

Note:

*The following tool has been deleted, effective
September 2003.*

- *Assessment Guide: Workstation Operations INF2010-1
(page G.40)*

STUDENT: _____

Observations of Student	CRITERIA
4 3 2 1 0	<p><i>The student:</i></p> <p><u>Researches</u> technology related to robotics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes the types of tasks robots perform <input type="checkbox"/> explains how robotics are effecting society now and in the future <input type="checkbox"/> diagrams a basic robot, labelling components including the controller <input type="checkbox"/> describes the functions of labelled components <input type="checkbox"/> explains the processes used to control robots <input type="checkbox"/> gives an example of when it would be feasible to use a robot over a human to perform a task <input type="checkbox"/> gives an example of when it would be feasible to use a human over a robot to perform a task
4 3 2 1 0	<p><u>Assembles the Robot</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> follows a blueprint design <input type="checkbox"/> determines the purpose of the robot from the provided design <input type="checkbox"/> assesses the design capabilities of the completed robot <input type="checkbox"/> tests the functionality of the robot to perform designated task
4 3 2 1 0	<p><u>Presents the Robot</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> describes the purpose of the robot <input type="checkbox"/> demonstrates the use of the robot to perform designated task <input type="checkbox"/> explains how the interrupts are used to control the robot <input type="checkbox"/> evaluates the capabilities of the robot (what it can and cannot do)

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

This project can be completed individually or as a group.

Research

Research and prepare a presentation in your choice of format (e.g., oral, written, multimedia, visual poster) dealing with the technology of robotics. The presentation should include the following topics:

- types of tasks robots perform
- how robotics are affecting society now and in the future
- diagram a basic robot, labelling components including the controller
- functions of labelled components
- processes used to control robots
- examples of when it would be feasible to use a robot over a human to perform a task
- examples of when it would be feasible to use a human over a robot to perform a task

Assembly of Robot

When assembling the robot you should be able to:

- follow the blueprint design given
- determine the purpose of the robot from provided designs
- assess the design limitations of the completed robot
- test the functionality of the robot to perform task

Presentation of Robot

Present a demonstration of the robot to your teachers and/or class and discuss the following:

- describe the purpose of the robot
- demonstrate the robot's ability to perform a task
- explain how the interrupts are used to control the robot
- explain how the provided code used or did not use the full functionality of the robot in the assigned task
- recommend more effective and efficient uses of the code
- evaluate the code's ability to complete the task assigned in the project
- evaluate your own presentation of the robot

STUDENT: _____

STANDARD	Students must demonstrate effective and efficient use of at least two communication systems to send and receive various types of information. Students working at standard will demonstrate competencies as described in rating scale 2 . Students working above standard will demonstrate competencies as described in rating scale 3 or 4 .
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At Standard	Criteria	Telecommunication System No. 1 _____	Telecommunication System No. 2 _____
___/2	Preparation	<i>The student:</i> <input type="checkbox"/> describes the purpose of the transmission <input type="checkbox"/> identifies the target audience for the transmission <input type="checkbox"/> understands how the communication system works <ul style="list-style-type: none"> • type of system (wired, wireless, merged) • component parts • types of data/information transfer (voice, data, visuals, etc.) 	<i>The student:</i> <input type="checkbox"/> describes the purpose of the transmission <input type="checkbox"/> identifies the target audience for the transmission <input type="checkbox"/> understands how the communication system works <ul style="list-style-type: none"> • type of system (wired, wireless, merged) • component parts • types of data/information transfer (voice, data, visuals, etc.)
___/2	Use	Sending Messages <ul style="list-style-type: none"> • uses equipment effectively, safely and efficiently • follows proper protocols and procedures Receiving Messages <ul style="list-style-type: none"> • uses equipment effectively, safely and efficiently • follows proper protocols and procedures 	Sending Messages <ul style="list-style-type: none"> • uses equipment effectively, safely and efficiently • follows proper protocols and procedures Receiving Messages <ul style="list-style-type: none"> • uses equipment effectively, safely and efficiently • follows proper protocols and procedures
___/2	Analysis	<ul style="list-style-type: none"> • Compares of the two systems in terms of cost-benefit. 	

Rating Scale	4 - Demonstrates initiative that exceeds required techniques/skills	3 - Consistently demonstrates all designated techniques/skills, rarely needs prompting	2 - Demonstrates all designated techniques/skills, occasionally needs prompting	1 - Demonstrates most designated techniques/skills, frequently needs prompting	0 - Does not demonstrate designated technique/skill
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STUDENT: _____

