Assessment Task 2 – Group

Task overview

Class Diagram, FMC Diagram and Reflection

In this Assignment, you will take what you have learnt in weeks 1, 3, 4 & 5 and apply this to a case. You will critique a Class Diagram and FMC Diagram for one case and draw a Class Diagram and FMC Diagram in order to demonstrate a design of a second case. You will also justify your designs in short descriptions accompanying these diagrams, and create a video reflection in your group about what you have learnt in this unit and how you can apply this in your careers.

This assignment will assess your ability to work as part of a team, as well as your understanding and ability to apply concepts learnt in this unit.

The week following the last week of classes (see Canvas for exact date)

50%

Groups of between 2-3 students (please read instructions below on group formation carefully)

Yes No

Summative

7-point grading scale using a rubric

Task details

1. Read the Criterion-Referenced Assessment Rubric at the end of this document.

2. Talk to your group members to ensure you are all on the same page, and set some **goals**, with **deadlines**.

Note: there are two cases in this assignment – (Sample) Case 1 relates to steps 3-5 below, and Case 2 relates to steps 6-13.

3. View the Sample Class Diagram and Sample FMC Diagram for **Assignment 2 (Sample) Case 1** (below).

4. For the **Sample Class Diagram**, identify **four (4) errors**. For each error, list the specific Class(/s) and/or relationship between Classes of the diagram that the error relates to, describe what the error is and why it is an error.

- Each error description should only be 1-2 sentences and can be listed as dot points, in table format or as an annotation to a copy of the diagram

5. For the **Sample FMC Diagram**, identify four **(4) errors**. For each error, list the specific shape(/s) and/or relationship(/s) between shapes in the diagram that the error relates to, describe what the error is and why it is an error. ○

Each error description should only be 1-2 sentences and can be listed as dot points, in table format or as an annotation to a copy of the diagram

6. **Read Assignment 2 Case 2** (provided below), which relates to the Video Case Discussion, Class Diagram and FMC Diagram.

7. Record on video a **3-minute** discussion between all group members. This discussion can be recorded in person or via Zoom/Teams video recording. This should occur **soon after group formation is finalised** to ensure all group members participate early in the process. This discussion should be focused on:

   a) demonstrating your understanding of the case by **brainstorming some essential requirements for the system** (the requirements themselves won't be marked, rather, your demonstration that you can participate in an unscripted discussion about the case is the focus) (2 minutes).

   b) showing how you plan to complete the assignment as a team – with some initial planning and discussion of milestones (1 minute). You may use a slide for this.

8. Draft a complete **Class Diagram** for the system described in the **Case below.** (*As we did in tutorials, it is a good start to highlight the important nouns in the case description to start drawing out the Classes and their Attributes).* Draw your diagram based on the following instructions:

   a. **Identify around 10 classes** (not including sub-classes) related to the system that are essential for the functionality of the system as it has been described. Put these classes into your Class Diagram.

   b. You need to mention **four to six attributes** and **at least two operations/methods** for each class in the class diagram.

   c. Show the **correct relationships** between classes (association, generalisation, composition, aggregation) and include **multiplicity for more than half** of the relationships you draw (multiplicity may not make sense to include in *all* of the relationships in your diagram).

9. **Review** the diagram, providing **peer feedback** in your group. This should be done in one of two ways:

   a. If one person in your group created most of the diagram, the other member(/s) of the group should each add at least two (2) pieces of *constructive feedback* on the diagram.

   b. If everyone contributed equally to the diagram, then each person should add at least one (2) pieces of *constructive feedback* each to a part of the diagram that another member of the group contributed.

   Constructive feedback means a comment that identifies an area for improvement and explains why. This can be done either in the form of an annotation on the diagram or in list form beneath it. Each comment should be accompanied by the **name of the person who wrote it**.

   Note: if a group member identifies a problem with a diagram, there is no need to re-draw the diagram – the identification of the mistake in the form of constructive feedback (with a mention on how it would be fixed) will be considered as a correction to the mistake when marking. For example, if the diagram uses an aggregation relationship that should be a composition relationship, it will be sufficient to include a comment that the

aggregation should be a composition. This will be graded the same as if the diagram actually depicted the composition relationship.

