Bioengineering Design Criteria Rubric

Instructor: Z. Maria Oden

Team Name: _____

		Cycle 1	Cycle 2
1.	Rationale for design criteria	/5	
2.	Description of each design criterion	/15	
3.	Measurable criteria	/10	
4.	Quality of design criteria selection	/15	
5.	Professionalism/ Formatting	/5	
6.	Response to comments/ previous grading		*
	TOTAL:	/50	

* Points available are up to 75% of the points not received in Cycle 1

Grading elements in Design Criteria

	Excellent (max pts)	Average (mid pts)	Poor (lowest pts)
Rationale for design criteria	Provides accurate, brief rationale that explains the design criteria choices. This can describe the users, their needs and the overall issues surrounding the problem	Rationale is moderately described; reader is not sure why project requires the listed design criteria.	Rationale is non-existent, vague or off the point.
Each criterion is adequately explained	Clearly and accurately explains each criterion in a sentence.	Some or most of the criteria are somewhat vague or incompletely defined.	Team's choices for design criteria are nonexistent or inappropriate.
Measurable criteria	Most listed criteria are measurable, with well defined quantitative target or goal values. If exact values are unknown to date, team makes an effort to anticipate a potential target. If unmeasurable criteria are provided, team justifies their inclusion.	Some listed criteria are measurable, with well defined quantitative target or goal values, but others are not and reader is not confident that team has put effort into making them so. OR Criteria could be measurable but design goals or target values are not listed.	Most design criteria are not measurable.
Design criteria are well thought out and appropriate for teams project	Introduces and defines realistic constraints that meet the needs of the end user, the market, the project sponsor and regulatory and safety requirements.	While many realistic constraints are defined, the list is incomplete or lacks specificity.	Design criteria are non-specific and fail to define the true needs and requirements of the project in a meaningful way.
Professionalism/ Formatting	Provides all required information. Organizes document for readability (table or bullet list). Adopts professional tone and style. Grammar/spelling is not distracting.	Includes all required elements, but executes poorly in some areas OR executes well, but omits 1 or 2 required elements.	Poor execution or major omissions (more than 2 required elements missing). Document may be incomplete, sloppily organized, or poorly written.
Response to comments and previous grading	Team has thoughtfully considered feedback and input from graders in prior cycles. Work in this cycle demonstrates team's effort actively improve the document, going above and beyond specific points called out by the grader.	Team has incorporated most of the specific changes made by graders, but revisions do not address deep or more substantive problems with the document.	Team has ignored grader feedback or taken only minimal steps to improve the document.