F/OBEM 01/06/00

**NED University of Engineering & Technology**
**Department of Software Engineering**
Course Code & Title: _____

| **PLO 6 The Engineer and Society – Rubric for Affective Domain Assessment (A-3)** | | | | | |
|---|---|---|---|---|---|
| **Level of Attainment** | | | | | |
| **Criterion** | **0** | **1** | **2** | **3** | **4** |
| ***Acknowledges*** responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Doesn't** acknowledge responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Partially** acknowledges responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fairly** acknowledges responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Satisfactorily** acknowledges responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fully** acknowledges responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. |
| ***Practices*** responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Doesn't** practice responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Partially** practices responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fairly** practices responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Satisfactorily** practices responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fully** practices responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. |
| ***Values*** responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Doesn't** value responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Partially** values responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fairly** values responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Satisfactorily** values responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fully** values responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. |

Student's Name: _____ Seat No.: _____ Assignment Title: _____
Total Score = _____ Weighted Score (%) = _____

Instructor's Signature: _____

F/OBEM 01/07/00

# NED University of Engineering & Technology
## Department of Software Engineering

Course Code & Title: _____

| PLO 6 The Engineer and Society – Rubric for Affective Domain Assessment (A-4) | | | | | |
|---|---|---|---|---|---|
| **Level of Attainment** | | | | | |
| **Criterion** | **0** | **1** | **2** | **3** | **4** |
| ***Acknowledges*** responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Doesn't** acknowledge responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Partially** acknowledges responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fairly** acknowledges responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Satisfactorily** acknowledges responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fully** acknowledges responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. |
| ***Practices*** responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Doesn't** practice responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Partially** practices responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fairly** practices responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Satisfactorily** practices responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fully** practices responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. |
| ***Values*** responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Doesn't** value responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Partially** values responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fairly** values responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Satisfactorily** values responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fully** values responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. |
| ***Displays*** responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Doesn't** display responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Partially** displays responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fairly** displays responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Satisfactorily** displays responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. | **Fully** displays responsibilities and attitudes, relevant to practice of engineering including; societal, health, safety, legal and cultural issues. |

Student's Name: _____ Seat No.: _____ Assignment Title: _____

Total Score = _____ Weighted Score (%) = _____

Instructor's Signature: _____

F/ OBEM 01/08/00

**NED University of Engineering & Technology**
**Department of Software Engineering**

Course Code & Title: _____

| **PLO 7 Environment and Sustainability – Rubric for Affective Domain Assessment (A-3)** | | | | | |
|---|---|---|---|---|---|
| **Level of Attainment** | | | | | |
| **Criterion** | **0** | **1** | **2** | **3** | **4** |
| ***Acknowledge*** the importance of sustainability in the practice of engineering. | **Doesn't** acknowledge the importance of sustainability in the practice. | **Rarely** acknowledges the importance of sustainability in the practice. | **Partially** acknowledges the importance of sustainability in the practice. | **Fairly** acknowledges the importance of sustainability in the practice. | **Fully** acknowledges the importance of sustainability in the practice. |
| ***Comply*** with the concepts and principles of sustainability in the practice of engineering. | **Doesn't** comply with the concepts and principles of sustainability in the practice of engineering. | **Rarely** complies with the concepts and principles of sustainability in the practice of engineering. | **Partially** complies with the concepts and principles of sustainability in the practice of engineering. | **Fairly** complies with the concepts and principles of sustainability in the practice of engineering. | **Fully** complies with the concepts and principles of sustainability in the practice of engineering. |
| ***Value*** the benefits of sustainability in the practice of engineering. | **Doesn't** value the benefits of sustainability in the practice of engineering. | **Rarely** values the benefits of sustainability in the practice of engineering. | **Partially** values the benefits of sustainability in the practice of engineering. | **Fairly** values the benefits of sustainability in the practice of engineering. | **Fully** values the benefits of sustainability in the practice of engineering. |