10. Out of all the classes in your diagram, pick **four (4)** that you think would most benefit from **justification**, and, for each:
    a. List three example instances of the class (objects) – describe these examples by using their individual attributes
    b. Select one (1) relationship (association, generalisation, composition or aggregation) and explain it (1-2 sentences)
11. Draw an **FMC Block Diagram** for the **Case below.** Follow the conventions set out in the lectures and tutorials by accurately representing elements of the system using appropriate shapes and labels, including:
    a. Agents
    b. Storage
    c. Channels
    d. Nesting

    Keep in mind that you will need to make decisions about the balance of detail/clarity of your diagram (i.e., it needs to include enough detail to appropriately represent the above elements, but not too much that the diagram is overly complicated or unclear). It is expected that you are able to demonstrate proficiency in determining this balance.
12. **Review** the diagram with **peer feedback**. As with the Class Diagram, this should be done in one of two ways:
    a. If one person in your group created most of the diagram, the other member(/s) of the group should each add at least two (2) pieces of *constructive feedback* on the diagram.
    b. If everyone contributed equally to the diagram, than each person should add at least one (2) pieces of *constructive feedback* each to a part of the diagram that another member of the group contributed.

    Again, this can be done either as an annotation or a list. Remember to include the **name of the group member who wrote each comment**. The same policy on identification of mistakes in diagram through constructive feedback will be applied, as stated above for the Class Diagram.
13. Write a short (3-4 sentence) **description of your FMC Diagram**. Imagine you are presenting it to a set of stakeholders and you need to introduce what it is showing and what the important parts of it are.
14. **Reflect** on what you have learnt about Systems Analysis and Design in the course of completing this assignment as a group. Summarise your reflections in a short video presentation (***no more than 3 minutes in length***). For each team member, identify yourself by name, and briefly speak about how you can use what you have learnt in either your current or future career. This not only refers to the content but also what you have learnt about working in teams or learning independently (proactively) as part of this unit. (**1 minute per group member**). This can be completed by combining individually recorded videos for each group member, or as a whole of group reflection recorded in person or via zoom/teams meeting (ensuring each group member has an equal chance to speak).

15. Create a simple cover page as the first page of your assignment that includes:

a. The name and student number of each group member

b. A Group Contribution Record (see template needed to complete beneath the case description below)

c. The name of the tutor for your group's registered tutorial

16. Save your submissions in PDF and video form, as below:

a. **PDF:** Save your diagrams, peer feedback, descriptions and cover page as a single PDF, ***and***

b. **Video:** Combine your two videos (initial discussion of the case and final reflection video) into one video with a link to the video either in Vimeo, YouTube, OneDrive, dropbox, etc. (ensure sharing permissions are granted if using cloud link, and/or if video is published on Vimeo or YouTube, it should be *unlisted* or *private,* not public) **OR** as an *additional* .mp4 file uploaded to the Canvas submission link (submit with your assignment PDF, but do not combine with your pdf as a zip file).

This assessment task must be formatted in the following way: • Written components should be 12 point font

• All diagrams large enough to be legible

• Videos can be either recorded in one take (live), a screen recording of a Zoom meeting in which all group members present, or edited together from separate videos recorded by each of the group members. Note that all group members must present in the video.

• Please note that the final video is to be **no longer than 6 minutes** in total. 3 minutes for the initial case discussion between group members, and up to 3 minutes for the final reflection. If it goes over this time by more than 10 seconds, the marker will only mark what is provided in the video up until the 6 minute mark.

• If referencing outside material, use APA referencing.

Use the following naming convention for your PDF submission:
“Firstname_Lastname_IFN552Assessment2_Day-Month-Year”

Only submit 1 (one) assignment per group. Choose one person in the group to submit the assignment, and ensure that you are all happy with the final version before it is submitted. It is the submitting group member’s responsibility to send confirmation of submission to the other group members.

