Based on student feedback, you have two options for downloading/viewing the grading rubrics for each assignment:
1. Use this master spreadsheet. Each tab below reflects the grading rubric for a specific homework assignment--either individual or group.
2. Download the specific grading rubric/spreadsheet for each assignment. The content is exactly the same as what you will find on the tabs below.

Here to meet your individual learning style,
Jean

Systems Perspective and Me: Individual Homework Assignment

Items in this column represent what I am looking for when grading. I mark/score the first two errors for each item in a row (criteria) and then do not mark/score any further errors of that type. For example, after two punctuation errors, I don't mark any more punctuation errors, but I would mark two spelling errors (and then no further spelling errors). You automatically get 1 freebie point per category (yellow heading). If you have only 1 error in two different rows, then I take a point off one of the two rows but you still get full points for the other row.		Items in this column represent typical errors. However, one could easily just put a "No" or "Missing" before each of the items on the left to create this column. What you want to look for when you get each rubric back is the bolded items. Those are the areas where points were deducted. Then review your submission for yellow-highlighted words/areas and commented instructor feedback for more detail. Remember that your submission may contain more of the same type of error, but only two are marked.		
Proficient (5 points) **(1 error allowed)**		**Full Revision Necessary** **(1 point for trying or zero points for no submission)**	**Score**	**Weighted Score**
PROFESSIONALISM				**2.5%**
Name of student and assignment are included.		Missing components. No student or assignment identification.		
Correct grammar, spelling, punctuation, word choice, and syntax.		Grammar, spelling, punctuation, word-choice, or syntax errors.		
Correct use of main heading and subsequent subheadings and/or other organizational techniques. Introductory text after each heading and subheading. Each table, diagram, or illustration is numbered, titled, and referenced in the preceding text.		Missing components. Plain, unprofessional formatting; missing introductory text; missing table/diagram/illustration labels.		
		Total:	0	0
		Points Possible	15	
SYSTEMS PERSPECTIVE AND ME ASSIGNMENT				**97.5%**
Summaries demonstrate concept understanding		Missing components. Lack of demonstrated understanding.		
Your examples align with the summarized learning disabilities		Missing components. Lack of demonstrated understanding. Lack of alignment between learning disability an example.		
Example of applied law is aligned with your selected learning disability and example; demonstrated understanding of law concept.		Missing components. Lack of demonstrated understanding. Lack of alignment between learning disability and systems thinking "laws."		
		Total:	0	0
		Points Possible/Total Percentage:	15	100.0%
		Total Points Possible:	30	
		Weighted Points Earned (score on which D2L grade is based):	0	

Current-Process IPOF: Group Homework Assignment

Items in this column represent what I am looking for when grading. I mark/score the first two errors for each item in a row (criteria) and then do not mark/score any further errors of that type. For example, after two punctuation errors, I don't mark any more punctuation errors, but I would mark two spelling errors (and then no further spelling errors). You automatically get 1 freebie point per category (yellow heading). If you have only 1 error in two different rows, then I take a point off one of the two rows but you still get full points for the other row.		Items in this column represent typical errors. However, one could easily just put a "No" or "Missing" before each of the items on the left to create this column. What you want to look for when you get each rubric back is the bolded items. Those are the areas where points were deducted. Then review your submission for yellow-highlighted words/areas and commented instructor feedback for more detail. Remember that your submission may contain more of the same type of error, but only two are marked.		
Proficient (5 points) **(1 error allowed)**		**Full Revision Necessary** **(1 point for trying or zero points for no submission)**	**Score**	**Weighted Score**
PROFESSIONALISM				**2.5%**
Name of student and assignment are included.		Missing components. No student or assignment identification.		
Correct grammar, spelling, punctuation, word choice, and syntax.		Grammar, spelling, punctuation, word-choice, or syntax errors.		
Correct use of main heading and subsequent subheadings and/or other organizational techniques. Introductory text after each heading and subheading. Each table, diagram, or illustration is numbered, titled, and referenced in the preceding text.		Missing components. Plain, unprofessional formatting; missing introductory text; missing table/diagram/illustration labels.		
		Total:	0	0
		Points Possible	15	
CURRENT PROCESS IPOF				**97.5%**
List of processes indicates understanding of all business functions within the business (i.e., all the functions that make this organization run). Processes are clearly identified as manual or automated.		Missing components. Lack of demonstrated understanding.		
Related process are clearly identified via inputs/outputs. Inputs and outputs are nouns; processes are verbs and focus on transformation.		Missing components. Lack of demonstrated understanding.		
Examples are sufficiently detailed to communicated understanding of inter-process/system influences. Those systems that would benefit from automation are identified.		Missing components. Lack of demonstrated understanding. "		
		Total:	0	0
		Points Possible/Total Percentage:	15	100.0%
		Total Points Possible:	30	
		Weighted Points Earned (score on which D2L grade is based):	0	

