ABET Student Outcome 3: Written Communication
an ability to communicate effectively with a range of audiences

	Level of Achievement: 1	Level of Achievement: 2	Level of Achievement: 3
	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
Style	Text rambles, key points are not organized, spelling/grammar errors present throughout more than 1/3 of paper; style is inappropriate for audience, prescribed format is not followed.	Articulates ideas; one or two grammar/spelling errors per page; prescribed format is followed.	Articulates ideas clearly and concisely, presented neatly and professionally, grammar and spelling are correct, uses good professional style and conforms to prescribed format.
Organization	Material generally well organized, but paragraphs combine multiple thoughts or section/subsections are not identified clearly.	Organizes material in a logical sequence to enhance reader's comprehension (paragraph structure, subheadings, etc.).	Organizes material in a logical sequence to enhance reader's comprehension (paragraph structure, subheadings, etc.).
Relationship of Graphs/Tables/Figures to written material	Rarely includes GTF even when required to do so. Does not recognize when a GTF is appropriate to organize numbers and/or facts to enhance reader understanding. Does not mention the GTF in the text and/or fails to explain the significance of the GTF.	Includes any required GTF. Recognizes other opportunities to organize numbers/facts in GTF form which mimic similar organizations shown in course work (present and previous). Explicitly discusses the GTF significance in surrounding text.	All level 2 criteria. Shows evidence of independent organization of numbers/facts in GTF form beyond any previously seen in engineering coursework.
Formatting of Graphics/Tables/Figures	GTF are sometimes difficult to read. Labels/legends/titles are missing and/or inappropriate.	GTF are easy to read. GTF have appropriate labels and legends. GTF have appropriate titles referring to relevant parts of the graphic (axes, legends, column/row heading, etc.)	All level 2 criteria. In addition, the graphics are visually appealing.
References	Few or no references. References poorly documented if present.	Sufficient authoritative references present. Documentation of references does not conform to any particular standard. Most references can be traced using the information given.	Sufficient authoritative references present. All References given in IEEE reference format, or some other standard referencing scheme. All references can be traced using the information given.
Computer Code Comments	Comments missing or inadequate for personal use by the original programmer or by another use of the code.	Comments present. Generally, well written, but missing some opportunity to provide comments of benefit to subsequent users.	Well commented code.

ABET Student Outcome 3: Oral Communication
an ability to communicate effectively with a range of audiences

| | Level of Achievement: 1 | Level of Achievement: 2 | Level of Achievement: 3 |
	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
Organization	Audience has difficulty following presentation because of some abrupt jumps; some of the main points and conclusions are unclear.	Satisfactory organization; clear introduction; main points ae well stated, even if some transitions are somewhat sudden; clear conclusion.	Superb organization; clear introduction; main points well stated and argued, with each leading to the next point of the talk; clear summary and conclusion.
Mechanics	Boring slides; numerous mistakes; no real effort made into creating a truly effective presentation; poor participation of team members.	Generally good set of slides; conveys the main points well. Adequate participation of team members.	Very creative slides; carefully thought out to bring out both the main points as well as the subtle issues while keeping the audience interested. Excellent participation of team members.
Delivery	Low voice, occasionally inaudible; some distracting filler words and gestures; pronunciation not always clear.	Clear voice, generally effective delivery; minimal distracting gestures, but somewhat monotone.	Natural, confident delivery that does not just convey the message but enhances it; excellent use of volume and pace.
Relating to audience	Occasional eye contact with audience but mostly reads the presentation; some awareness of at least a portion of the audience; only brief responses to questions.	Generally aware of the audience reactions; maintains good eye contact when speaking and when answering questions.	Keeps the audience engaged throughout the presentation; modifies material on-the-fly based on audience questions and comments; keenly aware of audience reactions.