Remember to include the required cover page (instructions above)

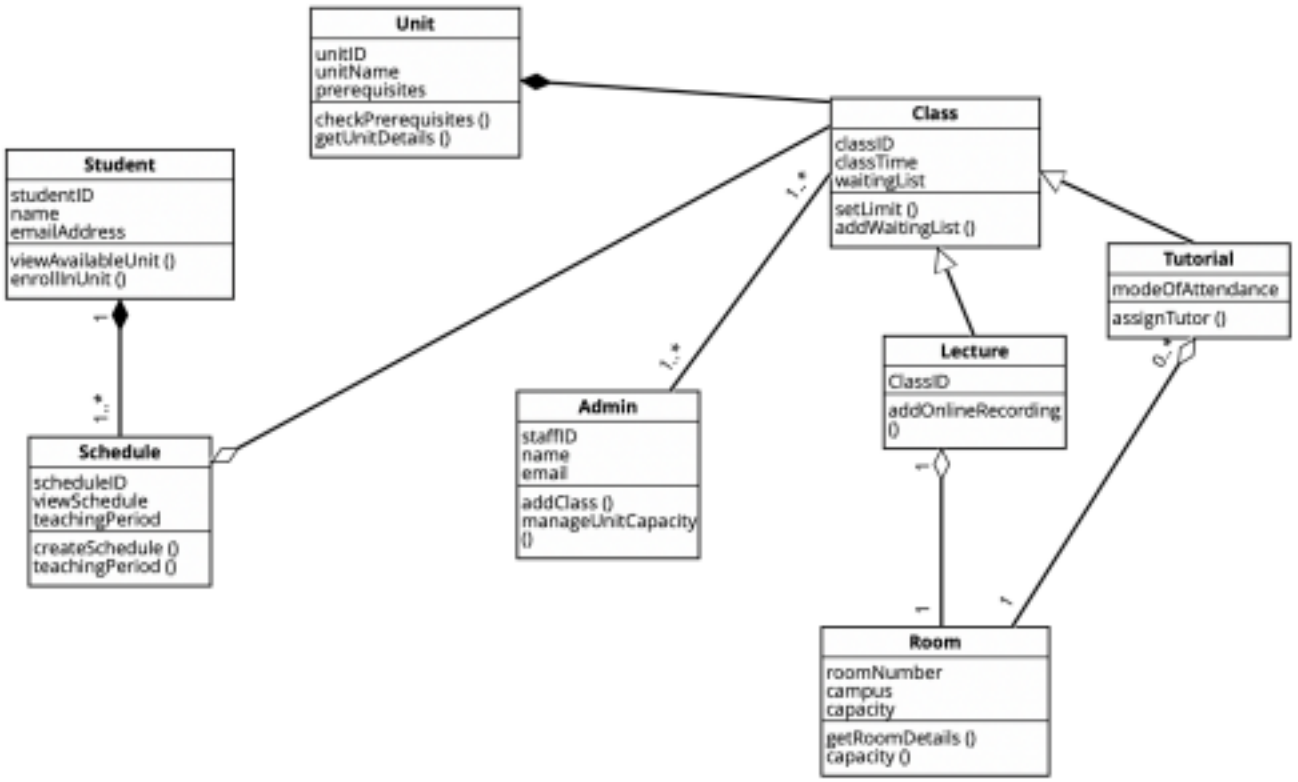
- IFN552 Canvas site
- Attendance in tutorials
- Slack resources and discussion

Assignment 2 (Sample) Case 1 – University Timetabling System

The university class registration system is a digital platform designed to facilitate the enrolment process for students. It provides an interface for students to view available courses, assess prerequisites, and construct their academic schedule for the upcoming term. The system integrates with the university's administrative staff, where class capacities are managed, room allocations are determined, and the overall academic timetable is finalised. This platform ensures a streamlined process that balances student preferences with institutional capabilities and constraints.

