHALINI VERMA Editor:3 DR. SUMITA SINGH 4. DR. PUSHPA SHARMA, PREFACE As humanity confronts unprecedented ecological challenges education emerges as both a beacon of hope and a catalyst for change Ecologies of Learning An Edited Volume on Sustainability in Education brings together diverse perspectives empirical insights and practical strategies to reimagine how schools universities and learning communities can nurture environmental stewardship and social equity This volume transcends traditional pedagogies by framing sustainability not merely as content to be covered but as a lens through which every aspect of teaching and learning is reexamine The fifteen chapters chart a comprehensive trajectory from foundational theories of environmental pedagogy to cutting edge innovations that will shape classrooms of 2030 and beyond We begin with core principles Chapter 1 and curriculum design frameworks Chapter 2 that establish eco literacy as a dynamic interdisciplinary endeavour Subsequent chapters delve into place based models Chapter 3 the integration of Indigenous knowledge systems Chapter 4 and STEM approaches that align scientific inquiry with planetary stewardship Chapter 5 Recognizing the power of the arts to convey complex ecological narratives Chapter 6 explores arts based methodologies that cultivate empathy and systems thinking Experiential fieldwork Chapter 7 and digital tools Chapter 8 offer complementary avenues for learners to engage both physically and virtually with environmental issues while Chapter 9 presents assessment strategies designed to capture real world impact and behavioural change Preparing educators themselves for this change in basic assumptions Chapter 10 outlines transformative approaches to teacher training and Chapter 11 addresses equity and access to ensure that eco pedagogy benefits all learners Chapters 12 and 13 bridge theory and policy highlighting effective school community partnerships and the frameworks needed to sustain green schools at scale Building on these foundations Chapter 14 presents case studies from urban and rural settings illustrating contextualized practices that empower learners as change agents Finally Chapter 15 looks forward spotlighting innovations from AI driven eco analytics to regenerative campus designs that promise to redefine sustainability education in the coming decade This edited volume is intended for educators administrators policymakers curriculum developers and all who believe that education must rise to meet the imperatives of climate resilience and social justice By weaving together scholarship praxis and visionary design Ecologies of Learning offers a roadmap for transforming classrooms into living ecosystems of inquiry action and regeneration We hope these chapters inspire you to cultivate learning environments where knowledge and innovation converge to heal restore and safeguard our shared planet Editors Dr Divya Sharma Dr Shalini Verma Dr Sumita Singh   **Writing Program Architecture** Bryna Siegel Finer,Jamie White-Farnham,2017-11-01 Writing Program Architecture offers an unprecedented abundance of information concerning the significant material logistical and rhetorical features of writing programs Presenting the realities of thirty

diverse and award winning programs contributors to the volume describe reporting lines funding sources jurisdictions curricula and other critical programmatic matters and provide insight into their program histories politics and philosophies Each chapter opens with a program snapshot that includes summary demographic and historical information and then addresses the profile of the WPA program conception population served funding assessment technology curriculum and more The architecture of the book itself makes comparison across programs and contexts easy not only among the programs described in each chapter but also between the program in any given chapter and the reader s own program An online web companion to the book includes access to the primary documents that have been of major importance to the development or sustainability of the program described in a Primary Document section of each chapter The metaphor of architecture allows us to imagine the constituent parts of a writing program as its foundation beams posts scaffolding the institutional structures that alongside its people anchor a program to the ground and keep it standing The most extensive resource on program structure available to the field Writing Program Architecture illuminates structural choices made by leaders of exemplary programs around the United States and provides an authoritative source of standard practice that a WPA might use to articulate programmatic choices to higher administration Contributors Susan Naomi Bernstein Remica Bingham Risher Brent Chappelow Malkiel Choseed Angela Clark Oates Patrick Clauss Emily W Cosgrove Thomas Deans Bridget Draxler Leigh Ann Dunning Greg A Giberson Maggie Griffin Taylor Paula Harrington Sandra Jamieson Marshall Kitchens Michael Knievel Amy Lannin Christopher LeCluyse Sarah Liggett Deborah Marrott Mark McBeth Tim McCormack John McCormick Heather McGrew Heather McKay Heidi A McKee Julianne Newmark Lori Ostergaard Joannah Portman Daley Jacqueline Preston James P Purdy Ben Rafoth Dara Regaignon Nedra Reynolds Shirley Rose Bonnie Selting Stacey Sheriff Steve Simpson Patricia Sullivan Kathleen Tonry Sanford Tweedie Meg Van Baalen Wood Shevaun Watson Christy I Wenger Lisa Wilkinson Candace Zepeda   Handbook of Teaching and Learning in Sociology Sergio A. Cabrera,Stephen Sweet,2023-01-20 Showcasing advanced research from over 30 expert sociologists this dynamic Handbook explores a wide range of cutting edge developments in scholarship on teaching and learning in sociology It presents instructors with a comprehensive companion on how to achieve excellence in teaching both in individual courses and across the undergraduate sociology curriculum   Perspectives on History ,2009   **High School Capstone Courses** Patricia J. Kannapel,2012 This literature review on high school capstone courses found that while the idea of such courses has been around since the 1990s such courses have not been widely implemented and virtually no research exists on their effectiveness Nevertheless several high schools around the country have implemented senior culminating projects in which high school seniors under the direction of an advisor or mentor undertake an in depth project on a topic of interest utilizing the knowledge gained throughout high school and presenting their work to a panel of judges near the end of the senior year Descriptions of these experiences can be found on district and school websites At the same time a relatively new concept of capstone courses developed in the last

