

COMPUTER HARDWARE RAFT ASSIGNMENT



1. Consider your interests and intelligence preferences before you choose a Role, an Audience, a Format, and a Topic for your task. For example, a learner with visual-spatial and verbal-linguistic preferences may want to create a brochure for a photographer.
2. Choose one option from each column of the RAFT. Check with your teacher if you would like to create a new choice.
3. In your role as consultant, considering your client's situation:
 - Explain what the client wants the computer to do
 - For each hardware component, describe the options available to the client
 - For each hardware component, make a recommendation based on the client's need
 - Provide a reason for each recommendation
 - Use correct terminology

Role	Audience (client)	Format	Topic
Computer consultant— generalist	Family/friends	E-mail with attachment(s) (verbal-linguistic, intrapersonal, logical- mathematical)	Advising a family member "Basic Recommendations for Computer Purchase" • Include a brief explanation of the function of each component.
Computer consultant— expert in gaming	Aspiring game player(s)	Presentation software e.g., PowerPoint (verbal-linguistic, visual-spatial)	Advising gamers "The Ultimate Gamer Meets the Ultimate Computer" • Include a brief explanation of the function of each component.
Computer consultant— expert in photography	Aspiring photographer(s)	Brochure (verbal-linguistic, visual-spatial)	Advising photographers "Creating a Computer for the Photographer in You!" • Include a brief explanation of the function of each component.
Computer consultant— expert in movie making	Video/movie makers	Audio or video commercial (musical-rhythmic, interpersonal, verbal-linguistic, bodily-kinesthetic)	Advising video/movie makers "Computer Hardware Requirements to Make and Edit Movies" • Include a brief explanation of the function of each component.
		Other (please check with the teacher)	



COMPUTER HARDWARE RAFT ASSIGNMENT CHECKLIST



Name: _____

- 1. Describes what the client wants the computer to do: Yes No
- 2. Uses computer terminology accurately: Yes No
- 3. Check (√) if completed:

Hardware component	Explains range of options	Makes recommendation	Gives the reason
Central Processing Unit (CPU)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Random Access Memory (RAM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hard Drive (HD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motherboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Optical Drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



COMPUTER HARDWARE FISHBONE RESEARCH ORGANIZER

Name: _____

List the range of options for each component. Make a recommendation for each component and indicate why it will meet the specific needs of your client.

**Range of Options:
CPU**

Recommendation: _____

Why? _____

**Range of Options:
RAM**

Recommendation: _____

Why? _____

**Range of Options:
HARD DRIVE**

Recommendation: _____

Why? _____

Why? _____

Recommendation: _____

Why? _____

Recommendation: _____

Why? _____

Recommendation: _____

**Range of Options:
MOTHERBOARD**

**Range of Options:
VIDEO CARD**

**Range of Options:
OPTICAL DRIVE**

What does your client need to be able to do with the computer (e.g., store large files of high-resolution photos, edit using more than one software program at a time)?

- _____
- _____
- _____
- _____
- _____
- _____
- _____



COMPUTER HARDWARE RESEARCH NOTE-TAKING CHART

Name: _____

1. Client Needs

What does your client need to be able to do with the computer (e.g., store large files of high resolution photos, edit using more than one software program at a time)?

- _____
- _____
- _____
- _____
- _____

2. Information on Internal Components

Range of options available to client	Recommendation: Requirements to meet client needs	Reasons for recommendation
Central Processing Unit (CPU)		
Random Access Memory (RAM)		
Hard Drive (HD)		
Motherboard		
Video Card		
Optical Drive		



COMPUTER HARDWARE RAFT ASSIGNMENT RUBRIC

Name: _____

Categories/Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	The student:			
Hardware function: <input type="checkbox"/> Explains the options available for each internal computer component <input type="checkbox"/> Uses computer terminology	Explains options in limited depth Uses terminology with limited accuracy	Explains options with some depth Uses terminology with some accuracy	Explains options with considerable depth Uses terminology with considerable accuracy	Explains options with a high degree of depth Uses terminology with a high degree of accuracy
Thinking	The student:			
Thinking process (assesses user needs): <input type="checkbox"/> Explains what the client wants the computer to do <input type="checkbox"/> Makes hardware recommendations for the user <input type="checkbox"/> Provides reasons for each recommendation	Explains with limited depth Makes hardware recommendations that are minimally appropriate to user needs Provides reasons that have limited relevance to user needs	Explains with some depth Makes hardware recommendations that are somewhat appropriate to user needs Provides reasons that have some relevance to user needs	Explains with considerable depth Makes hardware recommendations that are considerably appropriate to user needs Provides reasons that have considerable relevance to user needs	Explains with a high degree of depth Makes hardware recommendations that are highly appropriate to user needs Provides reasons that have a high degree of relevance to user needs

A rubric is an assessment tool used in assessment **for** and **of** learning. Before beginning to work on a task, students should be engaged in co-constructing the criteria to ensure that they know what success “looks like.” The rubric can be used to guide assessment **for** learning throughout the process. When the purpose is assessment **of** learning (evaluation), the rubric provides the basis for decision making about the student’s level of achievement using the agreed-upon criteria.