Use Case of Current System: Group Homework Assignment

Items in this column represent what I am looking for when grading. I mark/score the first two errors for each item in a row (criteria) and then do not mark/score any further errors of that type. For example, after two punctuation errors, I don't mark any more punctuation errors, but I would mark two spelling errors (and then no further spelling errors). You automatically get 1 freebie point per category (yellow heading). If you have only 1 error in two different rows, then I take a point off one of the two rows but you still get full points for the other row.		Items in this column represent typical errors. However, one could easily just put a "No" or "Missing" before each of the items on the left to create this column. What you want to look for when you get each rubric back is the bolded items. Those are the areas where points were deducted. Then review your submission for yellow-highlighted words/areas and commented instructor feedback for more detail. Remember that your submission may contain more of the same type of error, but only two are marked.		
Proficient (5 points) **(1 error allowed)**		**Full Revision Necessary** **(1 point for trying or zero points for no submission)**	**Score**	**Weighted Score**
PROFESSIONALISM				**2.5%**
Name of student and assignment are included.		Missing components. No student or assignment identification.		
Correct grammar, spelling, punctuation, word choice, and syntax.		Grammar, spelling, punctuation, word-choice, or syntax errors.		
Correct use of main heading and subsequent subheadings and/or other organizational techniques. Introductory text after each heading and subheading. Each table, diagram, or illustration is numbered, titled, and referenced in the preceding text.		Missing components. Plain, unprofessional formatting; missing introductory text; missing table/diagram/illustration labels.		
		Total:	0	0
		Points Possible	15	
USE CASE OF CURRENT SYSTEM				**97.5%**
System boundary includes the name of the system and represents the scope of the system; each actor is a person or system that uses the system, derives benefit from use of the system, is external to the system, is labeled with its role, and is placed outside the system		Missing components; multiple violations of the stated use-case diagram rules		
Each Use Case represents a major piece of system functionality; represents a single goal; is placed inside the system boundary; is labeled with a descriptive verb-noun phrase.		Missing components; Use cases are steps within a process rather than major functionality or process; violations of use-case rules.		
Correct use of association relationships		Missing components; multiple errors		
		Total:	0	0
		Points Possible/Total Percentage:	15	100.0%
		Total Points Possible:	30	
		Weighted Points Earned (score on which D2L grade is based):	0	

DFD of Current System: Group Homework Assignment

Items in this column represent what I am looking for when grading. I mark/score the first two errors for each item in a row (criteria) and then do not mark/score any further errors of that type. For example, after two punctuation errors, I don't mark any more punctuation errors, but I would mark two spelling errors (and then no further spelling errors). You automatically get 1 freebie point per category (yellow heading). If you have only 1 error in two different rows, then I take a point off one of the two rows but you still get full points for the other row.		Items in this column represent typical errors. However, one could easily just put a "No" or "Missing" before each of the items on the left to create this column. What you want to look for when you get each rubric back is the bolded items. Those are the areas where points were deducted. Then review your submission for yellow-highlighted words/areas and commented instructor feedback for more detail. Remember that your submission may contain more of the same type of error, but only two are marked.		
Proficient (5 points) **(1 error allowed)**		**Full Revision Necessary** **(1 point for trying or zero points for no submission)**	**Score**	**Weighted Score**
PROFESSIONALISM				**2.5%**
Name of student and assignment are included.		Missing components. No student or assignment identification.		
Correct grammar, spelling, punctuation, word choice, and syntax.		Grammar, spelling, punctuation, word-choice, or syntax errors.		
Correct use of main heading and subsequent subheadings and/or other organizational techniques. Introductory text after each heading and subheading. Each table, diagram, or illustration is numbered, titled, and referenced in the preceding text.		Missing components. Plain, unprofessional formatting; missing introductory text; missing table/diagram/illustration labels.		
		Total:	0	0
		Points Possible	15	
DATA FLOW DIAGRAM				**97.5%**
Context diagram contains system, correct sources/sinks, and all data flows into/out of system; Level 0 diagram represents a system's major processes, data flows, and data stores; sources/sinks correspond to use-case actors		Missing components; processes reflect out-of-system activities; incorrect sources/sinks		
All major processes and data stores are defined; data flows are balanced between the Context and Level 0 diagrams.		Missing components; processes represent small substeps rather than major functionality lack of balance		
Inputs to a process are different from the outputs of that process; each object has a unique name and ID: processes have verb-noun names, data flows, data stores and sources/sinks have noun-phrase names; data is processed between sources/sinks and data stores; forks and joins are used appropriately.		Missing components; incorrect object naming; data dies in process or data store or appears magically from a process or data store; processes reflect out-of-system activities; data moves directly from a source to a sink or data store or from a data store to another data store or source/sink; "orphaned" objects		
		Total:	0	0
		Points Possible/Total Percentage:	15	100.0%
		Total Points Possible:	30	
		Weighted Points Earned (score on which D2L grade is based):	0	

System Service Request: Group Homework Assignment

Items in this column represent what I am looking for when grading. I mark/score the first two errors for each item in a row (criteria) and then do not mark/score any further errors of that type. For example, after two punctuation errors, I don't mark any more punctuation errors, but I would mark two spelling errors (and then no further spelling errors). You automatically get 1 freebie point per category (yellow heading). If you have only 1 error in two different rows, then I take a point off one of the two rows but you still get full points for the other row.		Items in this column represent typical errors. However, one could easily just put a "No" or "Missing" before each of the items on the left to create this column. What you want to look for when you get each rubric back is the bolded items. Those are the areas where points were deducted. Then review your submission for yellow-highlighted words/areas and commented instructor feedback for more detail. Remember that your submission may contain more of the same type of error, but only two are marked.		
Proficient (5 points) **(1 error allowed)**		**Full Revision Necessary** **(1 point for trying or zero points for no submission)**	**Score**	**Weighted Score**
PROFESSIONALISM				**2.5%**
Name of student and assignment are included.		Missing components. No student or assignment identification.		
Correct grammar, spelling, punctuation, word choice, and syntax.		Grammar, spelling, punctuation, word-choice, or syntax errors.		
Correct use of main heading and subsequent subheadings and/or other organizational techniques. Introductory text after each heading and subheading. Each table, diagram, or illustration is numbered, titled, and referenced in the preceding text.		Missing components. Plain, unprofessional formatting; missing introductory text; missing table/diagram/illustration labels.		
		Total:	0	0
		Points Possible	15	
SYSTEM SERVICE REQUEST				**97.5%**
Sponsor is clearly identified *and is realistic!* Sponsor is a person rather than an institution.		Missing components. Sponsor is unrealistic or cannot provide the championing role necessary.		
Business need is clearly identified *and is realistic!* Business need describes concisely the problem we are attempting to resolve or the opportunity we are attempting to seize. Concisely describes *what* and *why*.		Missing components. Concise business need is missing either the need or the value. Business needs is not viable.		
Business requirements are clearly identified *and are realistic!* Business requiremens are solution/vendor independent. Business requirements focus on what any solution should enable users to do with the system.		Missing components. Solution and/or vendor identified. Request contains unrealistic data. Requirements are focused on a system rather than end users. Requirements describe non-system activities.		
Business value is clearly identified *and is realistic!* Business value demonstrates research into organization and understanding of organizational mission. Business value identifies specifically what ***any*** proposed system would do to achieve specified values. Value is quantified (e.g., specific quantities of time and/or dollars and/or sales and/or customers, etc.)		Missing components. Solution and/or vendor identified. Value contains unrealistic and/or fictitious data.		
Special issues/constraints are clearly identified *and are realistic!* Issues/constraints are at organizational level and represent challenges that must be addressed with any proposed system.		Missing components. Constraints are solution specific. Constraints are unrealistic. Reasons not provided for constraints.		
Addresses evaluation criteria (as well as you can): value chain analysis, strategic alignment, potential benefits, resource availability, project size/duration, technical difficulty/risks		Missing components. Submission indicates lack of effort.		
		Total:	0	0
		Points Possible/Total Percentage:	30	100.0%
		Total Points Possible:	45	
		Weighted Points Earned (score on which D2L grade is based):	0	