STANDARD	Students must demonstrate effective research and presentation/report skills using the criteria as noted in the checklists below by describing TWO wired and TWO wireless systems. Students working at standard will demonstrate competencies as described in rating scale 2 . Students working above standard will demonstrate competencies as described in rating scale 3 or 4 .
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At Standard	Criteria	Wireless System No. 1 _____ <i>The student:</i>	Wireless System No. 2 _____ <i>The student:</i>
____/2	Preparation and Planning	<input type="checkbox"/> sets goals and describes steps to achieve them <input type="checkbox"/> uses personal initiative to formulate questions and find answers <input type="checkbox"/> accesses a range of relevant in-school/community resources <input type="checkbox"/> interprets, organizes and combines information into a logical sequence <input type="checkbox"/> records information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> plans and uses time effectively <input type="checkbox"/> gathers and responds to feedback regarding approach to task and project status	<input type="checkbox"/> sets goals and describes steps to achieve them <input type="checkbox"/> uses personal initiative to formulate questions and find answers <input type="checkbox"/> accesses a range of relevant in-school/community resources <input type="checkbox"/> interprets, organizes and combines information into a logical sequence <input type="checkbox"/> records information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> plans and uses time effectively <input type="checkbox"/> gathers and responds to feedback regarding approach to task and project status
____/2	Presentation	<input type="checkbox"/> demonstrates effective use of at least two communication media <input type="checkbox"/> maintains acceptable grammatical and technical standards through proofreading and editing <input type="checkbox"/> provides an introduction that describes the purpose and scope of the project <input type="checkbox"/> communicates ideas into a logical sequence with sufficient supporting detail <input type="checkbox"/> states a conclusion by synthesizing the information gathered <input type="checkbox"/> provides a reference list that includes five or more relevant information sources	<input type="checkbox"/> demonstrates effective use of at least two communication media <input type="checkbox"/> maintains acceptable grammatical and technical standards through proofreading and editing <input type="checkbox"/> provides an introduction that describes the purpose and scope of the project <input type="checkbox"/> communicates ideas into a logical sequence with sufficient supporting detail <input type="checkbox"/> states a conclusion by synthesizing the information gathered <input type="checkbox"/> provides a reference list that includes five or more relevant information sources
____/2	Content	The presentation/report includes the following: <ul style="list-style-type: none"> • key components of the system • type of information that can be transferred • bandwidth and typical users • estimate of cost to install • estimated cost to use • stage of development (status) 	The presentation/report includes the following: <ul style="list-style-type: none"> • key components of the system • type of information that can be transferred • bandwidth and typical users • estimate of cost to install • estimated cost to use • stage of development (status)
____/2	Analysis	<ul style="list-style-type: none"> • The presentation/report includes a comparison of the two systems and provides projection of which system will become dominant for a particular target audience/user. 	

At Standard	Criteria	Wired System No. 1 _____ <i>The student:</i>	Wired System No. 2 _____ <i>The student:</i>
____/2	Preparation and Planning	<input type="checkbox"/> sets goals and describes steps to achieve them <input type="checkbox"/> uses personal initiative to formulate questions and find answers <input type="checkbox"/> accesses a range of relevant in-school/community resources <input type="checkbox"/> interprets, organizes and combines information into a logical sequence <input type="checkbox"/> records information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> plans and uses time effectively <input type="checkbox"/> gathers and responds to feedback regarding approach to task and project status	<input type="checkbox"/> sets goals and describes steps to achieve them <input type="checkbox"/> uses personal initiative to formulate questions and find answers <input type="checkbox"/> accesses a range of relevant in-school/community resources <input type="checkbox"/> interprets, organizes and combines information into a logical sequence <input type="checkbox"/> records information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> plans and uses time effectively <input type="checkbox"/> gathers and responds to feedback regarding approach to task and project status
____/2	Presentation	<input type="checkbox"/> demonstrates effective use of at least two communication media <input type="checkbox"/> maintains acceptable grammatical and technical standards through proofreading and editing <input type="checkbox"/> provides an introduction that describes the purpose and scope of the project <input type="checkbox"/> communicates ideas into a logical sequence with sufficient supporting detail <input type="checkbox"/> states a conclusion by synthesizing the information gathered <input type="checkbox"/> provides a reference list that includes five or more relevant information sources	<input type="checkbox"/> demonstrates effective use of at least two communication media <input type="checkbox"/> maintains acceptable grammatical and technical standards through proofreading and editing <input type="checkbox"/> provides an introduction that describes the purpose and scope of the project <input type="checkbox"/> communicates ideas into a logical sequence with sufficient supporting detail <input type="checkbox"/> states a conclusion by synthesizing the information gathered <input type="checkbox"/> provides a reference list that includes five or more relevant information sources
____/2	Content	The presentation/report includes the following: <ul style="list-style-type: none"> • application/service provided • transmission system used • software used • standards and protocols used • personnel/expertise required 	The presentation/report includes the following: <ul style="list-style-type: none"> • application/service provided • transmission system used • software used • standards and protocols used • personnel/expertise required
____/2	Analysis	<ul style="list-style-type: none"> • The presentation/report includes a comparison of the two systems and provides projection of which system will become dominant for a particular target audience/user. 	

