Capstone Engineering Design: Regulations and Standards Rubric

Team Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  |  | **Cycle 1** | **Cycle 2** | **Cycle 4** | **Cycle 5** |
| 1. | Quality of Regulations Assessment | /25 |  |  |  |
| 2. | Quality of Standards Assessment | /25 |  |  |  |
| 3. | Response to previous grading |  | /50 |  |  |
|  | TOTAL: | /50 | /50 |  |  |

Grading elements in Design Strategy

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| --- | --- | --- | --- |
|  | Excellent (max pts) | Average (mid pts) | Poor (lowest pts) |
| Quality of Regulations Assessment | Team has performed a thorough assessment of applicable regulations. Team discusses how these regulations may influence the design and testing of the product. For BIOE teams, if FDA approval is not necessary, a rationale must be given. | Some important regulations are missing from the team’s assessment. Team may not fully describe the implications of these regulations on the design and testing of the product. | Several key regulations are missing, and there is little to no explanation of how regulations will affect the design and testing of the product. |
| Quality of Standards Assessment | Team has performed a thorough assessment of applicable standards. Team discusses how these regulations may influence the design and testing of the product. | Some important standards are missing from the team’s assessment. Team may not fully describe the implications of these standards on the design and testing of the product. | Several key standards are missing, and there is little to no explanation of how standards will affect the design and testing of the product. |
| Response to previous grading | Team has thoughtfully considered feedback and input from graders in prior cycles. Work in this cycle demonstrates team's effort actively improve the document, going above and beyond specific points called out by the grader. | Team has incorporated most of the specific changes made by graders, but revisions do not address deep or more substantive problems with the document. | Team has ignored grader feedback or taken only minimal steps to improve the document. |