

## Background Memo Rubric (Rev. 2023-01-04)

**Student Name**

**Reviewer:**

**Date:**

	Advanced	Proficient	Apprentice	Novice			
Criteria	93-100 (A), 90-92 (A-)	87-89 (B+), 83-86 (B), 80-82 (B-)	77-79 (C+), 73-76 (C), 70-72 (C-)	67-69 (D+), 65-66 (D), Below 65 (F)	Raw Numeric Score	Weight	Weighted
<b>Define Research Problem</b> (Introduction)	Effectively defines the scope of the proposed task and communicates the relationship between the individual task and the larger team project.	Adequately defines the scope of the proposed task and communicates the relationship between the individual task and the larger team project (conveys the relationship without elaborating).	Defines the scope of the task incompletely (parts are missing, remains too broad or too narrow, etc.). The relationship between the individual task and the team's project is partially / inadequately specified.	Has difficulty defining the scope of the task. The relationship between the individual task and the team's project is unclear and/or not specified.		0.15	0.00
<b>Identify Learning Strategies</b> (Introduction or Main Body) In addition to literature (Internet) search, interviews, experiments (benchmarking), and reproducing previous work are allowed.	- Identifies a creative, focused and manageable task that addresses potentially significant but previously less explored aspects of the project. - Accesses information using effective, well-designed search strategies and most appropriate information sources.	- Identifies a focused and manageable/doable task that appropriately addresses relevant aspects of the project - Accesses information using variety of search strategies and some relevant information sources.	- Identifies a task that may be manageable/doable but does not provide relevance to the team project. - Accesses information using simple search strategies, retrieves information from limited and similar sources.	- Identifies a task that is far too general and wide-ranging as to be manageable/doable. - Accesses information randomly; retrieved information lacks relevance and quality.		0.15	0.00
<b>Quality of acquired new knowledge - depth, breath, &amp; applicability</b> (Main Body)	Provides accurate explanations of information presented. Makes appropriate inferences based on information that relates to the project.	Provides accurate explanations of information presented, but inferences are not relevant or are not included.	Provides somewhat accurate explanations of information presented, but inferences made are not convincing.	Attempts to explain information presented, but draws incorrect conclusions about what the information means.		0.15	0.00
<b>Application of new knowledge to the project</b> (Min Body)	Communicates, organizes and synthesizes information from multiple sources to fully show implications for design decisions, with clarity and depth.	Communicates, organizes and synthesizes information from some sources to show implications for design decisions.	Communicates and organizes information from limited sources. The information is not yet synthesized, so implications for design decisions are not fully stated.	Communicates information from few sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.); implications for design decisions are unclear.		0.15	0.00

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<b>Conclusions</b>	Conclusions and related outcomes/implications are logical and reflect student's informed evaluation and ability to place evidence and perspectives in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints (if relevant); related outcomes/implications are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes/implications are identified.	Conclusion is inconsistently tied to the information discussed; related outcomes/implications are oversimplified.		0.15	0.00
<b>Writing</b> (Entire Document References)	-The report is consistently clear and concise, using a technical writing style that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free. -Numerous diagrams / figures / tables are appropriately used; numbered citations are appropriately included and referenced.	-The report is clear and concise, using a technical writing style with straightforward language that generally conveys meaning to readers with few errors. -Many diagrams / figures / tables were included to clarify the text. Numbered citations are appropriately included and referenced.	-The report is clear and uses a technical writing style with language that generally conveys meaning to readers with clarity, although writing may include some errors. -Some diagrams were used to accompany The text. some errors in referencing / citing were made.	-The report is unclear and does not use an appropriate technical writing style. Uses language that impedes meaning because of errors in usage. -If diagrams were included, they were not properly related to the text. Few or incomplete references were used, and/or citations were missing or incomplete.		0.25	0.00
					Total	1.00	0.00