Milestone 1: Group Homework Assignment

Items in this column represent what I am looking for when grading. I mark/score the first two errors for each item in a row (criteria) and then do not mark/score any further errors of that type. For example, after two punctuation errors, I don't mark any more punctuation errors, but I would mark two spelling errors (and then no further spelling errors). You automatically get 1 freebie point per category (yellow heading). If you have only 1 error in two different rows, then I take a point off one of the two rows but you still get full points for the other row.		Items in this column represent typical errors. However, one could easily just put a "No" or "Missing" before each of the items on the left to create this column. What you want to look for when you get each rubric back is the bolded items. Those are the areas where points were deducted. Then review your submission for yellow-highlighted words/areas and commented instructor feedback for more detail. Remember that your submission may contain more of the same type of error, but only two are marked.		
Proficient (5 points) **(1 error allowed)**		**Full Revision Necessary** **(1 point for trying or zero points for no submission)**	**Score**	**Weighted Score**
PROFESSIONALISM				**5.0%**
Professional title page, TOC, use of headings and page numbers.		Missing components. Plain, unprofessional formatting; leftover template text. No team/client identification.		
Reader oriented. (full points deducted for errors)		Use of third-person pronouns (e.g., they, their); writer oriented		
Name of team members and client clearly identified.		Missing components. No student or assignment identification.		
Correct grammar, spelling, punctuation, word choice, and syntax.		Grammar, spelling, punctuation, word-choice, or syntax errors.		
Correct use of main heading and subsequent subheadings and/or other organizational techniques.Introductory text before each table, diagram or chart and between each main heading and subsequent subheadings. Each table, diagram, or illustration is numbered, titled, and referenced in the preceding text. Legends/descriptions provided for numbers/letters included in tables/diagrams.		Missing components. Plain, unprofessional formatting; missing introductory text; missing table/diagram/illustration labels.		
		Total:	0	0
		Points Possible	25	
INTRODUCTION; POSITIONING				**95.0%**
Provides a *concise* overview of the entire document; defines the user's or customer's view of the product to be developed, specified at the level of key stakeholder needs and features of the system; communicates the fundamental "whys and what's" related to the project		Missing components; not at key stakeholder level of understanding; includes detailed requirements; fails to effectively communicate the fundamental "whys and what's."		
Includes problem statement and product position statement in tabular format		Missing components; statements don't flow smoothly; statements fail to implement the stated purposes of each subcomponent		
STAKEHOLDER AND USER DESCRIPTIONS				
All stakeholder types (not people) are identified; stakeholder descriptions are general and illustrate the why this stakeholder type is influenced by or influences the project or proposed system; stakeholders are separated from the users (all users are stakeholders but not all stakeholders are necessarily users);		Missing components or subcomponents; responsibilities do not relate easily to the project or system.		
User summary is focused on use of system; use of system is presented in a concise verb-noun format		Missing components or subcomponents; uses of the system include specific technology or vendor solutions		
User environment captures critical factors of environment in which users use the proposed system; stakeholder/user needs reflect what user needs to do with a proposed system and is based on communication with client; needs are prioritized and represent clients perceptions		Missing components or subcomponents; uses of the system include specific technology or vendor solutions; user environment does not address all possible environments/situations in which users might use a new system		
Stakeholder/user needs reflect what user needs to do with a proposed system and is based on communication with client; needs from Table 3.2 are repeated here; needs are prioritized and represent client's perceptions.		Missing components or subcomponents; little or no relationship among subsection content; content appears to be student guesswork rather than based on client input; proposed solutions include references to specific technology and/or vendors		
APPENDICES				
Revision shows steady progress on documentation. Reference materials include all original files. Reference Materials refer to a location available to the client and the next-semester development team. Glossary is a complete, easy-to-read, alphabetized list of acronyms or terms included in the document that might be unknown to either the stakeholders or the developers		Missing components. Revision holds no person accountable. References based on location not accessible to client or next group. Glossary is focused on either the stakeholder or the developer to the exclusion of the other; unformatted, hard to read or find terms.		
		Total:	0	0
		Points Possible/Total Percentage:	35	100.0%
		Total Points Possible:	60	
		Weighted Points Earned (score on which D2L grade is based):	0	
		(your grade might differ based on your peer evaluations)		

