Outcome g rubrics have 2 parts g-O and g-W

Outcome (g-O) Rubrics

**Ability to communicate effectively - Oral**

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| **Representative Student's Name** | **ID #** | **Term (e.g., T112)** | **Lab or Course #** |  | ***Evaluator's Input*** |
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| **Outcome** | **Score (1 - 4)** | **Exemplary (4)** | **Proficient (3)** | **Apprentice (2)** | **Novice (1)** |
| **Audience awareness:** interacts with audience (e.g. stepping towards audience and speaking to them, not at them), looking at them, making eye contact |  | Interacts with audience throughout presentation | Some interaction with audience | Little interaction with audience | Does not interact with audience at all … Does not look at the audience … Look at PC, screen, or elsewhere |
| **Focus:** goal, evidence, conclusion (gives audience a roadmap and follows it) |  | Gives audience very clear road map of goal, evidence and conclusion | Gives audience an adequate road map of goal, evidence and conclusion | Gives audience some road map of goal, evidence and conclusion | Does not give audience an adequate road map of goal, evidence and conclusion |
| **Transitions:** phrases smoothly link one part to next |  | Very smooth Transitions | Transitions are generally smooth | Some transition is provided though not smooth | Abruptly transitions from one phase to the next … No linking |
| **Use of visual aids** (any non-plain text methods such as graphs, charts, flow diagrams …etc.) **to tell the story and enhance the quality of the presentation** |  | Uses visual aids very effectively to tell the story; visual aids enhance presentation | Overall, uses visual aids effectively to tell the story; visual aids add to presentation | There is some use visual aids effectively to tell the story | Either does not use visual aids at all; or too much dependency on visual aids |
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| **Mechanics** | **Score (1 - 4)** | **Exemplary (4)** | **Proficient (3)** | **Apprentice (2)** | **Novice (1)** |
| **Body position** (e.g., facing audience or screen) |  | Always facing audience | Faces audience most of the time | Faces audience some of the time | Faces screen or board all the time |
| **Eye contact** (e.g., scanning entire audience) |  | Eye contact (excellent scanning of audience, looking at people) | Eye contact (some scanning of audience, looking at people) | Some eye contact (not enough, looking down a lot) | No eye contact |
| **Visual aids** (e.g., clear, not too busy, readable size font) |  | Clear, right amount on each slide | Can read clearly, usually not too much material | A little bit busy, sometimes not clear | Too busy, blurry |
| **Delivery** (e.g., fluency, pace, voice projection, um’s, uh’s) |  | Excellent pace, projects voice, great enthusiasm | Good pace, usually projects voice, some enthusiasm | A little bit fast, sometimes um’s, little projecting voice, little enthusiasm | Too fast, too many um’s, not projecting voice, lack of enthusiasm |
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| **Questions** | **Score (1 - 4)** | **Exemplary (4)** | **Proficient (3)** | **Apprentice (2)** | **Novice (1)** |
| **Asks audience for questions** |  | Effectively opens (“I’d be happy to answer questions”) | Asks for questions | rarely asks for questions | Does not ask for questions |
| **Answers questions effectively and smoothly** |  | Answers questions effectively and smoothly | Answers questions adequately | rarely answers questions adequately | Does not answer questions adequately |

