

**16.030/16.040 SP9 Report II Grading Sheet – Spring 2004**

<b>Element</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
<b>Elements of progress report</b>						
Build • Goals and procedures were described in Report I. This progress report states the team’s status on building and manufacturing schedule; build and manufacturing time estimates and actuals; build status problems and resolutions. Includes table of estimates and actuals.						
Test • Goals and procedures were described in Report I. This progress report states the team’s test schedule; test time estimate and actuals; test status, problems and resolutions. Includes table of estimates and actuals.						
Train • Goals and procedures were described in Report I. This progress reports states the status of team’s training schedule; training time estimates and actuals; training status, problems, and problem resolution. Include table of estimates and actuals.						
System performance checklist included.						
<b>Communication skills</b>						
Document begins with short introduction that provides brief context.						
Ideas flow logically from sentence to sentence, paragraph to paragraph, and section to section.						
Language is used grammatically; punctuation is correct; words are spelled correctly.						

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Writing is concise, accurate, and organized.						
<b>Document preparation skills</b> Cover sheet with team and member names; page numbers; labels on tables, figures, and equations.						

Team: \_\_\_\_\_ Version: \_\_\_\_\_ Evaluators: \_\_\_\_\_ Grade: \_\_\_\_\_

## Performance Levels\*

- |                             |   |
|-----------------------------|---|
| <b>5 Exceptionally good</b> | Coverage and/or correctness of content demonstrates superior understanding of the subject matter, a foundation of extensive knowledge, and an ability to skillfully use concepts. |
| <b>4 Good performance</b>   | Coverage and/or correctness of content demonstrates a good understanding of the subject matter, capability for use of the relevant concepts.                                      |
| <b>3 Adequate</b>           | Coverage and/or correctness of content demonstrates adequate understanding of the relevant material, an ability to apply the concepts in a relatively simple manner.              |

\* These performance levels are paraphrased from the definition of MIT grades given in the Bulletin and at <http://web.mit.edu/faculty/rules/2.60.html>