**ME – 517: AIR CONDITIONING AND VENTILATION SYSTEMS**

**CAPSTONE PROJECT**

**NAME: Abu, Mark Kervin N. DATE: November 25, 2019**

**SECTION: ME-5103**

**PART I. ORAL PRESENTATION (40%)**

| **Rating** | **0** | **1** | **2** | **4** | **6** | **8** | **10** | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Technical Content | Lack of technical content and sophistication is apparent throughout the project. | Lack of technical content and sophistication is evident in several components of the project. | Project analyzes an insufficient amount of technical information in the development of a few feasible solutions to meet the project objective. | Project analyzes a sufficient amount of pertinent technical information in the development of a few feasible solutions to meet the project objective. | Project analyzes a significant amount of pertinent technical information in the development of several feasible solutions to meet the project objective. | Project analyzes a diverse and significant amount of pertinent technical information in the development of several feasible solutions to meet the project objective. Project also incorporates and analyzes possible solutions that seem counter-intuitive, surprising, or contrary to conventional approaches. | Project fulfills all the requirements of Rating 8 but further achieves a level of artful engineering mastery marked by truly innovative, authentic, and provocative ideas, solutions, and designs. |  |
| Logical Coherence and Development | The ideas in any section are not logically connected; lack of transitions hinders understanding. | 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. | Some ideas in every section are logically connected and linked to the main point of the section. Transitions are present but are inconsistent. | 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. | Almost all ideas in every section are logically developed and directly linked to the main point of the section. Almost all ideas in every section are connected by transitions. | Almost all ideas in every section are logically developed and directly linked to the main point of the section; furthermore, the presentation identifies non-obvious, surprising, and/or counter-intuitive aspects of the project in an appropriate section. Almost all ideas in every section are connected by transitions. | The presentation achieves Rating 8 levels for all ideas but further achieves a level of artistic mastery that may be marked by innovative, authentic, and provocative structure. |  |
| Oral Presentation Skills | Oral presentation skills exhibit more than one major problem in syntax, diction, tone, and non-verbal  elements. | Oral presentation skills exhibit one major problem in syntax, diction, tone, and non-verbal elements. | Oral presentation skills exhibit only minor problems in syntax, diction, tone, and non-verbal elements. | Oral presentation skills exhibit clear and appropriate syntax, diction, tone, and non-verbal elements. | 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. | Oral presentation skills exhibit masterful syntax, diction, tone, and non-verbal elements that are appropriate for the topic and audience. | Speaking skills achieve level 8 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. |  |
| Presentation Materials | Student fails to include visual, audio, or other presentation materials, or materials chosen are  inappropriate. | The visual, audio, or other presentation materials fail to meet professional standards, are poorly integrated, or are too heavily relied upon. | 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. | 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. | The visual, audio, or other presentation materials meet professional standards, are well-integrated into the presentation, and balance and reinforce oral components. | The visual, audio, or other presentation materials exceed professional standards, are well-integrated into the presentation, and balance, reinforce, and enhance oral components. | Project fulfills all the requirements of Rating 8 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. |  |
| **TOTAL** |  |  |  |  |  |  |  |  |

**Remarks**:

**ENGR. ALLAN B. DE VILLA**

**ME – 517: AIR CONDITIONING AND VENTILATION SYSTEMS**

**CAPSTONE PROJECT**

**TITLE: DATE :**

**GROUP MEMBER: TOTAL SCORE: SECTION:**

**TOTAL SCORE: GROUP NO:**

**TOTAL SCORE:**

**TOTAL SCORE:**

**PART II: Technical Report Rubric (60%)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ITEM | ISSUE | WT. | EXCEPTIONAL (3) | ACCEPTABLE (2) | MARGINAL (1) | UNACCEPTABLE (0) | REV. 0 | REV.1 |
| Writing | Clarity of writing | 3 | Writing flows smoothly from one idea to another. Sequencing of ideas within paragraphs and transitions between paragraphs | Sentences are structured, and word are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow. | Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs | Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult. |  |  |
| Organization | Flow of information | 1 | Information is presented in a logical, interesting way, which is easy to follow. | Information is presented in a logical manner, which is easily followed. | Work is hard to follow as there is very little continuity. | Sequence of information is difficult to follow. No apparent structure or continuity. |  |  |
| Report | Format  &  aesthetics | 1 | Report format is consistent throughout including heading styles, fonts, margins, white space, etc. | Report format is generally consistent. | Many departures from required report format.  . | Work fails to follow required report format. |  |  |
| Drawing/Plant Layout/ Plant Design | Drawing, Format  & contents | 5 | Excellent layout and details | Minor revision required | Required Major revision | Fails to follow the requirements |  |  |
| Figures & Graphs | Format & captions | 1 | Departmental format is observed in all tables. Captions effectively communicate content. | Minor revision from required format or inconsistencies between figure. Captions effectively communicate content. | Many revisions from required format or inconsistencies between figure. Captions are ineffective in communicating content. | Work fails to follow required format. Captions are ineffective in communicating content. |  |  |
| Figures & Graphs | Effectiveness | 1 | All figures are effectively interpreted and discussed in the report. | Most figures are properly interpreted, and important features noted. | Many figures are not interpreted. Important features are not communicated or understood. | Figures are not used effectively. Little understanding of important features or issues. |  |  |
| Figures & Graphs | Citations | 1 | Citations consistent with format. | Minor inconsistencies referring to figures. | Many inconsistencies referring to figures. | Citations fail to follow required format or no citation provided. |  |  |
| Tables | Format & captions | 1 | Departmental format is observed in all tables. Captions effectively communicate content. | Minor revision from required format or inconsistencies between tables. Captions effectively communicate content. | Many revisions from required format or inconsistencies between tables. Captions are ineffective in communicating content. | Work fails to follow required format. Captions are ineffective in communicating content. |  |  |
| Tables | Effectiveness | 1 | All tables are effectively interpreted and discussed in the report. | Most tables are properly interpreted, and important features noted. | Many tables are not interpreted. Important features are not communicated or understood. | Tables are not used effectively. Little understanding of important features or issues. |  |  |
| Tables | Citations | 1 | Citations consistent with format. | Minor inconsistencies referring to tables. | Many inconsistencies referring to tables. | Citations fail to follow required format or no citation provided. |  |  |
| Equations | Format & Citation | 1 | Departmental format is observed in all equations. Citations consistent with format. | Minor revision from required format or inconsistencies between equations. Minor problems with citation of equations. | Major revision. Many problems with citation of equations. Many symbols not properly defined. | Work fails to follow required format. Failed to use MS Equation Editor. Words used instead of symbols. |  |  |
| Spelling & Grammar | Spelling & Grammar | 1 | Negligible errors. | Minor errors. | Several errors. | Numerous errors. |  |  |
| References | References | 1 | Citations & Reference section complete, comprehensive and follows required format. | Minor inadequacies in references or inconsistencies in format. | Inadequate list of references or failure to follow required format. | No referencing system used. |  |  |
| Similarity Index |  | 1 | 1-10% | 11-25% | 26-40% | 41% & Above |  |  |