five years fueled in part by the work of the American Diploma Project ADP which supports state efforts to ensure that all students are college and career ready Two types of capstone course fall under this umbrella 1 senior year transitional courses designed to prepare students who are not quite college ready to succeed in entry level college courses and 2 fourth year mathematics capstone courses for students who have met college ready benchmarks by the end of junior year These types of capstone courses unlike the culminating project focus on a specific content area and are likely to be classroom based The three types of capstone experiences described in this review are similar in that they are designed to build on what students have learned in high school while also preparing them for the challenges they will confront beyond high school whether in college or the workforce With the current national focus on college and career readiness it is likely that capstone projects and courses will become increasingly common across the nation As this occurs research such as that being conducted in Virginia is strongly needed to document the implementation and impact of these courses Contains 11 footnotes

Introduction to Rubrics Dannelle D. Stevens,Antonia J. Levi,2023-07-03 This new edition retains the appeal clarity and practicality that made the first so successful and continues to provide a fundamental introduction to the principles and purposes of rubrics with guidance on how to construct them use them to align course content to learning outcomes and apply them in a wide variety of courses and to all forms of assignment Reflecting developments since publication of the first edition the authors have extended coverage to include Expanded discussion on use of rubrics for grading Grading on line with rubrics Wider coverage of rubric types e g holistic rating scales Rubric construction in student affairs Pros and cons of working with ready made rubrics Using rubrics to improve your teaching and for SoTL Use of rubrics in program assessment case study Application of rubrics in the arts for study abroad service learning and students independent learning Up dated literature review **Constructing the Written Evidence-based Proposal Capstone Project (final)** Bobina Titus,2012

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Table of Contents High School Capstone Project Proposal Rubric

1. Understanding the eBook High School Capstone Project Proposal Rubric
    - The Rise of Digital Reading High School Capstone Project Proposal Rubric
    - Advantages of eBooks Over Traditional Books
2. Identifying High School Capstone Project Proposal Rubric
    - Exploring Different Genres
    - Considering Fiction vs. Non-Fiction
    - Determining Your Reading Goals
3. Choosing the Right eBook Platform
    - Popular eBook Platforms
    - Features to Look for in an High School Capstone Project Proposal Rubric
    - User-Friendly Interface
4. Exploring eBook Recommendations from High School Capstone Project Proposal Rubric
    - Personalized Recommendations
    - High School Capstone Project Proposal Rubric User Reviews and Ratings
    - High School Capstone Project Proposal Rubric and Bestseller Lists
5. Accessing High School Capstone Project Proposal Rubric Free and Paid eBooks
    - High School Capstone Project Proposal Rubric Public Domain eBooks
    - High School Capstone Project Proposal Rubric eBook Subscription Services

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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