|  | **Excellent** | **Good** | **Satisfactory** | **Poor** | **Unsatisfactory** |
| --- | --- | --- | --- | --- | --- |
| **Engineering Project**   * Problem Identification * Prioritized Customer Requirements * Performance Specifications * Value Proposition / Alternative System Concept * Test / Analysis | Solution & approach demonstrate the total use of the engineering design process.  **20** | Many aspects of the engineering design process are apparent.  **18** | Some aspects of the engineering design process are apparent.  **16** | Few aspects of the engineering design process are apparent.  **14** | Solution & approach do not appear to have followed the design process.  **12** |
| **Public Speaking**   * Intro / Conclusion * Verbal (volume, tone, pace, fillers) * Non-Verbal (gestures, posture, eye contact) * Effectiveness/Professionalism * Team Presence (change slides for one another, unified business-casual attire, etc.) * Q&A | Professionally presented the material in a clear, accurate and concise manner without distracting mannerisms. Was able to clearly and accurately respond to questions.  **30** | Material was usually presented clearly and with few errors. Some distracting mannerisms were displayed. Generally was able to respond to questions.  **26** | Material was sometimes clear but with multiple errors. Distracting mannerisms reduced the effectiveness of presentation. Responses to questions were sometimes unclear, inaccurate or not complete.  **24** | Material was not presented in a clear manner. Distracting mannerisms frequently reduced the effectiveness of the presentation.  Responses to questions were often unclear, inaccurate or incomplete.  **21** | Material was presented in a confusing manner. Distracting mannerisms made it difficult to follow and understand the material. Responses to questions were not based on facts and were unclear or inaccurate.  **18** |
| **Documentation**   * Consistent/Flows * Logical/Accurate * Professional (no typos, has proper citations) * Supports / contributes to the message * Uses communication tools such as diagrams/figures, sketches, models | Presentation material was always clear and concise. There were no spelling / grammar errors. Information was well formatted and always flowed smoothly and in a logical manner. Numerous diagrams / figures were appropriately used to illustrate the text.  **30** | Presentation material was usually clear and concise. There were few spelling / grammar errors. Information usually flowed smoothly and in a logical manner. Many diagrams / figures were included to clarify the text.  **26** | Presentation material was sometimes clear and concise with few spelling / grammatical errors. Some information flowed smoothly and in a logical manner. Some diagrams were used to accompany the text.  **24** | Presentation material was unclear and overly wordy or missing significant detail. Information did not flow smoothly and a logical structure was not often used. Few diagrams were included and were not properly related to the text.  **21** | Presentation material contained few details and was unclear. Information was not organized. No diagrams or illustrations were included or were improperly used.  **18** |
| **Teamwork**   * Shared procedures & protocols * Shared responsibilities for team’s success or failure * Not afraid to ask each other for help * Shared understanding of goals & objectives * Have a fun & productive time * Fully accept each other’s strengths & weaknesses * Able to work through group problems * Express criticism of others constructively * Often share pertinent & appropriate information with each other to ensure effective and communication and overall success * Consistency between members & their messages * Appears as a cohesive unit & provides a consistent message throughout the presentation | Team members demonstrated, integrated, evaluated, and assessed their performance utilizing all of the tools discussed throughout the semester (i.e., MBTI, Conflict Resolution, Giving & Receiving Feedback, etc.), while also including additional tools that they researched regarding team development and leadership skills.  **10** | Team analyzed a problem that they encountered regarding teamwork and were able to show integration of the tools (i.e., MBTI, Conflict Resolution, Giving & Receiving Feedback, etc.) to maximize team performance.  **9** | Team provided examples of when they appropriately applied the tools discussed throughout the semester (i.e., MBTI, Conflict Resolution, Giving & Receiving Feedback, etc.); however, they did not provide an example of the integration of the tools, or provide in-depth of knowledge about the tools.  **8** | Team only referred to the tools that were discussed throughout the semester (i.e., MBTI, Conflict Resolution, Giving & Receiving Feedback, etc.) without providing sufficient examples, or providing examples of any in- depth of knowledge about the tools.  **7** | Team did not demonstrate or discuss any understanding of the team development tools that were discussed throughout the semester (i.e., MBTI, Conflict Resolution, Giving & Receiving Feedback, etc.).  **6** |
| **Overall Quality**   * Attention to Detail * Workmanship * Attitude * Equal Member Contributions | Clearly demonstrates effort in terms of attention to detail, performance, and workmanship.  **10** | Mostly demonstrates effort in terms of attention to detail, performance, and workmanship.  **9** | Demonstrates some effort for attention to detail, performance, or workmanship.  **8** | Demonstrates effort in terms of attention to detail, performance, and workmanship.  **7** | Demonstrates little effort in terms of attention to detail, performance, and workmanship.  **6** |