**Evaluation of ‘s Work … Work Product:**

| **Group Number** |  | **Team Number** |  | **Member Number** |  |
| --- | --- | --- | --- | --- | --- |

1. Work Evaluated by Assessment Symbol/Color Date
2. Work Evaluated by Assessment Symbol/Color Date

The following Checklist can be used to assess any body of technical work to make sure the work is being presented according to the expectations of the **ME 2101** faculty. This Checklist is referred to in all the other Assessment Checklists that you will be using and, while you may not actually print and fill in this Checklist for all of your work, you will need to at least mentally complete this Checklist for **all** of your work

| **Yes** | **No** | **Expected Features** |
| --- | --- | --- |
|  |  | 1. There is material (i.e., a **Context**) at the start of the work which marks the **beginning** of the new work and **orients** the reader (i.e., gives the reader some sense of what follows)? This material could:    1. explain why the work will be/was done (e.g., This is a homework assignment on equilibrium or This work on frame weight will be undertaken to get a better idea about how much this Home Exercise Machine might weigh; I prepared this memo on our power shortages after last Friday’s power outage at Unit 67), or    2. tells the reader what will be accomplished when the work is done (e.g., After this assignment is completed I will have shown I know how to do force balances and will be prepared for the quiz or When this work is completed we will know the frame weight), or    3. tells the reader how this work fits into a bigger problem (e.g., This is the third assignment from Chapter 3 or Estimating the cost of the Home Exercise Machine requires knowing the weight of the machine’s frame which is determined in the following work), or    4. tells the reader the important topics to follow and the order the topics are addressed (e.g., This report first discusses the methodology used, then presents the test results, and ends with a discussion of the testing) |
|  |  | 1. There are dates and names of the people who did the work on at least the first page of the work |
|  |  | 1. The work looks professional (e.g., the material is readable, neat, plenty of white space, figures have descriptive titles, plots have acceptable annotation) |
|  |  | 1. Based on the Context, the work is what you expected to see |
|  |  | 1. The work is professional and ethical |
|  |  | 1. There is material (i.e., **Discussion**) at the end of the work, which marks the **end** of the work and **discusses** or **reflects** on the work done. This end material could discuss:    1. what was learned (e.g., The frame weight was 34 kilograms which is much lighter than any machine we have found in the stores or This cone surface area of 250 m2 is huge, about a third of a football field), or    2. the process used in working the problem (e.g., I could not work this problem until I realized I could replace 1 with sin2Θ + cos2Θ or Until we simplified the frame, we were not able to get our model to converge), or    3. the correctness of the result (e.g., The answer to this problem is 14.6 m2, which matches the answer in the back of the book or This weight of 34 kilos, while it seems light, is probably correct; the model was checked using example problem 4.5 in Shigley), or    4. what will happen next (e.g., Now we can calculate the cost of our device) |

**Results of Assessment**

| **M** | **NI** | **NCE** | **Presentation of Technical Work**   1. **M**, meets expectations, requires **all** Yes’s for items 1 to 6 2. **NI**, needs improvement, is given if there are any No’s for items 1 to 6 3. **NCE**, no credible effort, is given if there is little to no work to be assessed (1 SR-Fault charged) |
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