System Description: Group Homework Assignment

Items in this column represent what I am looking for when grading. I mark/score the first two errors for each item in a row (criteria) and then do not mark/score any further errors of that type. For example, after two punctuation errors, I don't mark any more punctuation errors, but I would mark two spelling errors (and then no further spelling errors). You automatically get 1 freebie point per category (yellow heading). If you have only 1 error in two different rows, then I take a point off one of the two rows but you still get full points for the other row.		Items in this column represent typical errors. However, one could easily just put a "No" or "Missing" before each of the items on the left to create this column. What you want to look for when you get each rubric back is the bolded items. Those are the areas where points were deducted. Then review your submission for yellow-highlighted words/areas and commented instructor feedback for more detail. Remember that your submission may contain more of the same type of error, but only two are marked.		
Proficient (5 points) **(1 error allowed)**		**Full Revision Necessary** **(1 point for trying or zero points for no submission)**	**Score**	**Weighted Score**
PROFESSIONALISM				**5.0%**
Professional title page, TOC, use of headings and page numbers.		Missing components. Plain, unprofessional formatting; leftover template text. No team/client identification.		
Reader oriented. (full points deducted for errors)		Use of third-person pronouns (e.g., they, their); writer oriented		
Name of team members and client clearly identified.		Missing components. No student or assignment identification.		
Correct grammar, spelling, punctuation, word choice, and syntax.		Grammar, spelling, punctuation, word-choice, or syntax errors.		
Correct use of main heading and subsequent subheadings and/or other organizational techniques.Introductory text before each table, diagram or chart and between each main heading and subsequent subheadings. Each table, diagram, or illustration is numbered, titled, and referenced in the preceding text. Legends/descriptions provided for numbers/letters included in tables/diagrams.		Missing components. Plain, unprofessional formatting; missing introductory text; missing table/diagram/illustration labels.		
		Total:	0	0
		Points Possible	25	
ALTERNATIVES AND COMPETITION				**95.0%**
Three alternatives to the client's needs are included in a weighted decision table or in a SWOT analysis table; the weighted decision table or SWOT analysis table clearly defines user's criteria and constraints for the solution and is related to the users needs and concerns (criteria is from Tables 3.2 and 3.4; constraints align with assumptions, constraints)		Missing components or subcomponents; alternatives not related directly to user needs; criteria/constraints not related to user needs		
Three alternatives from the weighted decision table or SWOT analysis table are clearly described/compared in text, with the preferred option presented last; the explanatory text addresses the requirements and constraints listed in the table (compares each alternative based on criteria and constraints)		Missing components or subcomponents; no connection between text and requirements/constraints in table; reader is not persuaded that the proposed solution is the logical choice to solve the user's needs		
SYSTEM OVERVIEW, FEATURES AND REQUIREMENTS				
Clear description *at a high level view* of the product capabilities, interfaces to other applications, assumptions/constraints/dependencies, and systems configurations--what the system will do and how it will be integrated into the existing environment. Out-of-scope boundaries are clearly defined		Missing components; content is too detailed and technical; scope is ambiguous		
General, software/vendor-independent description of *what* the user will be able to do with the system; formatted, high-level list of applicable standards, hardware, or platform requirements; performance requirements; and environmental requirements		Missing components; content is too detailed; content includes "how" the features will be implemented; product features don't flow from product overview; duplication of content provided in overview or features; content is too detailed or technical		
RISK LIST				
Risks are focused on project, not the delivered system. Resource, business, technical and schedule risks are defined (both direct and indirect); risks are clearly named and described; magnitude of each risk is illustrated via ranking; avoidance, transfer, acceptance (mitigation/contingency) plans are defined. Ranked lists are provided in tabular format		Missing components; risks are not ranked; risks are in textual format and hard to read; missing some risks or categories of risks; mitigation/contingency plans are superficial; risks are based on post-implementation use of software		
		Total:	0	0
		Points Possible/Total Percentage:	25	100.0%
		Total Points Possible:	50	
		Weighted Points Earned (score on which D2L grade is based):	0	

Use Case for the Proposed System: Group Homework Assignment

Items in this column represent what I am looking for when grading. I mark/score the first two errors for each item in a row (criteria) and then do not mark/score any further errors of that type. For example, after two punctuation errors, I don't mark any more punctuation errors, but I would mark two spelling errors (and then no further spelling errors). You automatically get 1 freebie point per category (yellow heading). If you have only 1 error in two different rows, then I take a point off one of the two rows but you still get full points for the other row.		Items in this column represent typical errors. However, one could easily just put a "No" or "Missing" before each of the items on the left to create this column. What you want to look for when you get each rubric back is the bolded items. Those are the areas where points were deducted. Then review your submission for yellow-highlighted words/areas and commented instructor feedback for more detail. Remember that your submission may contain more of the same type of error, but only two are marked.		
Proficient (5 points) **(1 error allowed)**		**Full Revision Necessary** **(1 point for trying or zero points for no submission)**	**Score**	**Weighted Score**
PROFESSIONALISM				**5.0%**
Professional title page, TOC, use of headings and page numbers.		Missing components. Plain, unprofessional formatting; leftover template text. No team/client identification.		
Reader oriented. (full points deducted for errors)		Use of third-person pronouns (e.g., they, their); writer oriented		
Name of team members and client clearly identified.		Missing components. No student or assignment identification.		
Correct grammar, spelling, punctuation, word choice, and syntax.		Grammar, spelling, punctuation, word-choice, or syntax errors.		
Correct use of main heading and subsequent subheadings and/or other organizational techniques.Introductory text before each table, diagram or chart and between each main heading and subsequent subheadings. Each table, diagram, or illustration is numbered, titled, and referenced in the preceding text. Legends/descriptions provided for numbers/letters included in tables/diagrams.		Missing components. Plain, unprofessional formatting; missing introductory text; missing table/diagram/illustration labels.		
		Total:	0	0
		Points Possible	25	
USE-CASE DIAGRAM				**95.0%**
System boundary includes the name of the system and represents the scope of the system; each actor is a person or system that uses the system, derives benefit from use of the system, is external to the system, is labeled with its role, and is placed outside the system		Missing components; multiple violations of the stated use-case diagram or specification rules		
Each Use Case represents a major piece of system functionality; represents a single goal; is placed inside the system boundary; is labeled with a descriptive verb-noun phrase.		Missing components; Use cases are steps within a process rather than major functionality or process; violations of use-case rules.		
Correct use of association relationships; includes relationships represent typical inclusion of the functionality of one use case with another and point away from the base use case and toward the used use case point; extends relationships represent an extension of the use case to include optional behavior and point away from the used use case and toward the base use case.		Missing components; multiple errors		
***FIRST* USE-CASE SPECIFICATION**				
One use case from the use-case diagram described via a use-case specification; selected use case from the diagram represented by a basic flow on the use-case specification; actors in use-case specification match actors in use-case diagram.		Missing components; mismatch between use-case diagram and use-case specifications		
Alternative flows represent all possible options; pre-and post-conditions are clearly articulated; extension points align with extends relationships on use-case diagram		Missing components; alternative flows not inclusive of all possibilities; incorrect extension points		
		Total:	0	0
		Points Possible/Total Percentage:	25	100.0%
		Total Points Possible:	50	
		Weighted Points Earned (score on which D2L grade is based):	0	