Sample Class Diagram

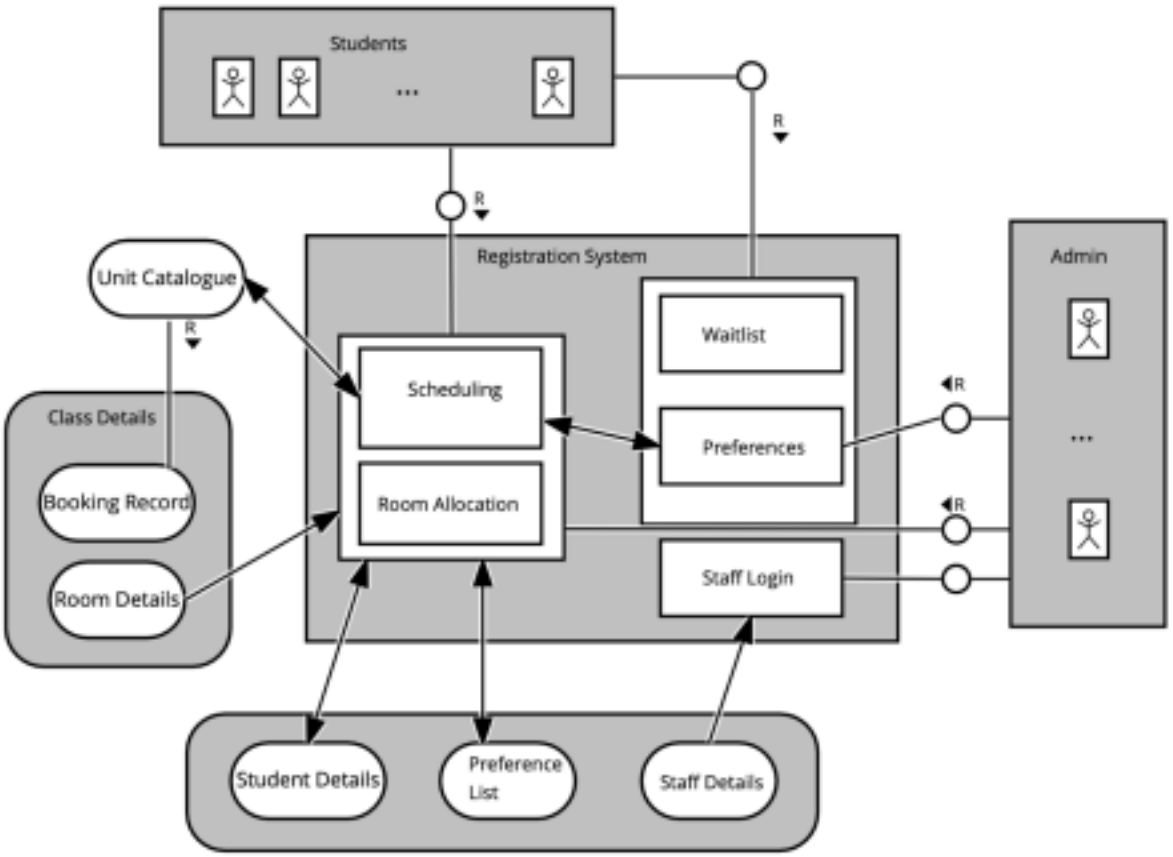
Note – this is an incomplete diagram with errors. It is your task to identify a subset of these errors. For best practices, please refer to the examples and standards in ***lectures*** *and* ***tutorials****.*



Continues to next page…

Sample FMC Diagram

Note – this is an incomplete diagram with errors. It is your task to identify a subset of these errors. For best practices, please refer to the examples and standards in ***lectures*** *and* ***tutorials****.*


Students
...
R
R
Registration System
Unit Catalogue
R
Class Details
Booking Record
Room Details
Scheduling
Room Allocation
Waitlist
Preferences
Staff Login
Admin
...
R
R
Student Details
Preference List
Staff Details

concludes (Sample) Case 1. Case 2 is below, and relates to the second part of this assignment (see full instructions above).

Assignment 2 Case 2 – Lime

Background: Lime's e-scooter and e-bike sharing services are deployed in multiple cities around the world. Utilising a user-friendly mobile app, residents and visitors can locate, unlock, and rent e-scooters and e-bikes for short-distance travel across the city. The app serves as the main touchpoint, providing real-time information on e-scooter and e-bike location and availability, enabling users to scan QR codes to start their rides, and facilitating secure payments for the service. Users can also report issues directly through the app, such as maintenance needs or improperly parked e-scooters and e-bikes.

