ET438B Sequential Digital Control and Data Acquisition Team Design Project Group Member Evaluation Form

 Team Number/ Team Name
 Date

Team Member Evaluated _____

I understand that the project's success depends on the individual contributions of the group members and that each person will be evaluated on the efforts that they exhibit. I also recognize that successful design teams must have technical expertise, communication skills and personal/group management skills to be successful. Each team member accepts the responsibility for providing all required materials to other group members in a timely fashion with the highest degree of accuracy and completeness obtainable.

To evaluate individual performance and contribute to each individuals overall grade the following criteria will be assessed by individual group members. Each group member will receive a summary sheet that shows the average evaluation scores for each item. The group member evaluation forms will not be shared with any other group members. They will be destroyed be the instructor after the average scores have been calculated.

This evaluation will account for 5% of the project report grade based on the total evaluation points available -180. The average points scored on this document will be converted into a percentage and then multiplied by 5% to determine the final report percentage.

In the following evaluation, I will use my best judgment and to the best of my abilities score my fellow group members on items in each listed category. I will score each item on a scale of 1 to 10 with 10 being a perfect score. In determining these scores, I will be: analytical, critical, fair, honest, and truthful.

Print Name _____

Signature _____

<u>Technical Competencies</u> Circle the number to indicate the rating of the group member's efforts on each of the following items

During the course of this project, they demonstrated the ability to:

	y									
1. Use component data sheets and reference designs to develop	1	2	3	4	5	6	7	8	9	10
functional circuits that met the project specifications.										
<u>Scoring</u>										
10 – They created designs that work according to specifications for										
assigned tasks with a minimum of support from others.										
1 – They created designs but were unable to get them to work.										
2. Use a systematic approach to troubleshoot developed circuits.	1	2	3	4	5	6	7	8	9	10
<u>Scoring</u>										
10 – Using knowledge of the design theory and lab instruments they										
isolated circuit errors and made the necessary circuit changes to										
produce a functional circuit.										
1- They randomly changed circuit components in an attempt to										
achieve a working circuit. They were unable apply theory and use										
lab instruments to produce a working circuit.										
3. Use test instruments to make accurate measurements and adjust	1	2	3	4	5	6	7	8	9	10
circuits to meet design specifications			-		-	•		-	-	
Scoring										
10 - Their measurements accurately represent the data taken and										
support the design specifications. They can account for										
measurement errors										
1- Their measurements do not agree with the design specifications.										
They can not determine where errors are introduced										
4. Use LabVIEW software to measure circuit variables and/or create	1	2	3	4	5	6	7	8	9	10
a user interface			-		-	•		-	-	
Scoring										
10 - They developed a LabVIEW program that can measure voltage,										
or frequency. They can make a simple program in LabVIEW to										
display a measurement										
1 – They can not use LabVIEW										
5. Debug LabVIEW software and interface hardware to a data	1	2	3	4	5	6	7	8	9	10
acquisition board			-		-	•		-	-	
Scoring										
10 - They debugged software using a systematic procedure and										
produced a functional software sub-system.										
1- They could not produce a functional software sub system										
6. Make necessary parameter adjustments on the initial design to	1	2	3	4	5	6	7	8	9	10
achieve circuit design objectives	-	-	2	-	C	Ũ		U	-	10
Scoring										
10 - They added adjustable components, such as potentiometers, and										
made adjustments so that the circuits met or exceeded the design										
requirements										
1 - They used initial design values. Little or no attention was paid to										
the design details. The circuits work but not well.										

<u>Communication Competencies</u> Circle the number to indicate the rating of the group member's efforts on each of the following items

During the course of this project, they demonstrated the ability to:

