Proposal (marked by supervisor)

Outcome/Category /Weight	Not demonstrated	Below expectation	Minimal pass	Meets expectation	Above expectation
Problem analysis / Identify problem [MTHE-PA-4-2(a)] / 10	Does not identify any aspects of the problem and related information and uncertainties	Identifies few aspects of the problem and related information and uncertainties	Identifies most aspects of the problem and related information and uncertainties	Identifies problem, known and unknown information and uncertainties	Demonstrates a superior understanding of all facets of the problem
Design / Identify design problem [MTHE-DE-4-4(a)] / 14	Does not identify the design problem and/or misses key constraints for the problem	Does not properly identify the design problem and/or misses key constraints for the problem	Identifies most relevant parts of the design problem and constraints, including health and safety risks, applicable standards, economic, environmental, cultural and societal considerations	Identifies design problem and constraints including health and safety risks, applicable standards, economic, environmental, cultural and societal considerations	Shows a superior understanding of the design problem and all constraints involved, including health and safety risks, applicable standards, economic, environmental, cultural and societal considerations
Communications / Discipline Specific Conventions (Style) [MTHE-CO-4-7(a)] / 7	Never writes and revises documents using appropriate discipline-specific conventions i.e. captioning, footnoting, sectioning, Latex formatting etc.	Seldom writes and revises documents using appropriate discipline-specific conventions i.e. captioning, footnoting, sectioning, Latex formatting etc.	Often, but not always, writes and revises documents using appropriate discipline-specific conventions in terms of vocabulary, grammar, and style i.e. captioning, footnoting, sectioning, Latex formatting etc.	Writes and revises documents using appropriate discipline-specific conventions in terms of vocabulary, grammar, and style i.e. captioning, footnoting, sectioning, Latex formatting etc.	Shows superior abilities when writing and revising document, always using appropriate discipline-specific conventions in terms of vocabulary, grammar, and style i.e. captioning, footnoting, sectioning, Latex formatting etc.
Communications / Technical vocabulary [MTHE-CO-4-7(b)] / 12	Never demonstrates accurate use of technical vocabulary	Seldom demonstrates accurate use of technical vocabulary	Often, but not always, demonstrates accurate use of technical vocabulary	Demonstrates accurate use of technical vocabulary	Demonstrates superior understanding and use of technical vocabulary
Communications / Graphics [MTHE-CO-4-7(c)] / 7	Never uses graphics appropriately to explain, interpret, and assess information	Seldom uses graphics appropriately to explain, interpret, and assess information	Often, but not always, uses graphics appropriately to explain, interpret, and assess information	Uses graphics appropriately to explain, interpret, and assess information	Uses graphics with unusual effectiveness to explain, interpret, and assess information
Communications / Referencing [MTHE-CO-4-7(d)] / 10	Never uses appropriate referencing to cite previous work	Seldom uses appropriate referencing to cite previous work	Often, but not always, uses appropriate referencing to cite previous work	Uses appropriate referencing to cite previous work	Shows exceptional knowledge of previous work and cites it appropriately
Impact of engineering / Consider social and environmental factors [MTHE-IM-4-9(a)] / 14	Never considers economic, social, and environmental factors and/or impacts in decisions, or does so inappropriately i.e. not on specific application area	Seldom considers economic, social, and environmental factors and/or impacts in decisions, or does so inappropriately on specific application area	Often, but not always, considers economic, social, and environmental factors and/or impacts in decisions on specific application area	Considers economic, social, and environmental factors and/or impacts in decisions on specific application area	Shows superior understanding of the role of economic, social, and environmental factors and/or impacts in decisions on specific application area

Proposal (cont'd)

Outcome/Category /Weight	Not demonstrated	Below expectation	Minimal pass	Meets expectation	Above expectation
Impact of engineering / Explains context of system [MTHE-IE-4-9(b)] / 14	Does not discuss the context of the system by not explaining the societal, enterprise, and/or technical context of the system	Briefly discusses the context of the system in the Introduction by seldom explaining the societal, enterprise, and/or technical context of the system	Discusses the context of the system in the Introduction by often, but not always, explaining the societal, enterprise, and/or technical context of the system	Identifies the context of the system in the Introdution by explaining the societal, enterprise, and/or technical context of the system	Identifies the context of the system in the Introdution by demonstrating a superior understanding of the societal, enterprise, and/or technical context of the system
Lifelong learning / Evaluates information [MTHE-LL-4-12(b)] / 12	Never critically evaluates procured information for authority, currency, and objectivity, or does so improperly	Seldom critically evaluates procured information for authority, currency, and objectivity, or does so improperly	Often, but not always, critically evaluates procured information for authority, currency, and objectivity	Critically evaluates procured information for authority, currency, and objectivity	Shows superior understanding of the authority, currency, and objectivity of procured information