The operational backbone of Lime is supported by a sophisticated logistical and maintenance system, crucial for ensuring the e-scooters and e-bikes are not only accessible but also in adequate condition for use. This system includes the “Juicer” program, a crowdsourced fleet management solution where individuals are enlisted and paid to collect, charge, and redistribute e-scooters and e-bikes throughout the city. “Juicers” use a specialised interface within the Lime app to locate e-scooters and e-bikes in need of charging, check them out, and, once charged, place them in areas designated by Lime for high demand.

From the back-end, Lime's system tracks e-scooter and e-bike usage patterns, battery levels, and operational status to optimise distribution and ensure compliance with local regulations (e.g., restricted locations and safe speed zones). Maintenance alerts generated by user reports or detected through e-scooter and e-bike diagnostics are addressed, with e-scooters and e-bikes being serviced or removed from circulation by Juicers as needed.

Lime’s app includes several advanced features to enhance user experience and operational efficiency. Dynamic pricing adjusts rates based on demand, time of day, and special events, providing real-time promotions and discounts based on ride history and loyalty. Safety tutorials and mandatory safety checks are incorporated before the first ride.

The app requires riders to take a photo when they have parked their e-scooter/e-bike to verify compliance with user terms of use, such as safe parking and evidence of no damage. Payment is made once the journey ends, with a hold amount charged to a user’s registered credit card to ensure the details are correct at the time of e-scooter/e-bike hiring.

Group Contribution Record Template:

	[Group member 1 full name]	[Group member 2 full name]	[Group member 3 full name]
Participated in video 1?	Yes/No	Yes/No	Yes/No
Participated in Sample Class Diagram Error	Yes/No	Yes/No	Yes/No

Identification?			
Participated in Sample FMC Diagram Error Identification?	Yes/No	Yes/No	Yes/No
Drew Class Diagram?	Yes/No	Yes/No	Yes/No
Commented on Class Diagram?	Yes/No	Yes/No	Yes/No
Drew FMC Diagram?	Yes/No	Yes/No	Yes/No
Commented on FMC Diagram?	Yes/No	Yes/No	Yes/No
Participated in video 2?	Yes/No	Yes/No	Yes/No
Signature	[Group member signature]	[Group member signature]	[Group member signature]

You can use word or excel to create this table, but it must have the same fields as above. Select either yes or no (or use a tick or 'x' to indicate each field)
It is fine if not every group member contributed to drafting each diagram; there is no individual or group penalty for this, as long as group members who didn't contribute to a drawing *did* add feedback on it. Note that this must be reflected in the names attached to feedback in the main part of your assignment.

All members of the group should agree on the truthfulness of the Group Contribution Record. By signing it, you are confirming that it is an accurate record of contribution.

See next page for submission information.

Submission Information

The following two items must be submitted for the assignment to be complete:

1. **One PDF document** that contains the following items: a) Cover page

b) Class Diagram with feedback and description

c) FMC Diagram with feedback and description

2. **One video** (as either a link pasted into the above PDF or as a separate file uploaded with your PDF file), containing the following:

a) Initial group discussion of case (no more than 3 minutes long)

b) Reflection video (no more than 3 minutes long)

This assessment is to be submitted digitally through Canvas. Submissions that are

received via any other medium (e.g. email) will not be marked.

As this is a group assessment, only one individual in each team should submit the assignment to Canvas for the whole team.

1. Access the Canvas Submission link >>View/Complete
2. Click on the Submit button
3. Give the submission a title, select the correct file and click Upload.
4. Click Confirm.
5. Click Return to Assignment list
6. ALWAYS check your student email for the submission receipt.
7. Send confirmation to your other team members that the assignment has been submitted.

All staff who are assessing your work meet to discuss and compare their judgements before marks or grades are finalised.

Non-productive team

Groups can be no more than 3 students. All group members must be from the same registered tutorial.

Note that group formation is the responsibility of all students. Your tutor can help facilitate group formation, but it is ultimately up to you to ensure you have formed a group with others in your class and recorded it as instructed in your tutorial.

