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| **MANUAL MOTOR CONTROLS RUBRIC** | Student demonstrates a  **mastery** of the subject.  0 point deduction | Student demonstrates a  **proficiency** of the subject  2-4 point deduction | Student demonstrates an **understanding** of the subject  5-7 point deduction | Student **does not** demonstrate an **understanding** of the subject.  8-10 point deduction |
| Hand Drawing | * Is neatly written using a stencil. * Uses correct symbols drawn using a stencil. * Drawn using pencil. No visible changes. * Uses accurate physical symbols and labelling on all schematic components. | * Is legible. * Uses correct hand-written symbols. * Drawn using pencil. Changes are made neatly. * Uses appropriate labels, wire numbers and x-references. | * Difficult to read. * Symbols are not 100% accurate. * Drawn using pencil, changes made drawing messy. * Most components labels, wire numbers and x-references correct. | * Illegible. * Does not use correct symbols. * Drawn using pencil or pen with changes hard to follow or not understandable. * Labels, wire/terminal numbers or x-refs inaccurate. |
| Schematic Design | * Student compose design on their own * Meets problem instructions and may add additional enhancements. * Design is succinct. * Schematic design is very logical and easy to follow. * Demonstrates a mastery of understanding in the given subject. | * Student needed minor input during design. * Design could be simplified. * Meets problem instructions. * Schematic layout is logical and can be followed. * Demonstrates an adequate level of understanding in the given subject. | * Student’s design needed some correction during design.\* * Design is cumbersome. * Meets most of the problem instructions. * Schematic layout is difficult to follow. * Demonstrates somewhat of an understanding in the given subject. | * Student needed considerable help during design.\* * Design is confusing or illogical. * Meets only a few of the problem instructions. * Cannot follow schematic design. * Does not demonstrate an understanding in the given subject. |
| Wired Job | * All wire conductors are the correct size. * Uses minimal elements to meet problems instruction. * Has complete correct wire numbers easily viewable. * Appropriate wire colors and routed neatly. * Min # of wires and no more than two wires per terminal | * Wire conductors are the correct size. * Contains all necessary wiring to complete problem. * Has accurate wire numbers. * Appropriate wire colors * Max of two wires per terminal. | * Most wire conductors are the correct size. * Includes some unnecessary, incorrect or omitted wires. * Missing or inaccurate wire numbers. * One incorrect wire color. * More than two wires per any terminal. | * Many wire conductors are not the correct size. * Has incorrect wiring. * Has little to no wire numbers. * Multiple incorrect wire colors and/or messy wiring. * More than two wires per terminal multiples instances. |
| Rendering | * All proper components where used and in the appropriate locations. * All connecting lines are of appropriate color, size and routing. * Has complete correct labels, wire numbers and x-refs. | * Proper components where used and in the correct locations. * Connecting lines are of appropriate color, size and routing. * Has accurate labels, wire and terminal numbers and x-references. | * Most components used in the correct location. * Includes errors in wiring color size or routing. * Contains some inaccurate labels, wire numbers, terminal numbers, x-refs. | * Several components where incorrect in location. * Many errors in wiring color size or routing. * Inaccurate labels, wire or terminal numbers, x-refs. |

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Job/Hands On \_\_\_\_\_\_\_\_\_\_\_

\*Only applies to Hands On test. NOTE: Lock-Out violation shall result in a 5 to 20 point deduction based on severity. \_\_\_\_\_\_\_