

**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

|                  |           |                     |               |
|------------------|-----------|---------------------|---------------|
| Highly Competent | Competent | Less Than Competent | Not Competent |
|------------------|-----------|---------------------|---------------|

**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

|                  |           |                     |               |
|------------------|-----------|---------------------|---------------|
| Highly Competent | Competent | Less Than Competent | Not Competent |
|------------------|-----------|---------------------|---------------|

**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)

|                  |           |                     |               |
|------------------|-----------|---------------------|---------------|
| Highly Competent | Competent | Less Than Competent | Not Competent |
|------------------|-----------|---------------------|---------------|

**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

|                  |           |                     |               |
|------------------|-----------|---------------------|---------------|
| Highly Competent | Competent | Less Than Competent | Not Competent |
|------------------|-----------|---------------------|---------------|

**Overall Score**

|                  |           |                     |               |
|------------------|-----------|---------------------|---------------|
| Highly Competent | Competent | Less Than Competent | Not Competent |
|------------------|-----------|---------------------|---------------|