To ensure that you find a group, do the following:

1. **Attend tutorials** to meet other students in your class
2. Join the **Slack channel** for your registered tutorial (in the unit's Slack workspace, go to Channels add channel browse channels to find it and introduce yourself)

If you can't find a group **by Week 2** and have done the above, approach your tutor **during class** (not by email) and they can help connect you with another person in the class who is looking for a teammate.

If there is no one else in class on the day who is looking for a group, send a post on your registered tutorial Slack channel.

If you can't find a group **by Week 3**, repeat the steps above. If, by the *end* of week 3 you have not found a group AND you have done the above steps, email your tutor. Note: if you have not approached your tutor in class first, they cannot assist you by email and will ask you to speak to them at the following week's tutorial.

If, **by the end of the teaching period**, you have not undertaken the above steps to find a group, you will have to complete the assignment on your own, and will forfeit a portion of the grades that relate to group work learning outcomes.

Unproductive Team Members

If a team member is non-productive, anti-social or not actively engaged for a period of 7 days from the formation of the group (i.e., **by the end of Week 4 at the latest**), that team member may be removed from the team *at the discretion of the teaching team* with *provided evidence*. It is the group's responsibility to ensure this process is started in the timeframe indicated.

It is also a requirement of this assignment to demonstrate active participation and contribution to the work that is submitted. Each team member **must show evidence of this, in the following forms**:

1. Evidence of peer feedback contributed to diagrams (part of the assessable tasks in this assignment)
2. Presence in the reflection video (voice only is ok)
3. Signed declaration of contribution to the assignment (Group Contribution Record)

If the above evidence of participation is not met for a particular team member or members, it may be determined that they do not have a reasonable claim to the grade awarded to the assignment, which may result in removal from the group and an automatic grade of 1 for the assignment.

Important note

In submitting your assignment, or in providing your portion of a group assignment to your group members, you acknowledge that you have understood and adhered to the conditions of submission. This includes that **the work handed in by you is your own work**, which means that ideas, words, visuals and any other form of submitted work is created *solely by you,* except where specifically referenced in your document as originating from another source (citing who that source is).

This includes any diagrams and tables. If the **same elements** are included in diagrams and/or text submitted by multiple students from this or other semesters (who are not part of your assignment group), *regardless* of whether shapes are rearranged, colours changed, or synonyms are used to replace words, this will be flagged for

plagiarism, and standard procedures will be followed, which often results in a grade of 0 or 1 for the plagiarised assignment, or more serious penalties for multiple offenses. Note that this will affect your whole group.

The best way to avoid plagiarism is to ensure that you:

1. Never share your work with anyone else (unless they are in your own group in a group assignment)
2. Never copy and paste anything into your assignment document (unless it is a quote you are referencing – e.g., John Smith said “this is a quote” pg. 4)
3. Write your own words and create your own diagrams. If you start with a sentence, paragraph, table or diagram from somewhere/someone else and try to change it to make your own, you will *always risk plagiarism*, even if you attempt to change or alter it. It will also not be based on your own understanding, which does not help you demonstrate to yourself or teaching staff what you have learnt. Trust in your own abilities!

It is also expected that you have undertaken the mandatory Academic Integrity Module (see: https://qutvirtual4.qut.edu.au/group/student/study/study-essentials/academic-integrity#h2-1), prior to submitting.

Generative AI

The assignments in this unit are designed to give you an opportunity to showcase your knowledge of the topics presented in this unit and demonstrate your learning and skill. Because an AI language model or other generative model cannot attend classes, ask questions, engage in tutorials and discussions with peers and teaching staff, it will not be able to provide answers to the assignment tasks to a level of quality and specificity that is required to pass.

Whilst the use of such tools as assistance is not discouraged, we stress that it will require input and thought on your part to apply what you have learnt to view anything AI provides with a **critical eye** in the **context of what is taught in the unit**. All tasks in the assignments have been thoroughly tested with Generative AI, and without actual knowledgeable input from a person who understands the content of the unit, the output and end result **does not reach a quality needed to pass**.

