

**16.030/16.040 SP8 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 design proposal</b>						
Proposal describes goals of propulsion design; defines propeller choice and provides a persuasive argument for that choice. Include engineering calculations and connection to wing design.						
Proposal estimates performance parameters for aircraft based on propeller choice. (Static thrust, ground roll, stall speed, cruise velocity weighted and empty, $C_{L, cruise}$ , $C_{L, max}$ )						
Proposal describes payload goal and design and provides a persuasive argument for those choices. Include payload operation narrative. Estimate payload time in seconds. Includes engineering calculations.						
Proposal includes an engineering drawing of payload accommodation.						
Proposal defines goals of operational procedure and describes procedure. Includes a persuasive argument for those choices. Include checklist. (Flowchart? Organization chart?) Include detailed pilot and crew procedures.						
Estimate your aircraft's competition score based on all current design choices.						
<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.						

16.030/16.040 SP8 Grading Sheet – Spring 2004

Writing is concise, accurate, and organized.						
<b>Document preparation skills</b> Cover sheet; 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, 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>