Specify Requirements: Group Homework Assignment

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Proficient (5 points) **(1 error allowed)**		**Full Revision Necessary** **(1 point for trying or zero points for no submission)**	**Score**	**Weighted Score**
PROFESSIONALISM				**5.0%**
Professional title page, TOC, use of headings and page numbers.		Missing components. Plain, unprofessional formatting; leftover template text. No team/client identification.		
Reader oriented. (full points deducted for errors)		Use of third-person pronouns (e.g., they, their); writer oriented		
Name of team members and client clearly identified.		Missing components. No student or assignment identification.		
Correct grammar, spelling, punctuation, word choice, and syntax.		Grammar, spelling, punctuation, word-choice, or syntax errors.		
Correct use of main heading and subsequent subheadings and/or other organizational techniques.Introductory text before each table, diagram or chart and between each main heading and subsequent subheadings. Each table, diagram, or illustration is numbered, titled, and referenced in the preceding text. Legends/descriptions provided for numbers/letters included in tables/diagrams.		Missing components. Plain, unprofessional formatting; missing introductory text; missing table/diagram/illustration labels.		
		Total:	0	0
		Points Possible	25	
SPECIFY REQUIREMENTS				**95.0%**
Requirements Elicitation Plan: Clear identification of which elicitation techniques will be used, which stakeholders will be involved, what resources are needed for each elicitation technique identified, the schedule for which team member is responsible for contacting which stakeholders		Missing components; insufficient elicitation techniques to ensure full knowledge of "as is" or "to be" processes; no plan for when, where and how to gather requirements using specified elicitation techniques. Plan lacks sufficient detail to delegate to a non-group member for accurate administration and implementation		
Business Requirements: Text clearly identifies the reason why the project is being done or what business objective it supports, as well as the benefits to the business; statement includes the three-phase stem; statement flows from one stem to another.		Missing components; no flow among stem subcomponents; no relationship between content here and in Systems Service Request		
Business and User: Strategy for prioritizing requirements, including criteria for ranking and technique used to represent ranking; selected goal matches a use case on the use-case diagram; user role is clearly defined for each set of requirements; goal is based on "action verb/noun" structure and is followed by a one-sentence description; goal represents an action from which the user would benefit from using the system		Missing components; goal is too narrow--user would not gain any benefit from perform goal; requirements are not prioritized (either by risk ranking number or by MSCW).		
Functional: user requirements represent discrete actions a user needs to perform with the system; system requirements support preceding user requirements; user requirements are outdented while corresponding system requirements are indented below; common information is indicated in CI column; goals are ordered within user roles per specified prioritization criteria.		Missing components; user requirements are too broad--performing the action includes multiple, unlisted actions; system requirements illustrate system response to user action rather than pre-action system support for user action; system requirements are outdented; no textual indication in requirement as to whether the requirement refers to a user or the system; Instructor perceives content that is common, but was missed by the group or repeated above in multiple requirements		
Nonfunctional. Requirements clearly address the prompt question and explanation for each category; requirements content demonstrates critical thinking in terms of specificity and thorough understanding of system; at least 3-4 requirements in each sub-category		Missing components; entries were just copied/pasted from the non-functional requirements in the student demo/example file; just 1-2 entries per category; does not demonstrate effort in understanding system		
		Total:	0	0
		Points Possible/Total Percentage:	25	100.0%
		Total Points Possible:	50	
		Weighted Points Earned (score on which D2L grade is based):	0	

Initial Data Flow Diagram: Group Homework Assignment

Items in this column represent what I am looking for when grading. I mark/score the first two errors for each item in a row (criteria) and then do not mark/score any further errors of that type. For example, after two punctuation errors, I don't mark any more punctuation errors, but I would mark two spelling errors (and then no further spelling errors). You automatically get 1 freebie point per category (yellow heading). If you have only 1 error in two different rows, then I take a point off one of the two rows but you still get full points for the other row.		Items in this column represent typical errors. However, one could easily just put a "No" or "Missing" before each of the items on the left to create this column. What you want to look for when you get each rubric back is the bolded items. Those are the areas where points were deducted. Then review your submission for yellow-highlighted words/areas and commented instructor feedback for more detail. Remember that your submission may contain more of the same type of error, but only two are marked.		
Proficient (5 points) **(1 error allowed)**		**Full Revision Necessary** **(1 point for trying or zero points for no submission)**	**Score**	**Weighted Score**
PROFESSIONALISM				**5.0%**
Professional title page, TOC, use of headings and page numbers.		Missing components. Plain, unprofessional formatting; leftover template text. No team/client identification.		
Reader oriented. (full points deducted for errors)		Use of third-person pronouns (e.g., they, their); writer oriented		
Name of team members and client clearly identified.		Missing components. No student or assignment identification.		
Correct grammar, spelling, punctuation, word choice, and syntax.		Grammar, spelling, punctuation, word-choice, or syntax errors.		
Correct use of main heading and subsequent subheadings and/or other organizational techniques.Introductory text before each table, diagram or chart and between each main heading and subsequent subheadings. Each table, diagram, or illustration is numbered, titled, and referenced in the preceding text. Legends/descriptions provided for numbers/letters included in tables/diagrams.		Missing components. Plain, unprofessional formatting; missing introductory text; missing table/diagram/illustration labels.		
		Total:	0	0
		Points Possible	25	
INITIAL DATA FLOW DIAGRAM				**95.0%**
Context diagram contains system, sources/sinks, and all data flows into/out of system; inputs to the system are different from the outputs of that system; data flows and sources/sinks have noun-phrase names; Level 0 diagram includes all major processes and data stores and initial data flows; data flow diagram is balanced; introductory text "tells the story" of each diagram		Missing components; incorrect object naming; no alignment with use-case diagram; missing major system process and/or data stores; lack of balance; no introductory text (or text just describes objects and purpose of DFD)		
Inputs to a process are different from the outputs of that process; each object has a unique name and ID: processes have verb-noun names, data flows, data stores and sources/sinks have noun-phrase names; data is processed between sources/sinks and data stores; forks and joins are used appropriately.		Missing components; incorrect object naming; data dies in process or data store; processes reflect out-of-system activities; data moves directly from a source to a sink or data store or from a data store to another data store or source/sink; "orphaned" objects; violates DFD rules		
		Total:	0	0
		Points Possible/Total Percentage:	10	100.0%
		Total Points Possible:	35	
		Weighted Points Earned (score on which D2L grade is based):	0	

Initial Entity Relation Diagram and Relational Tables: Group Homework Assignment

Items in this column represent what I am looking for when grading. I mark/score the first two errors for each item in a row (criteria) and then do not mark/score any further errors of that type. For example, after two punctuation errors, I don't mark any more punctuation errors, but I would mark two spelling errors (and then no further spelling errors). You automatically get 1 freebie point per category (yellow heading). If you have only 1 error in two different rows, then I take a point off one of the two rows but you still get full points for the other row.		Items in this column represent typical errors. However, one could easily just put a "No" or "Missing" before each of the items on the left to create this column. What you want to look for when you get each rubric back is the bolded items. Those are the areas where points were deducted. Then review your submission for yellow-highlighted words/areas and commented instructor feedback for more detail. Remember that your submission may contain more of the same type of error, but only two are marked.		
Proficient (5 points) **(1 error allowed)**		**Full Revision Necessary** **(1 point for trying or zero points for no submission)**	**Score**	**Weighted Score**
PROFESSIONALISM				**5.0%**
Professional title page, TOC, use of headings and page numbers.		Missing components. Plain, unprofessional formatting; leftover template text. No team/client identification.		
Reader oriented. (full points deducted for errors)		Use of third-person pronouns (e.g., they, their); writer oriented		
Name of team members and client clearly identified.		Missing components. No student or assignment identification.		
Correct grammar, spelling, punctuation, word choice, and syntax.		Grammar, spelling, punctuation, word-choice, or syntax errors.		
Correct use of main heading and subsequent subheadings and/or other organizational techniques.Introductory text before each table, diagram or chart and between each main heading and subsequent subheadings. Each table, diagram, or illustration is numbered, titled, and referenced in the preceding text. Legends/descriptions provided for numbers/letters included in tables/diagrams.		Missing components. Plain, unprofessional formatting; missing introductory text; missing table/diagram/illustration labels.		
		Total:	0	0
		Points Possible	25	
INITIAL ENTITY RELATIONSHIP DIAGRAM AND RELATIONAL TABLES				**95.0%**
Business Rules. Fit to Organization: business rules reflect the reality of the business/organization; use of lay terminology; Complete: one set of business rules for each relationship implied in business process; each business rule starts with a single instance		business rules were derived to fit an ERD rather than represent the reality of the business/organization; awkward use of entity names in rules; use of default have/has verbs; missing business rules; sets of business rules combined into one rule; business rules starts with a plural		
Entities. Complete: includes all required entities; implemented model would enable desired results from queries. Attributes: attributes are at lowest level; attributes describe only the entity in which they are located; sufficient attributes exist to describe each entity.		missing several entities; implemented model would not enable desired results from queries; many multivalued attributes; frequency of inappropriate attributes in entities; missing many attributes; inappropriate NULLable values.		
Relationships: correct relationships; correct cardinality and participation; intuitive verbs match business rules		multiple cardinality and participation errors; mismatch between ERD and business rules		
Integrity: Correct Entity/Referential Integrity		missing primary keys; contains primary keys that would have to duplicate; unnecessary composite primary keys; incorrect foreign keys		
Tables. Complete: one relational table per entity in ERD; 3 records/table		Missing components		
Tables. Accurate: correct entity and referential integrity; data is realistic per scenario; data illustrates 3NF data modeling		Missing components; data is unrealistic and would not demonstrate functionality of the database; data reflects violations to 3NF		
		Total:	0	0
		Points Possible/Total Percentage:	30	100.0%
		Total Points Possible:	55	
		Weighted Points Earned (score on which D2L grade is based):	0	