See next page for Marking Rubric

Rubric
Case 1 Tasks

Criteria	High Distinction	Distinction	Credit	Pass	Marginal Fail	Fail/Low Fail	No Evidence
Critique of errors – Sample Class Diagram	Demonstrate an understanding of the principles and standards for UML Class Diagrams by critiquing a sample diagram. Weighting: 7%						
Critique of errors – Sample FMC Diagram	Demonstrate an understanding of the principles and standards for FMC Diagrams by critiquing a sample diagram. Weighting: 7%						
	Flawless/ Exemplary: All errors identified were accurate, relevant and justified with excellent clarity and reasoning.	**Flawless/ Exemplary**: All errors identified were accurate, relevant and justified with excellent clarity and reasoning. **Very good**: Errors identified were all relevant, mostly accurate, and justified with very good clarity and reasoning.	**Very good**: Errors identified were all relevant, mostly accurate, and justified with very good clarity and reasoning. **Good**: Errors identified were all relevant, mostly accurate, and justified with good clarity and reasoning.	**Good**: Errors identified were all relevant, mostly accurate, and justified			

with good clarity and reasoning.
Satisfactory: Most errors identified were relevant and accurate, and justified with
satisfactory level of clarity and mostly sound reasoning.

Satisfactory: Most errors identified were relevant and accurate, and justified with
satisfactory level of clarity and mostly sound reasoning.
Unsatisfactory:
Most errors identified were not relevant and/or mostly inaccurate.

Justifications provided are largely unclear and/or do not demonstrate sound reasoning.

Unsatisfactory:
Most errors identified were not relevant and/or mostly inaccurate.

Justifications provided are largely unclear and/or do not demonstrate sound reasoning.
Unsatisfactory:
None of the errors identified were relevant or accurate.

Justifications provided are unclear and/or do not demonstrate sound reasoning.

Unsatisfactory:
None of the errors identified were relevant or accurate.

Justifications provided are unclear and/or do not demonstrate sound reasoning.
Unsatisfa ctory:
No
discernibl e list of errors
provided.

Unsatisfa ctory:
No
discernibl e list of errors
provided.

Case 2 Tasks

Criteria	High Distinction	Distinction	Credit	Pass	Marginal Fail	Fail/Low Fail	No Evidence

Class Diagram + Peer Feedback + Description

Weighting: 30%

FMC Diagram + Peer Feedback + Description

Weighting: 30%

Flawless/Exemplar y: Diagram with peer feedback demonstrates flawless, deep understanding of the system and all elements, presentation of all details, reveals modelling mastery and cohesive view.

Exceptional description of the diagram with very clear communication of relevant aspects of the diagram.

Flawless/Exemplar y: Diagram with peer feedback demonstrates flawless, deep understanding of the system and all elements, presentation of all details, reveals modelling mastery and cohesive view.

Exceptional description of the diagram with very clear communication of relevant aspects of the diagram.

Very good: Diagram with peer feedback does not miss anything important, shows a deep understanding of the system and all elements, and provides a clear presentation. There are however some very minor modelling mistakes or omissions.

Very good description of the diagram with clear communication of relevant aspects of the diagram.

Very good: Diagram with peer feedback does not miss anything important, shows a deep understanding of the system and all elements, and provides a clear presentation. There are however some very minor modelling mistakes or omissions.

Very good description of the diagram with clear communication of relevant aspects of the diagram.
Good: Diagram with peer feedback reveals attention to detail, but there are some minor mistakes and
inconsistencies in modelling the
system that are not clearly corrected in the peer feedback.

Good description of the diagram with clear
communication of relevant aspects of the diagram.

Good: Diagram with peer feedback reveals attention to detail, but there are some minor mistakes and
inconsistencies in modelling the
system that are not clearly corrected in the peer feedback.

Good description of the diagram with clear
communication of relevant aspects of the diagram.
Satisfactory: Diagram with peer feedback reveals little attention to detail, there are some important inconsistencies,
omissions and
mistakes in modelling the system that are not consistently and/or accurately addressed by the peer feedback.

Adequate description of the diagram with somewhat clear
communication of relevant aspects of the diagram.

