



Department of Metallurgical Engineering
MY-207: Mechanical Behaviour of Materials



RUBRIC FOR ASSESSMENT OF COMPLEX ENGINEERING PROBLEM

Name of Student: _____

Roll Number: _____

Batch: _____

| S.No. | Components | Level of Achievement (CLO 2, PLO 2) | | | | |
|-------|--|--|---|---|---|--|
| | | Excellent (4) | Good (3) | Basic (2) | Just Acceptable (1) | Unacceptable (0) |
| 1. | Defining the Problem | <input type="checkbox"/> 4 – Student states the problem clearly and clearly identifies the underlying issues. | <input type="checkbox"/> 3 – Student adequately defines the problem and identifies the underlying issues. | <input type="checkbox"/> 2 – Student inadequately defines the problem and identifies the underlying issues. | <input type="checkbox"/> 1 – Student fails to define the problem adequately and does not identify the underlying issues. | <input type="checkbox"/> 0 – Student does not define the problem at all. |
| 2. | Identify Strategies | <input type="checkbox"/> 4 – Identifies multiple approaches for solving the problem that apply within a specific context. | <input type="checkbox"/> 3 – Identifies multiple approaches for solving the problem only some of which apply within a specific context. | <input type="checkbox"/> 2 – Identifies only a single approach for solving the problem that does apply within a specific context. | <input type="checkbox"/> 1 – Identifies one or more approaches for solving the problem that do not apply within a specific context. | <input type="checkbox"/> 0 – Cannot Identify one or more approaches for solving the problem that does not apply within a specific context. |
| 3. | Problem description | <input type="checkbox"/> 4 – Problem is described in clear and interesting way with relevant real context. | <input type="checkbox"/> 3 – Problem is described but additional data, links or real context not properly mentioned. | <input type="checkbox"/> 2 – Problem is described clearly but there is no important (relevant) real context. | <input type="checkbox"/> 1 – Problem is described but without additional data, links or real context. | <input type="checkbox"/> 0 – Problem is not clearly described or it is not a problem. |
| 4. | Collecting and Analyzing Information | <input type="checkbox"/> 4 – Student collects information from multiple sources and analyzes the information in depth. | <input type="checkbox"/> 3 – Student collects information from multiple sources and performs basic analyses. | <input type="checkbox"/> 2 – Student collects adequate information to perform meaningful analyses. | <input type="checkbox"/> 1 – Student collects inadequate information to perform meaningful analyses. | <input type="checkbox"/> 0 – Student collects no viable information. |
| 5. | Interpreting Findings and Solving the Problem | <input type="checkbox"/> 4 – Student provides a logical interpretation of the findings and clearly solves the problem, offering alternative solutions. | <input type="checkbox"/> 3 – Student provides a logical interpretation of the findings and solves the problem, but fails to provide alternative solution. | <input type="checkbox"/> 2 – Student provides an adequate interpretation of the findings and solves the problem, but fails to provide alternative solution. | <input type="checkbox"/> 1 – Student provides an inadequate interpretation of the findings and does not derive a logical solution to the problem. | <input type="checkbox"/> 0 – Student does not interpret the findings/reach a conclusion. |

Marks Obtained = _____ out of **20**

Marks in final exam = _____ x 10/20 = _____

Teacher Signature with Date: _____