

SIMON FRASER UNIVERSITY
SCHOOL OF ENGINEERING SCIENCE

ENSC 387 – Introduction to Electro-Mechanical Sensors and Actuators
PROJECT ASSESSMENT RUBRIC

Technical Content and Coherence

| | Rating |
|--|---------------|
| Project fulfills all the requirements of Rating 4 but further achieves a level of artful engineering mastery marked by truly innovative, authentic, and provocative ideas and structure. | 5 |
| Project analyzes a diverse and significant amount of pertinent technical information. Almost all parts of the project are logically developed and directly linked to the main point of the section. Almost all ideas in every section are connected by transitions. | 4 |
| Project analyzes a sufficient amount of pertinent technical information to meet the project objective. Most ideas in every section are logically developed and directly linked to the main point of the section. Most ideas in every section are connected by transitions. | 3 |
| Project analyzes an insufficient amount of pertinent technical information to meet the project objective. Some ideas in every section are logically developed and directly linked to the main point of the section. Transitions are present but are inconsistent. | 2 |
| Lack of sufficient technical content and sophistication is evident in several components of the project. A few ideas in every section are logically connected, but they are not linked to the main point of the section. Sections lack focus, organization, and transitions. | 1 |
| Lack of sufficient technical content and sophistication is apparent throughout the project. The ideas in any one section are not logically connected; lack of transitions hinders understanding. | 0 |

Report Writing Skills

| | Rating |
|---|---------------|
| Writing skills and its neatness achieve Rating 4 but further achieve a level of mastery that may be marked by innovative, authentic, and provocative style that is appropriate for a scientific report. | 5 |
| Writing skills and neatness exhibit masterful syntax, grammar, and design that are appropriate for a scientific report. | 4 |
| Writing skills and neatness exhibit clear syntax and grammar that are appropriate for a scientific report. Design of the report is neat and professional. | 3 |
| A minor problem is identifiable in the grammar and/or syntax. Appropriate design is used throughout the report. | 2 |
| Report includes some minor problems in writing. Design of the report is sufficient. | 1 |
| The report fails to meet professional standards and are poorly presented. | 0 |

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Oral Presentation Skills

| | Rating |
|---|---------------|
| Speaking skills achieve Rating 4 but further achieve a level of artistic mastery that may be marked by innovative, authentic, and provocative style that is appropriate for the topic and audience. | 5 |
| Oral presentation skills exhibit masterful syntax, diction, tone, and non-verbal elements that are appropriate for the topic and audience. | 4 |
| Oral presentation skills exhibit clear, varied, complex language, employed for effect. Diction is precise and appropriate to the situation. Tone is mature, consistent, and appropriate for topic and audience. Non-verbal elements (attire, mannerisms, etc.) do not distract from the presentation. | 3 |
| Oral presentation skills exhibit clear and appropriate syntax, diction, tone, and non-verbal elements (with only one minor problem). | 2 |
| Oral presentation skills exhibit one major problem in syntax, diction, tone, and non-verbal elements. | 1 |
| Oral presentation skills exhibit more than one major problem in syntax, diction, tone, and non-verbal elements. | 0 |

Presentation Material

| | Rating |
|---|---------------|
| Project fulfills all the requirements of Rating 4 but further achieves a level of mastery over both the materials (innovative, authentic, provocative visual, audio or other presentation materials) and their use in the presentation. | 5 |
| The visual, audio, or other presentation materials exceed professional standards, are well-integrated into the presentation, and balance, reinforce, and enhance oral components. | 4 |
| The visual, audio, or other presentation materials meet professional standards, are well-integrated into the presentation, and balance and reinforce oral components. | 3 |
| The visual, audio, or other presentation materials meet professional standards, are integrated into the presentation, and do not substitute for but instead balance oral components. | 2 |
| Some of the visual, audio, or other presentation materials fail to meet professional standards, or are not integrated into the presentation, or substitute for oral components. | 1 |
| The visual, audio, or other presentation materials fail to meet professional standards, are poorly integrated, or are too heavily relied upon. | 0 |