

# Bioengineering Design Testing and Results Rubric

Instructor: Z. Maria Oden

Team Name: \_\_\_\_\_

		Cycle 2	Cycle 3	Cycle 4	Cycle 5
1.	Quality of test selection and rationale	/20			
2.	Quality of testing plan	/20			
3.	Quality of implemented testing		/20		
4.	Quality of results presentation		/20		
5.	Professionalism	/10			
6.	Response to comments/ previous grading		/10		
	<b>TOTAL:</b>	<b>/50</b>	<b>/50</b>		

## Grading elements in Testing and Results Section

	Excellent (max pts)	Average (mid pts)	Poor (lowest pts)
Quality of test selection and rationale	Team has selected a complete set of meaningful tests to verify design function and has provided a rationale explaining how and why it selected these tests.	Appropriate tests have been selected and described. Some important tests or may be missing or poorly described.	Test selection is poor and does not aid the team in proving that their device will meet the team's design criteria.
Quality of testing plan	Plan for testing is feasible and tracks appropriately with design milestones. Plan, if carried out effectively should result in data that demonstrate effectiveness of device.	Plan is vague or incompletely defined. Reader has occasional questions about whether the plan is feasible.	Plan is nonexistent or incompletely thought out. Reviewer believes the plan will not result in proof of effectiveness of device.
Quality of implemented testing	Tests were implemented effectively and thoroughly. Proof of this testing is contained in document.	Tests are implemented well but not completely. Improvements could be made.	Tests are not implemented or are poorly implemented.
Quality of results presentation	Results (if applicable) are presented in informative tables and/or graphs that aid team (and reader) in summarizing findings. Graphs and figures produced are effective, complete and labeled properly.	Results are presented well, but may be somewhat incomplete or the graphs need to be improved.	Results are not presented or are poorly presented
Professionalism/Formatting	Organizes document for readability. Delineates data separations clearly. Grammar and spelling is not distracting.	Document contains some distracting formatting or grammar problems.	Transitions and other cues to guide reader are absent. 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.