Outcome (g-W) Rubrics

**Ability to communicate effectively - Written**

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| **Representative Student's Name** | **ID #** | **Term (e.g., T112)** | **Lab or Course #** |  | ***Evaluator's Input*** |
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| **Report Quality & Writing Skills** | **Score (1 - 4)** | **Exemplary (4)** | **Proficient (3)** | **Apprentice (2)** | **Novice (1)** |
| **Spelling and Grammar** |  | Almost **no** spelling and/or grammatical mistakes (≤ 0.2 mistake/page) | **Rare** spelling and/or grammatical mistakes (≤ 0.5 mistake/page) | Makes **noticeable** spelling and/or grammatical mistakes (≤ 1 mistake/page) | Makes **frequent** spelling and/or grammatical mistakes (≥ 1 mistake/page) |
| **Punctuation** |  | Proper use of punctuation, sentences are not too long, no repetition of words, proper use of paragraphs | Proper use of punctuation, sentences are sometimes too long, some repetition of words, proper use of paragraphs | Some improper use of punctuation, sentences are usually too long, many repetition of words, some improper use of paragraphs | No use of punctuation at all … Sentences seems to go on and on for ever … No apparent usage of paragraphs |
| **Structure and Organization (choice of fonts, titles, sub-titles, chapters, sub-chapters, sections, sub-sections to enhance the readability and understanding of the report), having a table of content, list of Figures and tables** |  | **Superb** structure of the report, everything makes sense (understand templates and can follow them exactly), perfect table of content, list of figures and tables | **Good** Structure and organization with some departure from the ideal template, good table of content, list of figures and tables | The structure and organization are **not good**; noticeable departure from template, poor table of content, list of figures and tables | The structure and organization of the report seem to be **random**; does not follow the template at all, missing table of content, list of figures or tables |
| **Use of visual illustrations, other than plain text, (graphs, charts, flow diagrams, tables …) to enhance the understanding of the report** |  | **All** information that can be represented graphically is presented as such with **proper** choice of the illustration method that suits the information being presented the most | **Most** information that can be represented graphically is presented as such with **good** choice of the illustration method that suits the information being presented the most | Most information that can be graphically illustrated is presented as **plain text**. **Some** information is illustrated graphically with some wrong illustration methods | Information is **rarely** illustrated graphically with improper choice of illustration methods |
| **Formulae and equations** |  | **All** formulae and equations used are properly written, numbered and referenced | **Most** formulae and equations used are properly written, numbered and referenced | Most formulae and equations used are properly written but **many are not** numbered and referenced | Many formulae and equations used are improperly written and **most of them are not** numbered and referenced |
| **Proper use of References** |  | **All** information obtained from others is properly referenced. The list of references is properly documented (source name, publication name, page numbers, …etc.) | **Most** information obtained from others is properly referenced. The list of references is properly documented (source name, publication name, page numbers, …etc.) | **Some** use of references, most information is not referenced. List of references is not properly documented (some information is missing, like page numbers ….etc.) | **No** referencing at all |
| **Proper use of appendices (to reduce the size of the main body of the report)** |  | **All** the information that is not critical to the understanding of the report but might be of some interest to some of the readers is put in the appendices. Appendices are properly organized (multiple appendices are used for different information) | **Most** of the information that is not critical to the understanding of the report but might be of some interest to some of the readers is put in the appendices. Appendices are properly organized (multiple appendices are used for different information) | Most of the information that can be put in appendices are spread through the main body of the report. **Only one (or few) appendices** are included containing many, unrelated, information | **No** use of appendices at all. Everything is in the main body of the report |

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| **Technical Contents** | **Score (1 - 4)** | **Exemplary (4)** | **Proficient (3)** | **Apprentice (2)** | **Novice (1)** |
| **The abstract** |  | Precise, completely conveys what has been accomplished, provide performance numbers with a good first punch line | Completely conveys what has been accomplished, provide performance numbers, no punch line, too many words | Somehow conveys what has been accomplished … No performance numbers | No abstract at all or what is provided as an abstract is not an abstract! |
| **Problem description and motivation** |  | The problem being tackled is clearly described with proper usage of statistics, market surveys, news articles …etc. to support the motivation for tackling this problem | Clear problem description but vague (or little support) motivation | Somehow vague problem description, no motivation or justification for tackling this problem at all | Vague problem description (one can not tell exactly what he is trying to do or why) |
| **Objectives & Deliverables** |  | Measurable objectives and deliverables are clearly and precisely stated | Objectives and Deliverables are stated with some vagueness (making them less measurable) | Some objectives and deliverables are provided (many are missing), however they are not clear nor measurable | Objectives 7 deliverables are not stated at all |
| **Project Management Plan** |  | A well written work plan is provided detailing phases or milestones, tasks, task assignment, task duration, critical path analysis and contingency plans, required resources, and discrepancies between planned and achieved tasks. Tasks are clearly and precisely stated (one can tell what is the expected outcome of a task just by reading the task) | A work plan is provided with some details about tasks (no phases or milestones), tasks, task assignment, task duration, required resources, and discrepancies between planned and achieved tasks. No critical path analysis and contingency plans. Some tasks are vaguely stated (one can not tell what is the expected outcome of a task just by reading the task) | A very brief work plan is provided with very little description of tasks. Tasks are very vague. | No work plan is provided at all |
| **Quality of Engineering Documentation** |  | Engineering principles are well developed, possible solutions are well documented, proper description of solution, proper documentation of experimental setup, data acquisition, analysis, results, testing, benchmarking (all that apply), and conclusions. | Generally sufficient documentation of possible solutions, adopted solution, experimental setup, data acquisition, analysis, results, testing, benchmarking (all that apply), and conclusions. Some items might not be sufficiently documented. | Some documentation is provided but some major components are missing | Documentation is generally inadequate |