Systems Engineering Scoring Sheet for Writing Assessment – Spring 2015

Purpose, Problem Statement, Context
• Has a clear objective that addresses the assignment and chooses a valid problem or technology to discuss
• Shows an understanding of the problem to be solved and of why it is important to solve
• Discussion has clear focus on or relationship to systems engineering and the significance of the technology to that field (i.e., answers why a systems engineer would read this paper)
• Demonstrates critical thinking about application of technology/source material/arguments; acknowledges strengths, weaknesses, challenges, limitations
• Amount of background is appropriate and sufficient to give context to designated audience
• Technology concept is well defined

<table>
<thead>
<tr>
<th>Highly Competent</th>
<th>Competent</th>
<th>Less Than Competent</th>
<th>Not Competent</th>
</tr>
</thead>
</table>

Organization, Presentation, Accuracy
• Explanations have depth and clarity
• Every figure makes a valid contribution to understanding the text
• Organization follows logically from presentation of material, data, methods and/or quality of the argument
• Title indicates and explains purpose/topic
• Purpose statement appears early on in the text
• Sections flow into each other and are well organized
• Content is accurate; if included, math notations and solutions are correct
• Demonstrates precision in explaining technical content
• Conclusions are appropriate based on data/results

<table>
<thead>
<tr>
<th>Highly Competent</th>
<th>Competent</th>
<th>Less Than Competent</th>
<th>Not Competent</th>
</tr>
</thead>
</table>

Support, Documentation and Citation
• Sources are drawn from deep web first (i.e., are appropriately scholarly or technical sources) and popular or trade sources as appropriate
• Emphasis on technical sources as appropriate to topic
• Sources are synthesized in support of points
• Demonstrates an understanding of the sources
• Sources are cited and documented correctly and are used ethically (not plagiarized)

<table>
<thead>
<tr>
<th>Highly Competent</th>
<th>Competent</th>
<th>Less Than Competent</th>
<th>Not Competent</th>
</tr>
</thead>
</table>

Format, Mechanics, Style/Language (*low level of tolerance for errors*)
• Every figure is consistently cited, labeled, explained (e.g., indicates size, scale, axes; is legible; details are clear; clear what it is), and/or referenced
• Writing is easy to understand; may have simple sentence structure that is easy to read but that does not keep content at a superficial level
• Level of complexity is appropriate to audience and topic
• Writing is correct at the sentence level and errors don’t interfere with readability and/or meaning
• Follows given formatting template consistently and/or follows all parts of assignment instructions
• Pages are numbered

<table>
<thead>
<tr>
<th>Highly Competent</th>
<th>Competent</th>
<th>Less Than Competent</th>
<th>Not Competent</th>
</tr>
</thead>
</table>

Overall Score

<table>
<thead>
<tr>
<th>Highly Competent</th>
<th>Competent</th>
<th>Less Than Competent</th>
<th>Not Competent</th>
</tr>
</thead>
</table>