Student's Name: _____ Seat No.: _____ Assignment Title: _____

Total Score = _____ Weighted Score (%) = _____

Instructor's Signature: _____

**NED University of Engineering & Technology**
**Department of Software Engineering**
Course Code & Title: _____

| **PLO 8 Ethics – Rubric for Affective Domain Assessment (A-3)** | | | | | |
|---|---|---|---|---|---|
| **Level of Attainment** | | | | | |
| **Criterion** | **0** | **1** | **2** | **3** | **4** |
| ***Acknowledge*** the importance of ethical behavior in the practice of engineering | **Doesn't** acknowledges the importance of ethical behavior in the practice of engineering. | **Partially** acknowledges the importance of ethical behavior in the practice of engineering. | **Fairly** acknowledges the importance of ethical behavior in the practice of engineering. | **Satisfactorily** acknowledges the importance of ethical behavior in the practice of engineering. | **Fully** acknowledges the importance of ethical behavior in the practice of engineering. |
| ***Comply*** with the code of ethics and requirements. | **Doesn't** complies with code of ethics and requirements. | **Partially** complies with code of ethics and requirements. | **Fairly** complies with code of ethics and requirements. | **Satisfactorily** complies with code of ethics and requirements. | **Fully** complies with code of ethics and requirements. |
| ***Value*** ethical behavior in the practice of engineering. | **Doesn't** values ethical behavior in the practice of engineering. | **Partially** values ethical behavior in the practice of engineering. | **Fairly** values ethical behavior in the practice of engineering. | **Satisfactorily** values ethical behavior in the practice of engineering. | **Fully** values ethical behavior in the practice of engineering. |

Student's Name: _____ Seat No.: _____ Assignment Title: _____

Total Score = _____ Weighted Score (%) = _____

Instructor's Signature: _____

F/ OBEM 01/11/00

**NED University of Engineering & Technology**
**Department of Software Engineering**
Course Code & Title: _____

| **PLO 8 Ethics – Rubric for Affective Domain Assessment (A-4)** | | | | | |
|---|---|---|---|---|---|
| **Level of Attainment** | | | | | |
| **Criterion** | **0** | **1** | **2** | **3** | **4** |
| ***Acknowledge*** the importance of ethical behavior in the practice of engineering. | **Doesn't** acknowledges the importance of ethical behavior in the practice of engineering. | **Partially** acknowledges the importance of ethical behavior in the practice of engineering. | **Fairly** acknowledges the importance of ethical behavior in the practice of engineering. | **Satisfactorily** acknowledges the importance of ethical behavior in the practice of engineering. | **Fully** acknowledges the importance of ethical behavior in the practice of engineering. |
| ***Comply*** with the code of ethics and requirements. | **Doesn't** complies with code of ethics and requirements. | **Partially** complies with code of ethics and requirements. | **Fairly** complies with code of ethics and requirements. | **Satisfactorily** complies with code of ethics and requirements. | **Fully** complies with code of ethics and requirements. |
| ***Value*** ethical behavior in the practice of engineering. | **Doesn't** values ethical behavior in the practice of engineering. | **Partially** values ethical behavior in the practice of engineering. | **Fairly** values ethical behavior in the practice of engineering. | **Satisfactorily** values ethical behavior in the practice of engineering. | **Fully** values ethical behavior in the practice of engineering. |
| ***Adhere*** to ethical behavior in accordance with the code of ethics and requirements. | **Doesn't** adheres to ethical behavior in accordance with the code of ethics and requirements. | **Partially** adheres to ethical behavior in accordance with the code of ethics and requirements. | **Fairly** adheres to ethical behavior in accordance with the code of ethics and requirements. | **Satisfactorily** adheres to ethical behavior in accordance with the code of ethics and requirements. | **Fully** adheres to ethical behavior in accordance with the code of ethics and requirements. |

