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|  | EG-UY 1003, **SEMESTER**, Section \_\_ Final Design Report  Writing Consultant: **WC NAME**  E-mail: **WC EMAIL** | |
| Lab Report Assessment  |  |  | | --- | --- | | **Report Format** | *Score* | | 1. **Introduction**: Importance of LEED Certification, General Design Focus of Building |  | | 2. Is the **Introduction** organized from general to specific? |  | | 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 **Conclusions** 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** withcaptions (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 help to communicate the information professionally? Was the report carefully **proofread**? |  | |  |  |  * + ***Writing 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.*** | |