

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)

| | | | | | |
|---|---|--|--|---|--|
| 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 flawlessly. 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 pairs of connected sub-systems. | Collected appropriate data on most pairs 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:

Quad chart - SIEM, not SEIM
- otherwise, quad chart looks good.

23/25