Student's Name: _____ Seat No.: _____ Assignment Title: _____

Total Score = _____ Weighted Score (%) = _____

Instructor's Signature: _____

F/ OBEM 01/12/00

**NED University of Engineering & Technology**
**Department of Software Engineering**

Course Code & Title: _____

| **PLO 9 Individual and Teamwork – Rubric for Affective Domain Assessment (A-3)** | | | | | |
|---|---|---|---|---|---|
| **Level of Attainment** | | | | | |
| **Criterion** | **0** | **1** | **2** | **3** | **4** |
| ***Acknowledge*** the importance of teamwork, leadership, diversity and inclusion. | **Doesn't** acknowledge the importance of teamwork, leadership, diversity and inclusion. | **Rarely** acknowledges the importance of teamwork, leadership, diversity and inclusion. | **Partially** acknowledges the importance of teamwork, leadership, diversity and inclusion. | **Fairly** acknowledges the importance of teamwork, leadership, diversity and inclusion. | **Fully** acknowledges the importance of teamwork, leadership, diversity and inclusion. |
| ***Practice*** concepts and principles of teamwork, leadership, diversity and inclusion. | **Doesn't** practice concepts and principles of teamwork, leadership, diversity and inclusion. | **Rarely** practices concepts and principles of teamwork, leadership, diversity and inclusion. | **Partially** practices concepts and principles of teamwork, leadership, diversity and inclusion. | **Fairly** practices concepts and principles of teamwork, leadership, diversity and inclusion. | **Fully** practices concepts and principles of teamwork, leadership, diversity and inclusion. |
| ***Value*** the need for teamwork, leadership, diversity and inclusion. | **Doesn't** value the need for teamwork, leadership, diversity and inclusion. | **Rarely** values the need for teamwork, leadership, diversity and inclusion. | **Partially** values the need for teamwork, leadership, diversity and inclusion. | **Fairly** values the need for teamwork, leadership, diversity and inclusion. | **Fully** values the need for teamwork, leadership, diversity and inclusion. |

Student's Name: _____ Seat No.: _____ Assignment Title: _____

Total Score = _____ Weighted Score (%) = _____

Instructor's Signature: _____

F/ OBEM 01/13/00

**NED University of Engineering & Technology**
**Department of Software Engineering**
Course Code & Title: _____

| **PLO 9 Individual and Teamwork – Rubric for Affective Domain Assessment (A-4)** | | | | | |
|---|---|---|---|---|---|
| **Level of Attainment** | | | | | |
| **Criterion** | **0** | **1** | **2** | **3** | **4** |
| ***Acknowledge*** the importance of teamwork, leadership, diversity and inclusion. | **Doesn't** acknowledge the importance of teamwork, leadership, diversity and inclusion. | **Rarely** acknowledges the importance of teamwork, leadership, diversity and inclusion. | **Partially** acknowledges the importance of teamwork, leadership, diversity and inclusion. | **Fairly** acknowledges the importance of teamwork, leadership, diversity and inclusion. | **Fully** acknowledges the importance of teamwork, leadership, diversity and inclusion. |
| ***Practice*** concepts and principles of teamwork, leadership, diversity and inclusion. | **Doesn't** practice concepts and principles of teamwork, leadership, diversity and inclusion. | **Rarely** practices concepts and principles of teamwork, leadership, diversity and inclusion. | **Partially** practices concepts and principles of teamwork, leadership, diversity and inclusion. | **Fairly** practices concepts and principles of teamwork, leadership, diversity and inclusion. | **Fully** practices concepts and principles of teamwork, leadership, diversity and inclusion. |
| ***Value*** the need for teamwork, leadership, diversity and inclusion. | **Doesn't** value the need for teamwork, leadership, diversity and inclusion. | **Rarely** values the need for teamwork, leadership, diversity and inclusion. | **Partially** values the need for teamwork, leadership, diversity and inclusion. | **Fairly** values the need for teamwork, leadership, diversity and inclusion. | **Fully** values the need for teamwork, leadership, diversity and inclusion. |
| ***Display*** effective teamwork and leadership, including support of diversity and inclusion. | **Doesn't** display effective teamwork and leadership, including support of diversity and inclusion. | **Rarely** displays effective teamwork and leadership, including support of diversity and inclusion. | **Partially** displays effective teamwork and leadership, including support of diversity and inclusion. | **Fairly** displays effective teamwork and leadership, including support of diversity and inclusion. | **Fully** displays effective teamwork and leadership, including support of diversity and inclusion. |

