

## 16.030/040 SP4 Grading Sheet - Spring 2004

| Performance Level<br>(see last sheet for definitions)   | NC | 3 | 4 | 5 | Comments |
|---|----|---|---|---|----------|
| Technical Element   |    |   |   |   |          |
| Believable calculations under reasonable  |    |   |   |   |          |
| Legible plot clearly and correctly labeled.<br>Operating point clearly labeled. Logical                             |    |   |   |   |          |
| Legible plot clearly and correctly labeled.<br>Maximum velocity clearly labeled. Credible<br>comparison discussion. |    |   |   |   |          |
| <b>4. Efficiency and Output Power</b>   |    |   |   |   |          |
| Legible plots clearly and correctly labeled.  |    |   |   |   |          |
| <b>5. Power Required and Available</b>  |    |   |   |   |          |
| Legible plots clearly and correctly labeled.<br>Credible and insightful conclusions drawn<br>in commentary.         |    |   |   |   |          |
| <b>6. Estimate of Stall Speed</b>   |    |   |   |   |          |
| Credible estimate approach. Credible<br>calculation under reasonable theoretical<br>and/or measurement assumptions. |    |   |   |   |          |

## 16.030/040 SP4 Grading Sheet - Spring 2004

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <b>7. Minimum Turning Radius Estimate/Measure</b>  |  |  |  |  |  |
| Reasonable estimate. Clear presentation and discussion of measurement technique present. Intelligent comparison.             |  |  |  |  |  |
| <b>8. Ground Roll Estimate/Measure</b>   |  |  |  |  |  |
| Reasonable estimate. Clear presentation and discussion of measurement technique present. Intelligent comparison.             |  |  |  |  |  |
| <b>9. Comparison</b>   |  |  |  |  |  |
| Clear, concise, and insightful comparison of estimated and measured quantities. Intelligent conclusions and recommendations. |  |  |  |  |  |
| <b>Overall Evaluation</b>  |  |  |  |  |  |
|  |  |  |  |  |  |

**Team:** \_\_\_\_\_ **Version:** \_\_\_\_ **Evaluators:** \_\_\_\_\_ **Assessment:** \_\_\_\_\_

## 16.030/040 SP4 Grading Sheet - Spring 2004

| Performance Level<br>(see last sheet for definitions)                            | NC | 3 | 4 | 5 | Comments |
|--|----|---|---|---|----------|
| Element  |    |   |   |   |          |
|  |    |   |   |   |          |
| Cover sheet with appropriate information   |    |   |   |   |          |
| All required sections and sub-sections present and properly labeled.             |    |   |   |   |          |
| Page numbers; tables, figures, and equations labeled                             |    |   |   |   |          |
| Acronyms and numbers used conventionally   |    |   |   |   |          |
| Citations done properly (when appropriate)                                       |    |   |   |   |          |
|  |    |   |   |   |          |
| Ideas flow logically from sentence to sentences, from paragraph to paragraph,    |    |   |   |   |          |
| Document shows evidence that writer has considered a mixed audience and provided |    |   |   |   |          |
| Language is used grammatically; punctuation is correct; words are spelled        |    |   |   |   |          |
| Writing is concise.  |    |   |   |   |          |
| <b>Overall Evaluation</b>  |    |   |   |   |          |
|  |    |   |   |   |          |

# 16.030/040 SP4 Grading Sheet - Spring 2004

Team: \_\_\_\_\_ Version: \_\_\_\_\_ Evaluators: \_\_\_\_\_ Assessment: \_\_\_\_\_

# 16.030/040 SP4 Grading Sheet - Spring 2004

## Performance Levels\*

|                             |  |
|-----------------------------|--|
| <b>CR Credit</b>            | Coverage and/or correctness of content demonstrates adequate to superior understanding of the subject matter, an adequate to extensive knowledge of subject matter, an adequate to skillful ability to use concepts. |
| <b>NC No Credit</b>         | Non-acceptable performance. Resubmit.  |
| <b>5 Exceptionally good</b> | Coverage and/or correctness of content demonstrates superior understanding of the subject matter, a foundation of extensive knowledge, 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. Can be improved.                                |

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