

rubric for final presentation in course LIS653

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This document should be read in conjunction with the instructions for the final presentation, as available at http://openlib.org/home/krichel/courses/lis653/admin/final_presentation.html.

According to the syllabus, this assessment has a weight of 10/21 of the final grade, that's just under 50 percent.

The objective assessed in all rubric criteria is Palmer Learning Objective 2.E. purpose and history

This criterion measures the learning objective 2E. The students need to understand the factors surrounding the development of the software to be able to make an informed choice about installing it.

- 10 containing precise dates, names, version numbers, being clear on the purpose
- 8 being vague on one of them
- 4 being vague on two of them
- 1 being vague on three of them

development and package update

This criterion measures the learning objective 2E. The students need to assess the dynamics of the uptake of the software before making a choice about installing it.

- 10 numbers on package installation, developer groups, recent development, and planned features
- 9 missing only one of them
- 7 missing two of them
- 2 missing three of them

overall architecture

This criterion measures the learning objective 2E. This assesses objective 2E, because an understanding of the architecture of the software is critical to its deployment, in particular, in view of the maintenance of dependencies.

- 10 sets out a clear picture, showing all key concepts, including chronological, locational, logical
- 7 missing one of them
- 5 missing two of them
- 2 missing three of them

related packages

This criterion measures the learning objective 2E. Information management systems typically feature different software packages that are in relationships to each other. Understanding these relationships is critical to the maintenance of digital information systems.

- 10 names at least four related package, is clear on the relationships
- 9 missing or unclear on relationship with one package
- 7 missing or unclear on relationship with two packages
- 2 missing or unclear on relationship with three packages

step-by-step instruction documentation

This criterion measures the learning objective 2E. The students need to understand the information system itself so that they can explain it to the others. They also also have to install it to show how the installation works.

- 10 step by step instructions detail, consistently formatted and successful
- 4 instructions detail and successful but formatting is inconsistent
- 2 installation details missing and have to be supplemented on the day
- 1 installation unsuccessful

timing of installations as relative to the complexity of it

This criterion measures the learning objective 2E. The students need to have an understanding the complexity of the task ahead to plan for its execution by others.

- 10 timing exactly to fit into the material
- 9 some extra time is available
- 4 time is missing so that other parts have to be cut
- 1 time is so short that installations remain incomplete

pedagogical support and error correction

This criterion measures the learning objective 2E. Without an swift ability to correct problems of others students will not have understood the information management system as a whole.

- 10 answers all question successfully, paced so that all can advance
- 9 some errors appear but the presenter is able to fix them quickly
- 6 some stopping time comes from audience members getting stuck
- 1 lack of competence of presenter causes frequent long pauses

customization

This criterion measures the learning objective 2E. The system needs to be configured for a target user group. The extend of the customization depends on software and the target user group. This rubric element assumes that there will be a least three avenues for customization. I expect at this time, that three avenues for customization can be found for any software package that will be presented.

- 10 overview of all main avenues of customization with three examples
- 7 overview of most avenues of customizations with fewer examples
- 5 incomplete overview of main customization avenues
- 2 most important avenues of customization are left out