**ENGR. ALLAN B. DE VILLA**

**ME – 517: AIR CONDITIONING AND VENTILATION SYSTEMS**

**STUDENT EVALUATION**

**TITLE: Design of Chilled Water Type Air Conditioning and Ventilation System of Proposal Three Storey Hospital in Batangas SECTION: ME-5103**

**GROUP NO: 12 DATE: November 25, 2019**

**PART II: Technical Report Rubric**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ITEM | ISSUE | WT. | EXCEPTIONAL (3) | ACCEPTABLE (2) | MARGINAL (1) | UNACCEPTABLE (0) | POINTS | JUSTIFICATION |
| Writing | Clarity of writing | 3 | Writing flows smoothly from one idea to another. Sequencing of ideas within paragraphs and transitions between paragraphs | Sentences are structured, and word are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow. | Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs | Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult. |  |  |
| Organization | Flow of information | 1 | Information is presented in a logical, interesting way, which is easy to follow. | Information is presented in a logical manner, which is easily followed. | Work is hard to follow as there is very little continuity. | Sequence of information is difficult to follow. No apparent structure or continuity. |  |  |
| Report | Format  &  aesthetics | 1 | Report format is consistent throughout including heading styles, fonts, margins, white space, etc. | Report format is generally consistent. | Many departures from required report format.  . | Work fails to follow required report format. |  |  |
| Drawing/Plant Layout/ Plant Design | Drawing, Format  & contents | 5 | Excellent layout and details | Minor revision required | Required Major revision | Fails to follow the requirements |  |  |
| Figures & Graphs | Format & captions | 1 | Departmental format is observed in all tables. Captions effectively communicate content. | Minor revision from required format or inconsistencies between figure. Captions effectively communicate content. | Many revisions from required format or inconsistencies between figure. Captions are ineffective in communicating content. | Work fails to follow required format. Captions are ineffective in communicating content. |  |  |
| Figures & Graphs | Effectiveness | 1 | All figures are effectively interpreted and discussed in the report. | Most figures are properly interpreted, and important features noted. | Many figures are not interpreted. Important features are not communicated or understood. | Figures are not used effectively. Little understanding of important features or issues. |  |  |
| Figures & Graphs | Citations | 0.5 | Citations consistent with format. | Minor inconsistencies referring to figures. | Many inconsistencies referring to figures. | Citations fail to follow required format, or no citation provided. |  |  |
| Tables | Format & captions | 0.5 | Departmental format is observed in all tables. Captions effectively communicate content. | Minor revision from required format or inconsistencies between tables. Captions effectively communicate content. | Many revisions from required format or inconsistencies between tables. Captions are ineffective in communicating content. | Work fails to follow required format. Captions are ineffective in communicating content. |  |  |
| Tables | Effectiveness | 0.5 | All tables are effectively interpreted and discussed in the report. | Most tables are properly interpreted, and important features noted. | Many tables are not interpreted. Important features are not communicated or understood. | Tables are not used effectively. Little understanding of important features or issues. |  |  |
| Tables | Citations | 0.5 | Citations consistent with format. | Minor inconsistencies referring to tables. | Many inconsistencies referring to tables. | Citations fail to follow required format, or no citation provided. |  |  |
| Equations | Format & Citation | 1 | Departmental format is observed in all equations. Citations consistent with format. | Minor revision from required format or inconsistencies between equations. Minor problems with citation of equations. | Major revision. Many problems with citation of equations. Many symbols not properly defined. | Work fails to follow required format. Failed to use MS Equation Editor. Words used instead of symbols. |  |  |
| Spelling & Grammar | Spelling & Grammar | 1 | Negligible errors. | Minor errors. | Several errors. | Numerous errors. |  |  |
| References | References | 1 | Reference section complete, comprehensive and follows required format. | Minor inadequacies in references or inconsistencies in format. | Inadequate list of references or failure to follow required format. | No referencing system used. |  |  |
| Similarity Index |  | 2 | 1-10% | 11-25% | 26-40% | 41% & Above | **NA** |  |

NAME/SIGNITURE: