|  | **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** |