Student's Name: _____ Seat No.: _____ Assignment Title: _____

Total Score = _____ Weighted Score (%) = _____

Instructor's Signature: _____

F/OBEM 01/14/00

**NED University of Engineering & Technology**
**Department of Software Engineering**
Course Code & Title: _____

| **PLO 10 Communication – Rubric for Affective Domain Assessment (A-3)** | | | | | |
|---|---|---|---|---|---|
| **Level of Attainment** | | | | | |
| **Criterion** | **0** | **1** | **2** | **3** | **4** |
| ***Acknowledges*** importance of effective and persuasive communication to technical and non-technical audiences. | **Doesn't** acknowledge the importance of effective and persuasive communication to technical and non-technical audiences. | **Partially** acknowledges the importance of effective and persuasive communication to technical and non-technical audiences. | **Fairly** acknowledges the importance of effective and persuasive communication to technical and non-technical audiences. | **Satisfactorily** Acknowledges the importance of effective and persuasive communication to technical and non-technical audiences. | **Fully** acknowledges the importance of effective and persuasive communication to technical and non-technical audiences. |
| ***Practice*** effective and persuasive communication to technical and non-technical audiences. | **Doesn't practice** effective and persuasive communication to technical and non-technical audiences. | **Partially** practices effective and persuasive communication to technical and non-technical audiences. | **Fairly** practices effective and persuasive communication to technical and non-technical audiences. | **Satisfactorily** practices effective and persuasive communication to technical and non-technical audiences. | **Fully** practices effective and persuasive communication to technical and non-technical audiences. |
| ***Value*** effective and persuasive communication to technical and non-technical audiences. | **Doesn't value** effective and persuasive communication to technical and non-technical audiences. | **Partially** values effective and persuasive communication to technical and non-technical audiences. | **Fairly** values effective and persuasive communication to technical and non-technical audiences. | **Satisfactorily** values effective and persuasive communication to technical and non-technical audiences. | **Fully** values effective and persuasive communication to technical and non-technical audiences. |

Student's Name: _____ Seat No.: _____ Assignment Title: _____

Total Score = _____ Weighted Score (%) = _____

Instructor's Signature: _____

F/OBEM 01/15/00

**NED University of Engineering & Technology**
**Department of Software Engineering**
Course Code & Title: _____

| **PLO 10 Communication – Rubric for Affective Domain Assessment (A-4)** | | | | | |
|---|---|---|---|---|---|
| **Level of Attainment** | | | | | |
| **Criterion** | **0** | **1** | **2** | **3** | **4** |
| ***Acknowledges*** importance of effective and persuasive communication to technical and non-technical audiences. | **Doesn't** acknowledge the importance of effective and persuasive communication to technical and non-technical audiences. | **Partially** acknowledges the importance of effective and persuasive communication to technical and non-technical audiences. | **Fairly** acknowledges the importance of effective and persuasive communication to technical and non-technical audiences. | **Satisfactorily** Acknowledges the importance of effective and persuasive communication to technical and non-technical audiences. | **Fully** acknowledges the importance of effective and persuasive communication to technical and non-technical audiences. |
| ***Practice*** effective and persuasive communication to technical and non-technical audiences. | **Doesn't practice** effective and persuasive communication to technical and non-technical audiences. | **Partially** practices effective and persuasive communication to technical and non-technical audiences. | **Fairly** practices effective and persuasive communication to technical and non-technical audiences. | **Satisfactorily** practices effective and persuasive communication to technical and non-technical audiences. | **Fully** practices effective and persuasive communication to technical and non-technical audiences. |
| ***Value*** effective and persuasive communication to technical and non-technical audiences. | **Doesn't value** effective and persuasive communication to technical and non-technical audiences. | **Partially** values effective and persuasive communication to technical and non-technical audiences. | **Fairly** values effective and persuasive communication to technical and non-technical audiences. | **Satisfactorily** values effective and persuasive communication to technical and non-technical audiences. | **Fully** values effective and persuasive communication to technical and non-technical audiences. |
| ***Display*** effective and persuasive communication to technical and non-technical audiences. | **Doesn't** display effective and persuasive communication to technical and non-technical audiences. | **Partially** displays effective and persuasive communication to technical and non-technical audiences. | **Fairly** displays effective and persuasive communication to technical and non-technical audiences. | **Satisfactorily** displays effective and persuasive communication to technical and non-technical audiences. | **Fully** displays effective and persuasive communication to technical and non-technical audiences. |

Student's Name: _____ Seat No.: _____ Assignment Title: _____
Total Score = _____ Weighted Score (%) = _____
Instructor's Signature: _____

F/OBEM 01/16/00

**NED University of Engineering & Technology**
**Department of Software Engineering**
Course Code & Title: _____

| **PLO 12 Lifelong Learning – Rubric for Affective Domain Assessment (A-3)** | | | | | |
|---|---|---|---|---|---|
| **Level of Attainment** | | | | | |
| **Criterion** | **0** | **1** | **2** | **3** | **4** |
| ***Acknowledges*** the need for lifelong learning. | **Doesn't** acknowledge the need for lifelong learning. | **Partially** acknowledges the need for lifelong learning. | **Fairly** acknowledges the need for lifelong learning. | **Satisfactorily** acknowledges the need for lifelong learning. | **Fully** acknowledges the need for lifelong learning. |
| ***Participates*** in lifelong learning opportunities. | **Doesn't** participate in lifelong learning opportunities. | **Partially** participates in lifelong learning opportunities. | **Fairly** participates in lifelong learning opportunities. | **Satisfactorily** participates in lifelong learning opportunities. | **Fully** participates in lifelong learning opportunities. |
| ***Values*** lifelong learning in the practice of engineering. | **Doesn't** value lifelong learning in the practice of engineering. | **Partially** values lifelong learning in the practice of engineering. | **Fairly** values lifelong learning in the practice of engineering. | **Satisfactorily** values lifelong learning in the practice of engineering. | **Fully** values lifelong learning in the practice of engineering. |

Student's Name: _____ Seat No.: _____ Assignment Title: _____

Total Score = _____ Weighted Score (%) = _____

Instructor's Signature: _____

F/OBEM 01/17/00

**NED University of Engineering & Technology**
**Department of Software Engineering**
Course Code & Title: _____

| **PLO 12 Lifelong Learning – Rubric for Affective Domain Assessment (A-4)** | | | | | |
|---|---|---|---|---|---|
| **Level of Attainment** | | | | | |
| **Criterion** | **0** | **1** | **2** | **3** | **4** |
| ***Acknowledges*** the need for lifelong learning. | **Doesn't** acknowledge the need for lifelong learning. | **Partially** acknowledges the need for lifelong learning. | **Fairly** acknowledges the need for lifelong learning. | **Satisfactorily** acknowledges the need for lifelong learning. | **Fully** acknowledges the need for lifelong learning. |
| ***Participates*** in lifelong learning opportunities. | **Doesn't** participate in lifelong learning opportunities. | **Partially** participates in lifelong learning opportunities. | **Fairly** participates in lifelong learning opportunities. | **Satisfactorily** participates in lifelong learning opportunities. | **Fully** participates in lifelong learning opportunities. |
| ***Values*** lifelong learning in the practice of engineering. | **Doesn't** value lifelong learning in the practice of engineering. | **Partially** values lifelong learning in the practice of engineering. | **Fairly** values lifelong learning in the practice of engineering. | **Satisfactorily** values lifelong learning in the practice of engineering. | **Fully** values lifelong learning in the practice of engineering. |
| ***Establishes*** a lifelong learning plan to support one's own professional development. | **Doesn't** establish a lifelong learning plan to support one's own professional development. | **Partially** establishes a lifelong learning plan to support one's own professional development. | **Fairly** establishes a lifelong learning plan to support one's own professional development. | **Satisfactorily** establishes a lifelong learning plan to support one's own professional development. | **Fully** establishes a lifelong learning plan to support one's own professional development. |

Student's Name: _____ Seat No.: _____ Assignment Title: _____

Total Score = _____ Weighted Score (%) = _____

Instructor's Signature: _____