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|  | EG1004, SEMESTER, Section Writing Professor: E-mail:  |
| LEED Accreditation Report Assessment

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| Report Format |  |
|  1. Introduction: Importance of LEED Certification, General Design Focus of Building  |  |
|  2. Is the Introduction well organized and comprehensive? |  |
|  3. Requirements: Are at least 4 categories of LEED Certification mentioned? |  |
|  4. Requirements: Are at least 4 categories of LEED Certification described in detail? |  |
|  5. Requirements: Are there clear and straightforward examples of the building’s use of the categories mentioned? |  |
|  6. Requirements: Are there well-integrated pictures in the report? If examples of the fulfillment of categories cannot be seen on the buildings, do students include examples seen in real-life buildings? |  |
|  7. Requirements: Is the report written in a fluid format? Is a professional cover page included? |  |
|  8. Results: Benchmark A results, Benchmark B results, difficulties experienced |  |
|  9. Do the Conclusion provide improvements and plans for future work? |  |
| Writing Style | 0 |
|  10. Has the author cited sources consulted outside of his or her experience in the text? |  |
|  11. Has the author created a list of works cited at the end of the report? |  |
|  12. Are there illustrations with captions (name, number, explanation) and in-text references? |  |
|  13. Is the experiment described with precision? Are the appropriate scientific terms used? Are concepts, formulas, and equations explained well and used throughout the report? |  |
|  14. Does the writer use a professional tone, avoiding contractions (“don’t”), second person pronouns (“you”), and slang? Is the report concise, without empty phrases? |  |
|  15. Is the report written for an intelligent but uninformed reader? Is there enough detail for an educated professional not acquainted with the experiment? |  |
|  16. Is the passive voice used to emphasize *actions* rather than the *person* doing the action? ("The robot *was* *taken* apart," not "*We* took the robot apart.") Has the use of the first and third person (e.g., “I,” “we," “me,” “us,” “my,” “our,” and “they”/“the team”) been avoided? |  |
|  17. Has the writer chosen the correct verb tense and form and used them consistently? Are the subjunctive and conditional moods used where appropriate? |  |
|  18. Is the information organized appropriately into paragraphs, with transitions to indicate the paragraph’s relationship to the whole? |  |
| Grammar and Mechanics | 0 |
|  19. Is the report written in complete sentences, avoiding fragments as well as run-ons? |  |
|  20. Is the word order within each sentence consistent with standard English? Has the writer chosen the right words for his or her meaning and spelled them correctly? |  |
|  21. Are the sentences punctuated correctly? Are periods, commas, semicolons, apostrophes, upper- and lower-case letters, and spaces used correctly? |  |
|  22. Are the rules for numbers followed? Is there an appropriate level of decimals? |  |
|  23. Are subjects and verbs in agreement? Do pronouns agree with their antecedents, so that singular pronouns replace singular nouns, and plural pronouns replace plural nouns? |  |
|  24. Are articles *(a, an, the)* and prepositions (*at, to, on, in, off, from,* etc.) used correctly? |  |
|  25. Does the visual format of the report communicate the information professionally? Was the report proofread and does it follow the EG1004 [style guide](https://manual.eg.poly.edu/images/9/9e/EG_1004_Writing_Style_Guide.pdf)? |  |
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* + *Faculty Consultants are available in the Writing Center to help you with your writing and speaking skills. Go to* [*nyu.mywconline.com*](http://nyu.mywconline.com/) *to book an appointment.*
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