Rubric Guidance

ROC the Project

# Introduction and purpose

The Rubric Guidance is designed to be a guideline for Judges, mentors and students as the student solutions are prepared. It is to be used primarily by the judges to guide scoring and feedback in a consistent manner. Mentors and Students should use this guide to assist in determining what are considered focus areas and high priority criteria. This document is not intended to answer all potential questions. Mentors and students are encouraged to request clarification of feedback to the team if they don’t understand what is expected. This guidance will describe how the Rubric is structured and how it is aligned to the phases. It also sets expectations on the relationship of the judges’ inputs and the students’ responses in the subsequent phases.

The result of the ROC the Project submissions, including the final presentation, is a fully approved project plan that will be used to implement a real-world project.

# Structure

The rubric has 3 phases and a final presentation. During each phase, the Project Plan is progressively developed, updated and improved. Some deliverables in one phase should be considered a draft that will be improved or expanded for a future phase. Judging should ensure the feedback to the teams from phase to phase is consistent and not contradictory.

Judges’ scoring and comments are guided by a generic description of where the student submissions align to a poor, average or excellent response. The rubric rows within each phase describe the expected deliverables. In some cases, multiple rubric row deliverables will be contained in a single submitted document. For example, the components of a Charter have separate rubric rows.

The generic quality descriptions are identified in the rubric.

The content in the deliverables is the focus of each row of the rubric and should be judged with this as a priority. The general presentation quality of the responses such as spelling, grammar, and readability are considered one component in the scoring of each rubric row as part of the judges’ quality assessment. A student response to a row in the rubric that has multiple spelling errors, poor grammar quality, or confusing formatting could decrease the score of an otherwise strong response for that row in the rubric.

Deliverable content should be adapted to the scope, budget and timelines expected in the effort. Responses that show creativity in both the solution and the deliverables will get higher scores. Adding creativity does not remove the need to submit complete and thorough deliverables.

The rubric and phases were developed with the PMBOK as a guide. ROC the Project participants will execute the PMBOK Initiation and Planning Phases. It is not expected that students or judges use the PMBOK for the submissions and scoring, though it could be a useful resource when working to understand the relationships of the deliverables to each other. PMBOK references for each rubric row will not be provided. Students are encouraged to leverage templates and examples when creating their project plan deliverables. It is also not required that students use MS Project for their WBS and schedule, though they may choose to.

|  |  |
| --- | --- |
| **Phase** | **Description** |
| Phase 1 | This phase primarily focuses on the development of the Project Charter. It is somewhat aligned with the PMBOK Initiation phase |
| Phase 2 | The Project Management Plan draft is developed in this phase. |
| Phase 3 | The Project Management Plan is finalized in this phase.  |
| Final Presentation | Any feedback from the judges from Phase 3 will be incorporated into the Final Presentation. Because the project is a real-world project that will be executed, the deliverables should be updated with the feedback to ensure they are aligned with the Final Presentation. |

Table 1: Phase Descriptions

# Timeliness of Submissions

Students should submit their deliverables on the dates due. Late submissions will have a percentage reduction to the score for that phase. This percentage is reflected in the rubric. There is no benefit (bonus) for early submissions.

# Rubric Scoring and Comments

Judges will provide a score for each deliverable row in the rubric. Judges’ comments should provide clarification on both areas where students have developed a very good response, as well as opportunities of improvement. Students should also pay attention to any information provided by the customers of the project to ensure the response is feasible and meets the intent of the project. Students should work with their mentors to ask questions of the judges and the stakeholders if they don’t understand the rubric, score or comments.

Judges will pay close attention to being consistent with their scoring. Scoring and feedback between the rubric rows within a phase as well as from a previous phase should not be contradictory.

The submissions should be feasible within the practical constraints of the project and mentors and students should take extra care to verify they are. Judges will be looking for the balance between the three legs of the Project Management triangle of scope, time and budget.

Each phase and the Final Presentation will be weighted as reflected in the rubric. The scores are in ranked order with the team with the highest score winning. The second highest score will be second place and the third highest score will be third place.

# Stakeholder Feedback

Judges must be invited to any Stakeholder feedback sessions and have access to any materials provided by the stakeholders. Any sessions must be documented in the event some judges cannot attend and to provide consistent understanding and reminders of what the stakeholders communicated. This information should be available to all ROC the Project participants and will be considered by the judges in scoring the deliverables.

# Charter

The Charter is primarily a Phase 1 deliverable and should be considered final with this phase from a judging perspective. There will be feedback and comments from the judges and it is expected if there is significant feedback from the judges that the Charter be updated so it is current and aligned with the stakeholder expectations for the project. Mentors should work with students to assist them in prioritizing what they work on and guide them to continue moving forward with Phase 2 deliverables as a higher prioritythan significantly updating the Charter.

# RTP Feedback Loop

Phases 2 through the final presentation have a rubric row that scores the incorporation of comments and updates suggested in a previous phase into the current phase submission. Judges will need to review the previous phase feedback to assess how well the submission has improved. Mentors should work with students to assist them with prioritizing their work.

# Standing Documents

There are several documents that are utilized throughout a project’s lifecycle. Extra care should be taken by the students that the initial format of these documents is simple to understood and easily updated. Students should also ensure that these documents are created, updated and aligned with each phase submission. Judges should ensure they are current. These documents include:

Change Management Log

Assumptions

Risks and Issues

# Schedule

There are many tools available to develop and present a WBS and project schedule. There are no expectations that any single tool will be used; this is the choice of the students. Therefore, Judges should not expect students to use MS Project. The submissions should accurately reflect the impact of predecessors and successors on each task in the schedule. If MS Project is used to develop the schedule, it is not required that the resource planning and management be implemented in MS Project.

# Final Presentation

The final presentation is a presentation of the project plan developed throughout each phase. The presentation should be considered an opportunity to communicate a definition of what the project solution is and how the project solution will be delivered. The presentation contains all the elements of the project plan at a level of detail that is needed to install an understanding of the scope, budget and schedule. Stakeholders will be funding the implementation of the solution and the presentation should instil confidence that the plan is feasible, executable within time and budget constraints and meets the intent of the project.

The rubric has presentation focused items that emphasize the professionalism of the presentation materials as well as the ability of the team to effectively communicate their proposed solution and project plan. It is expected that each team member participates in the oral portion of the presentation and that teams are prepared to answer questions.

Students should take care to ensure that the project deliverables are aligned with the final presentation. If any feedback from Phase 3 is incorporated, both the presentation and deliverables should be updated accordingly.