Rating Scale	4 - Demonstrates initiative that exceeds required techniques/skills	3 - Consistently demonstrates all designated techniques/skills, rarely needs prompting	2 - Demonstrates all designated techniques/skills, occasionally needs prompting	1 - Demonstrates most designated techniques/skills, frequently needs prompting	0 - Does not demonstrate designated technique/skill
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ASSESSMENT CHECKLIST: TELECOMMUNICATIONS SYSTEMS INFRASTRUCTURE PRESENTATION/REPORT	INF2190-3
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STUDENT: _____

STANDARD	Students must demonstrate effective research and presentation/report skills using the criteria as noted in the checklists below by describing TWO telecommunication systems infrastructures (wired or wireless or combined). Students working at standard will demonstrate competencies as described in rating scale 2 .. Students working above standard will demonstrate competencies as described in rating scale 3 or 4 .
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At Standard	Criteria	Telecommunication System No. 1 _____ <i>The student:</i>	Telecommunication System No. 2 _____ <i>The student:</i>
____/2	Preparation and Planning	<input type="checkbox"/> sets goals and describes steps to achieve them <input type="checkbox"/> uses personal initiative to formulate questions and find answers <input type="checkbox"/> accesses a range of relevant in-school/community resources <input type="checkbox"/> interprets, organizes and combines information into a logical sequence <input type="checkbox"/> records information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> plans and uses time effectively <input type="checkbox"/> gathers and responds to feedback regarding approach to task and project status	<input type="checkbox"/> sets goals and describes steps to achieve them <input type="checkbox"/> uses personal initiative to formulate questions and find answers <input type="checkbox"/> accesses a range of relevant in-school/community resources <input type="checkbox"/> interprets, organizes and combines information into a logical sequence <input type="checkbox"/> records information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> plans and uses time effectively <input type="checkbox"/> gathers and responds to feedback regarding approach to task and project status
____/2	Presentation	<input type="checkbox"/> demonstrates effective use of at least two communication media <input type="checkbox"/> maintains acceptable grammatical and technical standards through proofreading and editing <input type="checkbox"/> provides an introduction that describes the purpose and scope of the project <input type="checkbox"/> communicates ideas into a logical sequence with sufficient supporting detail <input type="checkbox"/> states a conclusion by synthesizing the information gathered <input type="checkbox"/> provides a reference list that includes five or more relevant information sources	<input type="checkbox"/> demonstrates effective use of at least two communication media <input type="checkbox"/> maintains acceptable grammatical and technical standards through proofreading and editing <input type="checkbox"/> provides an introduction that describes the purpose and scope of the project <input type="checkbox"/> communicates ideas into a logical sequence with sufficient supporting detail <input type="checkbox"/> states a conclusion by synthesizing the information gathered <input type="checkbox"/> provides a reference list that includes five or more relevant information sources
____/2	Content	The presentation/report includes the following: <ul style="list-style-type: none"> • application/service provided • transmission system used • software used • standards and protocols used • personnel/expertise required 	The presentation/report includes the following: <ul style="list-style-type: none"> • application/service provided • transmission system used • software used • standards and protocols used • personnel/expertise required
____/2	Analysis	<ul style="list-style-type: none"> • The presentation/report includes a comparison of the two systems and provides projection of which system will become dominant for a particular target audience/user. 	

Rating Scale	4 - Demonstrates initiative that exceeds required techniques/skills	3 - Consistently demonstrates all designated techniques/skills, rarely needs prompting	2 - Demonstrates all designated techniques/skills, occasionally needs prompting	1 - Demonstrates most designated techniques/skills, frequently needs prompting	0 - Does not demonstrate designated technique/skill
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STUDENT: _____

STANDARD IS 2 IN EACH APPLICABLE TASK

Observations of student	CRITERIA
	<i>The student:</i>
4 3 2 1 0	<p><u>Researching/Evaluating Web Page(s)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> creates a suitable checklist to evaluate web pages <input type="checkbox"/> identifies useful keywords for searching <input type="checkbox"/> explains effective elements used in web pages <input type="checkbox"/> uses a variety of search strategies <input type="checkbox"/> makes use of bookmarks to organize and gain quick access to web sites used in research <input type="checkbox"/> finds and collects information on the topics of interest
4 3 2 1 0	<p><u>Designing/Creating a Web Page(s)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> describe target audience <input type="checkbox"/> outlines an idea for a web page that is of interest <input type="checkbox"/> organizes data for linking to web page <input type="checkbox"/> creates a web page that is visually pleasing, incorporating: <ul style="list-style-type: none"> – a suitable layout for intended purpose – text, graphics, links and anchors – accepted guidelines such as: <ul style="list-style-type: none"> • attractive, yet simple • user friendly • feedback option • test and debug web page <input type="checkbox"/> formats information in an acceptable and/or creative style
4 3 2 1 0	<p><u>Documentation/Presentation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> properly cites all Internet sources used <input type="checkbox"/> prepares report and/or presentation in an acceptable format <input type="checkbox"/> presents web page to others <input type="checkbox"/> provides a guide for new users of the web page
4 3 2 1 0	<p><u>Enhancing a Web Page(s)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> evaluate the impact of the web page <input type="checkbox"/> identify potential layout improvements <input type="checkbox"/> enhance a newly created or existing web page by: <ul style="list-style-type: none"> – updating data – editing web page (e.g., text, graphics) – adding/modifying special feature(s) <input type="checkbox"/> explain reasons for the changes <input type="checkbox"/> present enhanced web page

Rating Scale

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
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REFLECTIONS/COMMENTS: