

Project: DCD

XE402 Final Design Review Grading Rubric

Design Evaluation-Integration Testing (70 pts) (Outcome 6) & Independent Learning (20 pts) (Outcome 7):

Based on assessment using attached rubric, taking the average of the course director, senior faculty independent assessor, instructor and advisor(s). Spreadsheet in course folder maps Likert scale to course points.

9 **Format and Style (10 pts):**

- ☒ Followed report format, content and order

Content and Sequence

- ☒ Title and group members, advisor(s)/product owners(PO)
- ☒ Problem statement
- ☒ Requirements and Specifications
- ☒ Revised block diagram and system analysis
- ☒ Responsibility matrix
- ☒ Subsystem test plan
- ☒ Product and/or test demonstration(s) for each subsystem(s), interfaces, and systems
- ☒ Integration test plan
- ☒ Integration test results

- ☒ Revised Budget

- Separate items-on hand from items purchased (just like the PDR)
- Show how much you have spent on the project so far
- Break-out any new purchase requests

- ☐ Summary of the future schedule

- Emphasize parallel work
- Decision points (if any)

- ☒ **"Bridging the Gap"** (what each person learned)

- ☒ **Projects Day Plan** (including resource requests)

- ☐ Conclusions/Questions

- ☒ Report appearance

- Correct grammar and spelling
- Consistent font and formatting
- Legible figures, pictures, etc.
- Included page numbers

Team (or individuals if significantly different performance within team)	Testing & Learning (90)	Format & Style (10)	Total (100)
1.	87.2	9	96.2
2.	↓	↓	↓
3.	↓	↓	↓
4.			
5.			
6.			
7.			

Integration Testing (70 points), And Independent Learning Rubrics (20 points)

672

20

Project Name: DCO		Evaluator: Morrell			
Outcome 6	1 = 60%	2 = 73%	3 = 83%	4 = 90%	5 = 97-100%
Design of Experiment	No procedure or explanation given.	The procedure does not measure appropriate specifications or interconnected sub-systems.	Explained objectives. The procedure measures appropriate specifications on interconnected sub-systems.	The procedure sets out a logical sequence for appropriately integrating sub-systems.	Procedure logically integrates sub-systems in a hierarchical manner. Carried out experiment/test thoughtfully. Creatively tested all specifications.
Modern Engineering Tools	No equipment used.	Equipment is inappropriate for listed measurements or used inappropriately.	Pseudo-code or algorithms shown. Equipment is appropriate for listed measurements, but not best-available.	Software sub-systems were implemented in appropriate code. Used best equipment available.	Software sub-systems working to specs. Used advanced features of test equipment.
Timeline	No timeline associated with plan.	Timeline is unrealistic.	Timeline designed to complete testing just in time for Projects day.	Timeline designed to complete testing early enough to correct minor errors.	Includes sufficient time for repeating measurements or re-designing experiments.
Data Collection	Collected data on sub-systems separately or not at all.	Collected data that was clearly in error.	Collected appropriate data on some parts of connected sub-systems.	Collected appropriate data on most parts of connected sub-systems.	Integrated all sub-systems. Collected multiple sets of valid data. Replicable tests.
Analysis	No analysis.	Some analysis, but didn't compare data to specifications.	Met most specifications.	Met most specifications. Clear plan for redesign or re-do of experiment.	Met all specifications.
Average for Integration Testing (EE Student Outcome #6) (cells above):					
Outcome 7: Independent Learning	Applied only knowledge and techniques learned during course work...	Demonstrated minimal use of learning and resources ...	Demonstrated an ability to reach beyond previous...	...learn and apply new techniques and tools to solving problems...	...springboard into new learning opportunities

Timeline doesn't specifically address testing

Enter Likert data into course spreadsheet for ABET assessment and point conversion

Comments: Good chart - SIEM, not SIEM
- otherwise, good chart looks good.

23/25