Satisfactory: Diagram with peer feedback reveals little attention to detail, there are some important inconsistencies,
omissions and
mistakes in modelling the system that are not consistently and/or accurately addressed by the peer feedback.

Adequate description of the diagram with somewhat clear
communication of relevant aspects of the diagram.
Unsatisfactory: Diagram with peer feedback lacks important details, there are significant inconsistencies, and the model is difficult to understand and/or includes multiple irrelevant details. Peer feedback is either non-constructive,
somewhat inaccurate or not comprehensive.

Somewhat inadequate description of the diagram, with communication of relevant aspects of the diagram lacking clarity

Unsatisfactory: Diagram with peer feedback lacks important details, there are significant inconsistencies, and the model is difficult to understand and/or includes multiple irrelevant details. Peer feedback is either non-constructive,
somewhat inaccurate or not comprehensive.

Somewhat inadequate description of the diagram, with communication of relevant aspects of the diagram lacking clarity
Unsatisfactory:
Diagram with peer feedback lacks many important details, there are many significant inconsistencies, and large parts of the model seems unrelated or unreadable. Peer
feedback is either missing or inaccurate.

Mostly inadequate
description of the
diagram, with largely unclear communication of relevant aspects of the diagram

Unsatisfactory:
Diagram with peer feedback lacks many important details, there are many significant inconsistencies, and large parts of the model seem unrelated or unreadable. Peer

feedback is either missing or inaccurate.

Mostly inadequate description of the diagram, with largely unclear communication of relevant aspects of the diagram

Unsatisfac tory:
Diagram and peer feedback are either missing or are unrelated to the case

Missing description of the diagram

Unsatisfac tory:
Diagram and peer feedback are either missing or are unrelated to the case

Missing description of the diagram

Video Case Discussion

Weighting: 15%

Video reflection on your learning

Weighting: 11%

Flawless/Exemplary: Important aspects of the case are explored with excellent insight in the recorded discussion. It is extremely clear that the students have a deep understanding of the case, and planning needs.

Conversational style is natural and professional.

All group members engage in an exceptional reflection of learning, teamwork and participation in the assignment, demonstrating excellent depth and insight.
Very good: Important aspects of the case are explored with good insight in the recorded discussion. It is very clear that the students have a deep understanding of the case, and planning needs.

Conversational style is natural and professional.

All group members engage in a very good reflection of learning, teamwork and participation in the assignment, demonstrating good depth and insight.
Good: Important aspects of the case are explored with reasonable insight in the recorded discussion. It is reasonably clear that the students have a deep understanding of the case, and planning needs.

Conversational style is mostly natural and professional, although some parts come across as canned/scripted.

All group members engage in a very good reflection of learning, teamwork and participation in the assignment, demonstrating depth and insight.
Satisfactory:
Somewhat important aspects of the case are explored with some insight in the recorded discussion. It is somewhat clear that the students have an adequate understanding of the case, and planning needs.

Conversational style is professional, but comes across as somewhat canned/scripted.

Acceptable reflection of learning and participation in the assignment, with some depth and insight, and/or not all group members contribute, and/or teamwork aspect is not adequately addressed.
Unsatisfactory: Aspects of the case addressed are either somewhat irrelevant/unimportant, or not explored in with adequate insight in the recorded discussion. It is somewhat unclear that the students have an adequate understanding of the case or planning needs based on the points discussed.

Conversational style is somewhat unprofessional and/or comes across as canned/scripted.

Somewhat inadequate reflection of learning and participation in the assignment, however, lacks sufficient depth and insight, and/or not all group

members contribute, and/or teamwork aspect is not sufficiently addressed.
Unsatisfactory: Aspects of the case addressed are largely
irrelevant/unimportant, and/or not explored with adequate insight in the recorded discussion. It is largely unclear that the students have an adequate
understanding of the case or planning needs based on the points discussed.

Conversational style is unprofessional and/or comes across as
canned/scripted.

Mostly inadequate
reflection of learning and participation in the assignment, lacking depth and insight, and/or not all group members contribute, and/or teamwork aspect is not addressed.
Recorded interview/fo cus group is either
missing or unrelated to the
case.

Missing
reflection of learning and
participatio n in the
assignment .