During the course of this project, they demonstrated the do	my	ιο.								
1. Draw schematics that clearly and accurately document circuit	1	2	3	4	5	6	7	8	9	10
designs										
<u>Scoring</u>										
10 – Schematics included all values and labels that would allow										
someone unfamiliar with the project to reproduce the results. The										
schematic is presented in a professional manner using correct										
arawing techniques										
1 – Schematics have key component values and labels missing. The										
conventions										
2 Write circuit descriptions with sufficient technical detail so that	1	2	2	1	5	6	7	0	0	10
2. White checult descriptions with sufficient technical detail so that someone else can understand the theory of operation and reproduce	1	2	3	4	3	0	/	0	9	10
the design										
Scoring										
10 – The function of all circuit components is explained including										
the operating theory of all ICs used. Design formulas are included										
1- The general operation of the circuit is discussed. How the circuit										
operates is substituted for why it operates. The operation of key ICs										
is ignored.										
3. Graph circuit measurements to identify trends and input/output	1	2	3	4	5	6	7	8	9	10
relationships. Produce an equation for least-squares linear fit to data	1	-	5	•	J	U	,	0		10
that exhibits a linear trend.										
Scoring										
10 - Graphs are constructed using proper formatting and provide the										
reader with information about the data. The parameters for a linear										
fit are found and a trend line is graphed along with the data.										
1- All graphs are not presented. Present graphs are not properly										
formatted with labels and units. No trend line was found.										
4. Write memos and circuit descriptions using proper grammar,	1	2	3	4	5	6	7	8	9	10
spelling and punctuation.										
<u>Scoring</u>										
10 – All written documents are largely free of errors. The writing										
style is clear and the message of the document is easy to identify and										
follow										
1 – Written communications are unreadable due to errors.										
5. Communicate design function and results orally to other group	1	2	3	4	5	6	7	8	9	10
members and the instructor										
Scoring										
10 - 1 hey can explain the operation and design of all aspects of the										
project intelligently. They can explain now the results are obtained										
1- They do not understand now the project operates.	1	-	2	4	_	-	-	0	0	1.0
6. Share acquired knowledge and results with other group members	I	2	3	4	5	6	1	8	9	10
<u>Scoring</u>										
required data and designs in a timely way										
1 - They did not share information with the group. They often										
r = ricy and not share information with the group. They often missed deadlines and failed to provide the group with required data										
and designs										

<u>Group Management Competencies</u> Circle the number to indicate the rating of group member's efforts on each of the following items

1. Group participation 1 2 3 4 5 6 7 8 9 10 Scoring 1 - They always attended scheduled lab secessions and group meetings. They used lab time wisely. 1 - They rarely attended group meetings and usually worked alone. They tended to waste a lot of time. 2. Contribution to project outcome 1 2 3 4 5 6 7 8 9 10 They tended to waste a lot of time. 1 2 3 4 5 6 7 8 9 10 They contributed ideas and suggestions to the project outcome. They acknowledged the suggestions of others and treated them with respect. Thought about designs and contributed circuits and software to the final outcome. Worked with others to troubleshoot circuits and software. 1 2 3 4 5 6 7 8 9 10 Scoring 10 - They were due their own ideas in the project. They did not contribute to the overall project outcome significantly. They relied on other group members to get tasks completed. 1 2 3 4 5 6 7 8 9 10 They were often late with required work. They had a hard time keeping up with the schedule. 1			-	-		_		_	0	0	1.0
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help resolve them. They tried to see others viewpoints and come to a	<u>10 – When disagreements occurred within the group they worked to</u>										
	help resolve them. They tried to see others viewpoints and come to a										
mutually acceptable solution	mutually acceptable solution										
1. When disagreements occurred, they ignored them and went their	1. When disagreements occurred, they ignored them and went their										
own way. They ignore other viewpoints	own way. They ignore other viewpoints										
$\begin{array}{c} 6 \text{ Self-Management} \\ 1 2 2 4 5 6 7 8 0 10 \\ \end{array}$	6 Self-Management	1	2	2	1	5	6	7	0	0	10
Scoring	Scoring	1	2	5	4	5	0	/	0	9	10
10 – They were able to prioritize tasks, schedule work and complete	10 – They were able to prioritize tasks, schedule work and complete										
it without external supervision from other group members or the	it without external supervision from other group members or the										
instructor	instructor										
1 – They had to be reminded by other group members or the	1 - They had to be reminded by other group members or the										
instructor to complete tasks. They were often surprised by deadlines	instructor to complete tasks. They were often surprised by deadlines										
instructor to complete tasks. They were often surprised by dedulines	and had to submit work at the last minute.										