

AOE 3054 Grade Sheet for Technical Reports

1. REPORT CONTENT		Grade (OSIF†)	Score†	Weight	Score. × Wt.
Introduction	Objectives that reflect how a students <i>particular</i> investigation turned out, and what could <i>actually</i> determined from that experiment (no points for recycling lab manual objectives). Summary of how aims achieved, must include mention of measurements made or procedures carried out and how they relate to aims.				
	Background to technical area of experiment and/or techniques used.				
Apparatus and Techniques	Clear, labeled and dimensioned diagrams of key apparatus and instrumentation.				
	Descriptions of apparatus and instrumentation complete (i.e. no missing dimensions, conditions, components that were relevant to the test) or, where information is missing, this is properly noted and its possible impact assessed. Limitations and flaws (given the <i>stated</i> goals) as well as attributes of the apparatus and techniques are adequately noted.				
	Error estimates - quantitative error estimates (by the student) for readings/measurements from each instrument stated (i.e. uncertainty estimates for primary measurements) .				
Results and Discussion	Plots/figures complete and formatted according to the requirements in appendix 1.				
	Plots/figures are fully described (text states what is plotted, where its plotted, what's on the axes, what view is shown, what is not shown, why it is shown). Analysis procedures, theoretical comparisons are complete are adequately explained.				
	Results sufficiently discussed and concluded (text describes the form of what appears on the plots/figures or in numerical results, what it means/shows/implies physically and how it relates to the stated objectives). Discussion includes where appropriate alternative explanations, deficiencies/limitations of the experiment and acknowledges impact of possible errors/flaws on conclusions.				
	Error estimates - formal uncertainty/error estimates given for basic derived results e.g dynamic flexibility, drag, Reynolds number, bulk modulus, fracture toughness etc. (with explanation of how they were obtained). Table/appendix detailing calculation included.				
Conclusions	Brief (stand alone) summary of what was done				
	Short numbered statements of what was learned. These statements should not present new material and must adequately cover the aims and main points of discussion				
Totals					
OVERALL CONTENT GRADE = $\frac{\text{Total}[\text{Score} \times \text{Weight}]}{\text{Total}[\text{Weight}]} \times 100\%$					

†Individual item scoring: O (1.0), O- (0.95), S+ (0.9), S (0.85), S- (0.8), I+ (0.75), I (0.7), I (0.65), F (0)

2. REPORT QUALITY

Comments	
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OVERALL QUALITY GRADE (see standards below)		Percent	
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OVERALL REPORT GRADE (average of content and quality, percent)	
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REPORT QUALITY GRADING STANDARDS

O : Outstanding work overall. Well conceived and descriptive. Content is detailed and suggestive. Overall presentation shows a high level of understanding and perspective. Easy to read. Exhibits clear sense of unity and purpose. Includes paragraph and topic transitions. Contains no major and few minor grammatical or technical errors.

S : Presents content clearly. Displays firm grasp of technical material but without as much focus and perspective as an "O" paper. Technical materials presented logically with perhaps a few minor lapses in clarity and transition. Most of the paper is clearly written and adequately detailed; some sections may be awkward but not unclear. Successful effort is evident throughout the paper. No major grammatical errors; some minor grammatical errors but none that disrupt an easy reading of the paper.

I : Displays reasonable grasp of technical content but little independent (original) thought. Treatment of the topic is general and lacks detail. Some lapses in clarity and focus; perspective is mostly observational. Contains errors in technical content, or technical content only casually supports conclusions. Adequately organized. Some major grammatical errors or frequent minor grammatical errors. Reading is slow at times.

F : No vision or thought evident. Weak grasp of technical content. No identifiable effort in the description or analysis of technical content. Little or no perspective or detail on the topic except sweeping generalizations. Frequent major and minor grammatical errors; poorly organized. May be reasonably well written but displays a flagrant lack of concern for reader or misunderstanding of technical content and writing style.