Cpr E/E E/S E 492: Senior Design II
Industry Review Panel Grading Form (35% of the Course Grade)

Team Number: _______________       IRP Member: _______________

Award Worthiness: [0-10]

Design Score: [0-10]

Ability to design a system, component, or process to meet desired needs within realistic constraints such as: economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

System Design:
- Project Need and Goal
- Functional Requirements
- Non-functional Requirements
- Market / Literature Survey
- Resource Requirements
- Risk Identification & Mitigation
- System Analysis
- Functional Decomposition

Detailed Design:
- HW/SW Modules Design
- Design Tradeoffs & Innovativeness
- I/O & User Interface Design
- Modeling & Simulation

Problem Solving Score: [0-10]

Ability to identify, formulate, and solve engineering problems.

Requirements/Specification:
- Challenge Identification and formulation
- Solutions
- Innovation
- Perseverance

Technical Skills, Prototype, and Project Success Score: [0-10]

Ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Prototype:
- Build - Platforms & Technologies
- Build - Implementation Detail

Project Success:
- Demo
- Innovation

Testing Score: [0-10]

An ability to design and conduct experiments, as well as to analyze and interpret data:
- Test Plans
- Test Results & Evaluations
- Field Testing & Client Feedback
- Conclusions & Lessons Learned
- Future Work

Communication Average: [0-10]

<table>
<thead>
<tr>
<th></th>
<th>(0-6) Unsatisfactory</th>
<th>(6-8) Developing</th>
<th>(8-9) Competent</th>
<th>(9-10) Exceptional</th>
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<tbody>
<tr>
<td><strong>Oral Communication:</strong></td>
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<tr>
<td>Organization</td>
<td>Poor organization. No introduction. Summary and conclusions are not clear</td>
<td>Audience has difficulty following presentation because of some abrupt jumps; some of the main points and conclusion are unclear.</td>
<td>Satisfactory organization; clear introduction; main points are well stated even if some transitions are somewhat sudden; clear conclusion.</td>
<td>Superb organization; clear introduction; main points well stated and argued with each leading to the next point of the talk; clear summary and conclusion.</td>
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<td>Delivery</td>
<td>Delivery lacks confidence. Reads slides. No eye contact with audience.</td>
<td>Low voice occasionally inaudible; some distracting filler words and gestures; pronunciation not always clear.</td>
<td>Clear voice generally effective delivery; minimal distracting gestures but somewhat monotone</td>
<td>Natural confident delivery that does not just convey the message but enhances it; excellent use of volume and pace.</td>
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<td><strong>Written Communication:</strong></td>
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<tr>
<td>Style</td>
<td>Spelling or grammar errors present throughout more than 2/3 of paper. Style is inappropriate for audience; prescribed format is not followed</td>
<td>Text rambles, key points are not organized; spelling or grammar errors present throughout more than 1/3 of paper. Prescribed format is followed.</td>
<td>Articulates ideas; one or two grammar or spelling errors per page; prescribed format is followed.</td>
<td>Articulates ideas clearly and concisely; presented neatly and professionally; grammar and spelling are correct; uses good professional style; conforms to prescribed format.</td>
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<td></td>
<td>Little evidence of organization or any</td>
<td>Material generally well organized but</td>
<td>Organizes material in a logical sequence to</td>
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<td>Organization</td>
<td>sense of wholeness &amp; completeness. Use poor transitions or fails to provide transitions.</td>
<td>paragraphs combine multiple thoughts or section / subsections are not identified clearly.</td>
<td>enhance reader's comprehension (paragraph structure subheadings etc.) with few lapses.</td>
<td>enhance reader's comprehension (paragraph structure subheadings etc.). Provide transitions that eloquently serve to connect ideas.</td>
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<td>Written Communication: Use of graphs and tables</td>
<td>Figures presented are flawed: axes mislabeled, no data points etc.</td>
<td>Uses graphs tables diagrams but only in a few instances are they used to support explain or interpret information.</td>
<td>Most of the instances uses graphs tables diagrams to support points; to explain interpret and assess information; figures are all in proper format.</td>
<td>Throughout the report Uses graphs, tables, diagrams to support points; to explain interpret and assess information; figures are all in proper format.</td>
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<td>Oral Communication: Content</td>
<td>Boring slides; numerous mistakes; Main points are missing</td>
<td>No real effort made into creating a truly effective presentation; poor participation of team members.</td>
<td>Generally good set of slides; conveys the main points well. Adequate participation of team members.</td>
<td>Very creative slides; carefully thought out to bring out both the main points as well as the subtle issues while keeping the audience interested.</td>
</tr>
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</table>

IRP Comments to the team:


IRP Comments to the faculty (confidential from students):


