

ELEC 3300 – Introduction to Embedded Systems

Proposal Presentation Grading Rubric

Acknowledgment - This rubric is adopted and modified from the INQUIRY AND ANALYSIS VALUE RUBRIC by Association of American Colleges and Universities.

| | Capstone | Milestones | | Benchmark |
|---|---|--|--|--|
| | 4 | 3 | 2 | 1 |
| Topic selection | Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic. | Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic. | Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic. | Identifies a topic that is far too general and wide-ranging as to be manageable and doable. |
| Existing Knowledge, Research, and/or Views | Synthesizes in-depth information from relevant sources representing various points of view/approaches. | Presents in-depth information from relevant sources representing various points of view/approaches. | Presents information from relevant sources representing limited points of view/approaches. | Presents information from irrelevant sources representing limited points of view/approaches. |
| Design Process | All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines. | Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for. | Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused. | Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework. |
| Analysis | Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. | Organizes evidence to reveal important patterns, differences, or similarities related to focus. | Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. | Lists evidence, but it is not organized and/or is unrelated to focus. |
| Limitations and Implications | Insightfully discusses in detail relevant and supported limitations and implications. | Discusses relevant and supported limitations and implications. | Presents relevant and supported limitations and implications. | Presents limitations and implications, but they are possibly irrelevant and unsupported. |

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.