Milestone 2: Group Homework Assignment

Items in this column represent what I am looking for when grading. I mark/score the first two errors for each item in a row (criteria) and then do not mark/score any further errors of that type. For example, after two punctuation errors, I don't mark any more punctuation errors, but I would mark two spelling errors (and then no further spelling errors). You automatically get 1 freebie point per category (yellow heading). If you have only 1 error in two different rows, then I take a point off one of the two rows but you still get full points for the other row.	Items in this column represent typical errors. However, one could easily just put a "No" or "Missing" before each of the items on the left to create this column. What you want to look for when you get each rubric back is the bolded items. Those are the areas where points were deducted. Then review your submission for yellow-highlighted words/areas and commented instructor feedback for more detail. Remember that your submission may contain more of the same type of error, but only two are marked.		
Proficient (5 points) **(1 error allowed)**	**Full Revision Necessary** **(1 point for typos or zero points for no submission)**	**Score**	**Weighted Score**
PROFESSIONALISM			**7.5%**
Professional title page, TOC, use of headings and page numbers.	Missing components. Plain, unprofessional formatting; leftover template and/or feedback text. No team/client identification.		
Reader oriented. (full points deducted for errors)	Use of third-person pronouns (e.g., they, their): writer oriented		
Name of team members and client clearly identified.	Missing components. No student or assignment identification.		
Correct grammar, spelling, punctuation, word choice, and syntax.	Grammar, spelling, punctuation, word choice, or syntax errors.		
Correct use of main heading and subsequent subheadings and/or other organizational techniques.Introductory text before each table, diagram or chart and between each main heading and subsequent subheadings. Each table, diagram, or illustration is numbered, titled, and referenced in the preceding text. Legends/descriptions provided for numbers/letters included in tables/diagrams.	Missing components. Plain, unprofessional formatting; missing introductory text; missing table/diagram/illustration labels.		
	Total:	0	0
	Points Possible	25	
INTRODUCTION; POSITIONING			**92.5%**
Introduction provides a concise overview of the entire document; defines the user's or customer's view of the product to be developed, specified at the level of key stakeholder needs and features of the system; communicates the fundamental "whys and whats" related to the project	Missing components; not at key stakeholder level of understanding; includes detailed requirements; fails to effectively communicate the fundamental "whys and what's."		
Positioning includes problem statement and product position statement in tabular format	Missing components; statements don't flow smoothly; statements fail to implement the stated purposes of each subcomponent		
STAKEHOLDER AND USER DESCRIPTIONS			
All stakeholder types (not people) are identified; stakeholder descriptions are general and illustrate the why this stakeholder type is influenced by or influences the project or proposed system; stakeholders are separated from the users (all users are stakeholders but not all stakeholders are necessarily users);	Missing components or subcomponents; responsibilities do not relate easily to the project or system.		
User summary is focused on use of system; use of system is presented in a concise verb-noun format	Missing components or subcomponents; uses of the system include specific technology or vendor solutions		
User environment captures critical factors of environment in which users use the proposed system; stakeholder/user needs reflect what user needs to do with a proposed system and is based on communication with client; needs are prioritized and represent clients perceptions	Missing components or subcomponents; uses of the system include specific technology or vendor solutions; user environment does not address all possible environments/situations in which users might use a new system		
Stakeholder/user needs reflect what user needs to do with a proposed system and is based on communication with client; needs from Table 3.2 are repeated here; needs are prioritized and represent client's perceptions.	Missing components or subcomponents; little or no relationship among subsection content; content appears to be student guesswork rather than based on client input; proposed solutions include references to specific technology		
ALTERNATIVES AND COMPETITION			
Three alternatives to the client's needs are included in a weighted decision table or in a SWOT analysis table; the weighted decision table or SWOT analysis table clearly defines user's criteria and constraints for the solution and is related to the users needs and concerns (criteria is from Tables 3.2 and 3.4; constraints align with assumptions,	Missing components or subcomponents; alternatives not related directly to user needs; criteria/constraints not related to user needs		
Three alternatives from the weighted decision table or SWOT analysis table are clearly described/compared in text, with the preferred option presented last; the explanatory text addresses the requirements and constraints listed in the table (compares each	Missing components or subcomponents; no connection between text and requirements/constraints in table; reader is not persuaded that the proposed solution is the logical choice to solve the user's needs		
SYSTEM OVERVIEW, FEATURES AND REQUIREMENTS			
Clear description of *a high level view* of the product capabilities, interfaces to other applications, assumptions/constraints/dependencies, and systems configurations--what the system will do and how it will be integrated into the existing environment. Out-of-scope boundaries are clearly defined.	Missing components; content is too detailed and technical; scope is ambiguous		
General, software/vendor-independent description of *what* the user will be able to do with the system; formatted, high-level list of applicable standards, hardware, or platform requirements; performance requirements; and environmental requirements	Missing components; content is too detailed; content includes "how" the features will be implemented; product features don't flow from product overview; duplication of content provided in overview or features; content is too detailed or technical		
RISK LIST			
Risks are focused on <u>project</u>, not the delivered system. Resource, business, technical and schedule risks are defined (both direct and indirect); risks are clearly named and described; magnitude of each risk is illustrated via ranking; avoidance, transfer, acceptance (mitigation/contingency) plans are defined. Ranked lists are provided in	Missing components; risks are not ranked; risks are in textual format and hard to read; missing some risks or categories of risks; mitigation/contingency plans are superficial; risks are based on post-implementation use of software		
SPECIFY REQUIREMENTS			
Requirements Elicitation Plan: Clear identification of which elicitation techniques will be used, which stakeholders will be involved, what resources are needed for each elicitation technique identified, the schedule for which team member is responsible for contacting which stakeholders	Missing components; insufficient elicitation techniques to ensure full knowledge of "as is" or "to be" processes; no plan for when, where and how to gather requirements using specified elicitation techniques. Plan lacks sufficient detail to delegate to a non-group member for accurate administration and		
Business Requirements: Text clearly identifies the reason why the project is being done or what business objective it supports, as well as the benefits to the business; statement includes the three-phase stem; statement flows from one stem to another.	Missing components; no flow among stem subcomponents; no relationship between content here and in Systems Service Request		
Business and User: Strategy for prioritizing requirements, including criteria for ranking and technique used to represent ranking; selected goal matches a use case on the use-case diagram; user role is clearly defined for each set of requirements; goal is based on "action verb/noun" structure and is followed by a one-sentence description; goal represents an action from which the user would benefit from using the system	Missing components; goal is too narrow--user would not gain any benefit from perform goal; requirements are not prioritized (either by risk ranking number or by MSCW).		
Functional: user requirements represent discrete actions a user needs to perform with the system; system requirements support preceding user requirements; user requirements are outdented while corresponding system requirements are indented below; common information is indicated in CI column; goals are ordered within user roles per specified prioritization criteria.	Missing components; user requirements are too broad--performing the action includes multiple, unlisted actions; system requirements illustrate system response to user action rather than pre-action system support for user action; system requirements are outdented; no textual indication in requirement as to whether the requirement refers to a user or the system; Instructor perceives content that is common, but was missed by the group or repeated above in		
Nonfunctional. Requirements clearly address the prompt question and explanation for each category; requirements content demonstrates critical thinking in terms of specificity and thorough understanding of system; at least 7-9 requirements in each sub-category	Missing components; entries were just copied/pasted from the non-functional requirements in the student demo/example file; just 1-2 entries per category; does not demonstrate effort in understanding system; did not correct or extend entries from original submission		
USE-CASE DIAGRAM AND SPECIFICATION			
System boundary includes the name of the system and represents the scope of the system; each actor is a person or system that uses the system, derives benefit from use of the system, is external to the system, is labeled with its role, and is placed outside the system	Missing components; multiple violations of the stated use-case diagram or specification rules		
Each Use Case represents a major piece of system functionality; represents a single goal; is placed inside the system boundary; is labeled with a descriptive verb-noun phrase.	Missing components; Use cases are steps within a process rather than major functionality or process; violations of use-case rules.		
Correct use of association relationships; includes relationships represent typical inclusion of the functionality of one use case with another and point away from the base use case and toward the used use case point; extends relationships represent an extension of the use case to include optional behavior and point away from the used use case and toward the base use case.	Missing components; multiple violations of the stated use-case diagram or specification rules		
Each base use case on use-case diagram included in use-case specification; actors in use-case specification match actors in use-case diagram	Missing components; mismatch between use-case diagram and use-case specifications		
Alternative flows represent all possible options; pre-and post-conditions are clearly articulated; extension points align with extends relationships on use-case diagram	Missing components; alternative flows not inclusive of all possibilities; incorrect extension points		
DATA FLOW DIAGRAM			
Context diagram contains system, correct sources/sinks, and all data flows into/out of system; Level 0 diagram represents a system's major processes, data flows, and data stores; sources/sinks correspond to use-case actors; introductory text "tells the story" of each diagram	Missing components; too many processes on one page; processes reflect out-of-system activities; incorrect sources/sinks; data moves directly from a source to a sink or data store or from a data store to another data store or source/sink; no introductory text (or text just describes objects and purpose of DFD); violates DFD rules		
Every process is decomposed to the level of a primitive process (decomposition); data flows entered at deeper levels of the DFD are represented at higher levels (balance).	Missing components; processes not decomposed to the lowest level; too many processes on one page; lack of balance; violates DFD rules		
Inputs to a process are different from the outputs of that process; each object has a unique name and ID: processes have verb-noun names, data flows, data stores and sources/sinks have noun-phrase names; data is processed between sources/sinks and data stores; forks and joins are used appropriately.	Missing components; incorrect object naming; data dies in process or data store; processes reflect out-of-system activities; data moves directly from a source to a sink or data store or from a data store to another data store or source/sink; "orphaned" objects; violates DFD rules		
ENTITY RELATIONSHIP DIAGRAM AND RELATIONAL TABLES			
Business Rules. Fit to Organization: business rules reflect the reality of the business/organization; use of lay terminology; Complete: one set of business rules for each relationship implied in business process; each business rule starts with a single subject	business rules were derived to fit an ERD rather than represent the reality of the business/organization; awkward use of entity names in rules; use of default have/has verbs; missing business rules; sets of business rules combined into one rule; business rules start with a plural		
Entities. Complete: includes all required entities; implemented model would enable desired results from queries. Attributes: attributes are at lowest level; attributes describe only the entity in which they are located; sufficient attributes exist to describe each entity	missing several entities; implemented model would not enable desired results from queries; many multivalued attributes; frequency of inappropriate attributes in entities; missing many attributes; inappropriate NULLable values.		
Relationships: correct relationships; correct cardinality and participation; intuitive verbs match business rules	multiple cardinality and participation errors; mismatch between ERD and business rules		
Integrity: Correct Entity/Referential Integrity	missing primary keys; contains primary keys that would have to duplicate; unnecessary composite primary keys; incorrect foreign keys		
Tables. Complete: one relational table per entity in ERD; 3 records/table	Missing components		
Tables. Accurate: correct entity and referential integrity; data is realistic per scenario; data illustrates 3NF data modeling	Missing components; data is unrealistic and would not demonstrate functionality of the database; data reflects violations to 3NF		
PROTOTYPE MOCK-UPS			
Clear illustrations of user functionality with system; includes any changes in screens based on user input or system response; enables a user to "walk through" each process; illustrations match both the use-case specification and the functional requirements; implements design principles: contrast, repetition, alignment, proximity	Missing components; illustrations are missing critical functionality; illustrations do not align with the use-case specification or the functional requirements; illustrations are unrealistic--plain (B/W) and don't represent system well; violates design principles		
TRANSITIONAL PLANS			
Test plan. Complete: includes separate plans for component/unit, integration, systems and acceptance testing; includes alpha and beta versions; acceptance testing describes plan for user, recovery, security, stress and performance testing.	missing multiple, individual test plans; no references to the alpha or beta versions; missing multiple tests from the alpha testing. Plan could not be executed.		
Implementation plan. Complete: includes complete description of one of the four installation approaches; addresses data conversion, planned system shutdown, and how the implementation will impact regular business processes	approach is named, but plan is vague; no consideration of impact resulting from installation activities. Plan could not be executed.		
Training plan. Complete: identifies *who* will be trained, *who* will conduct (or monitor) the training, *how* the training will be administered, *what* training materials will	Missing many components. Plan could not be executed.		
APPENDICES			
Revision shows steady progress on documentation. Reference materials include all original files. Reference Materials refer to a location available to the client and the next-semester development team. Glossary is a complete, easy-to-read, alphabetized list of acronyms or terms included in the document that might be unknown to either the	Missing components. Revision holds no person accountable. References based on location not accessible to client or next group. Glossary is focused on either the stakeholder or the developer to the exclusion of the other; unformatted, hard to read or find terms.		
	Total:	0	0
	Points Possible/Total Percentage:	175	100.0%
	Total Points Possible:	200	
	Weighted Points Earned (score on which D2L grade is based):	0	
	(your grade might differ based on your peer evaluations)		