Student Name: _____

Major: _____

No. of semesters in EPICS: _____

Team: _____

Project: _____

Team Role: _____

Requirements Checklist
To be completed by the student and verified by the TA:

Individual Requirements:	
____/16	Lab Attendance
____/ 5 or 10	Professional Development Hours
☐	Peer Review - Midterm
☐	Peer Review - Final
☐	Semester Reflection
Team Requirements:	
☐	Design Document - Midterm
☐	Design Document - Final
☐	Transition Document
Role Specific: (if applicable)	
☐	Semester Plan
☐	Team Budget
☐	Team Website

Grading Guidelines:
Must satisfy all requirements of a grade level to achieve that grade.
Grade level indicated is for base grade, and +/- modifiers will be added as appropriate.

A:
- ☐ Excellent in 3 outcomes, proficient or better in 2 outcomes
- ☐ No unexcused absences from lab
- ☐ Team and individual requirements complete
- ☐ All Professional Development Hours (PDH) complete

B:
- ☐ Proficient or better in all outcomes
- ☐ No more than one unexcused absences from lab
- ☐ Team and individual requirements complete
- ☐ All Professional Development Hours (PDH) complete

C:
- ☐ Competent or better in all outcomes
- ☐ No more than two unexcused absences from lab
- ☐ More than half of the team and individual requirements complete
- ☐ At least 60% of the PDH hours completed

D:
- ☐ Competent or better in 3 outcomes
- ☐ No more than three unexcused absences from lab
- ☐ At least 40% of the PDH hours completed

F:
- ☐ Fails to meet minimum requirements for a D

Student's Comments:

Instructor's Comments:

Student Signature: _____

Instructor Signature: _____

Outcomes	Excellent (E)	Proficient (P)	Competent (C)	Does Not (N) Meet Expectations	Assessment
Accomplishing Project Goals: Primarily evaluated from project deliverables and 'work and accomplishments' section of the notebook.	Documented individual disciplinary contributions to the project are **outstanding**, adding significant value to the team, partnership and design.	Documented individual disciplinary contributions to the project are **good,** adding value to the team, partnership and design.	Documented individual disciplinary contributions to the project are **adequate,** adding value to the team, partnership or design	Documented individual disciplinary contributions to the project are **inadequate.** without significant value to the team, partnership or design	Self-Assessment: Instructor's Assessment:
Justification for Self-Assessment: List up to three of your personal accomplishments and provide one sentence on where evidence can be found to demonstrate each (e.g. notebook section/date).					
Utilizing a Design Process: Primarily evaluated through Design Document and 'work and accomplishments' section of the notebook.	Demonstrates **comprehensive** understanding of the design process; implements process in the team design work and contributes in a significant way to the design document.	Demonstrates **good** understanding of the design process, with some evidence of putting process into practice and tangible contributions to the design document.	Demonstrates **adequate** understanding of the design process, implementing some elements into their own design work and contributing in some way to the design documents.	Demonstrates **lack of** understanding of the design process with no significant evidence of putting into practice or contributing to the design document.	Self-Assessment: Instructor's Assessment:
Justification for Self-Assessment: List up to three examples of process thinking (e.g. specification lists, brainstorming, decision matrixes, risk assessment, etc) and provide one sentence on where evidence can be found to demonstrate each (e.g. notebook section/date).					
Reflective/ Critical Thinking:** Primarily evaluated through reflections section of the notebook.	**Outstanding** critical and reflective thinking, including all three content components consistently well developed. Covers appropriate distribution of all themes over the semester.	**Building** critical and reflective thinking, including two content components generally well developed. Covers a variety of themes over the semester.	**Emerging** critical and reflective thinking, including one content component generally well developed.	**Inadequate** or missing critical and reflective thinking.	Self-Assessment: Instructor's Assessment:
Justification for Self-Assessment: List specific reflection themes (Social Impact, Ethics, etc.) and indicate primary examples of reflections on these themes.					

Teamwork/ Leadership: Primarily evaluated through team observation, 'meetings' section of notebook, and peer reviews.	**Outstanding** participation in class and team work, develops professional relationships, and fulfills role-specific responsibilities. **Excels** in work with team members, within and outside of formal team roles to accomplish team goals and leads when appropriate. Promotes team unity, assists others. **Outstanding** contribution to peer reviews.	**Good** teamwork and participation in class as well as role-specific responsibilities. **Willing** to work with other team members, within and outside of formal team roles, to accomplish team goals, Acquires new knowledge when prompted by others. **Good** contribution to peer reviews.	Participates in class and teamwork **when prompted**, including role-specific responsibilities. Shows **some willingness** to work with other team members, within and outside of formal team roles, to accomplish team goals, Acquires new knowledge when prompted by others. **Adequate** contribution to peer reviews.	**Inadequate** participation in class and teamwork, little or nothing done to build team unity. Incomplete role-specific responsibilities. **Little willingness** to work with other team members, within and outside of formal team roles, to accomplish team goals. **Inadequate** contribution to peer reviews.	Self-Assessment: Instructor's Assessment:
Justification for Self-Assessment: Provide up to three sentences describing your interactions with team members and performance in your team role.					
Communication: Primarily evaluated through written and verbal, formal and informal communication in team observation, design reviews, Design Document, and peer reviews.	**Outstanding** communication with all audiences. Completes all documentation needed for the team, design, project management, and transition with minimal need for editing.	**Good** communication with all audiences. Completes all documentation needed for the team, design, project management, and transition with some need for editing.	**Adequate** communication with all audiences. Completes most documentation needed for the team, design, project management, and transition with need for editing.	**Inadequate** communication both written and orally, formally or informally, to most audiences. Incomplete documentation needed for the team, design, project management, and transition.	Self-Assessment: Instructor's Assessment:
Justification for Self-Assessment: Provide up three sentences describing your written and verbal, formal and informal communications with team members, community partners, design reviewers, and the public.					

*Attach as addendum if needed.

** See https://www.aacu.org/value/rubrics/critical-thinking for definition of critical thinking.

Justification for two-credit hour students:

For two-credit students only, provide a brief description of the quantity and quality of work performed above and beyond the expectations for a one-credit student.