**Green Pen Check**

**For**

**AT216 Diagnostic Analysis Report**

**Introduction Does**

Identifies the customer complaint

Describe the type of circuit and normal function and operation of the circuit using a correctly color coded circuit schematic.

**Body Does**

Identify at least three possible circuit faults

Explain why each fault would cause the problem siting electrical laws and rules.

Describe the test used to confirm each fault

Describe corrective action to repair each fault

**Body Does Not**

Identify faults that would not cause the problem

Describe invalid or poor testing procedures of the circuit

Describes an action that would not repair the fault

**Conclusion Does**

Identify the most likely fault with supporting evidence or reasoning

Describe a logical testing strategy

Present a recommendation for circuit improvement or correction

**AT216 Diagnostic Analysis Report Grade Sheet**

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|  | **Exceeds Expectations 9-8** | **Meets Expectations 7-6** | **Falls Below Expectations 4-3** | **No Credit 2-1** | **Score** |
| **Focus** | The paper’s main idea is clearly indicated and supported by both content selection and effective use of sentence-level structures.    **The circuit problem is logically and thoroughly addressed.** | The paper is controlled by one main idea, contains only relevant information, and avoids content that adds length without adding substance.  **The circuit problem is addressed, but logical procedures are lacking in detail** | The paper is generally controlled by one main idea but contains some noticeably irrelevant content, or includes content that adds length without adding substance.  **The circuit problem is partially addressed but is lacking in critical details** | The paper has no clear main idea, OR the main idea suggested by the content is at odds with the paper’s stated purpose, OR the paper’s main idea does not fit the parameters of the assignment.  **The circuit problem is not addressed** |  |
| **Development** | The paper entirely fulfills the goals of the assignment.    **The customer complaint is identified, the circuit description is accurate and complete, three possible faults are correctly identified and corrective action is described to repair the faults.**  **A most likely fault is identified and a plausible circuit improvement recommendation is offered.** | The paper completes the task specified by the assignment and includes all of the assignment’s required components.  **The customer complaint is identified, the circuit description is accurate but limited, three possible faults are correctly identified and some corrective action is described to repair the faults. A most likely fault is identified and a circuit improvement recommendation is offered.** | The paper slightly misses the point of the assignment, is superficial in its use of evidence, and fails to fully explain or support its claims.  **The customer complaint is identified, the circuit description is partially accurate but incomplete, at least two possible faults are correctly identified and corrective action is suggested.**  **A most likely fault and a plausible circuit improvement recommendation are lacking.** | The paper is incomplete, does something other than assigned task, and entirely misses the point of the assignment.  **The customer complaint is identified, but the circuit description and fault identification is greatly flawed. The recommendation of circuit improvement is off the mark.** |  |
| **Organization** | Ideas are organized into paragraphs, and paragraph breaks are used to indicate shifts in focus. Both within and between paragraphs, ideas are presented in a logical sequence that supports development of the main point. The text makes effective use of sentence structures that indicate and support the organization of ideas. | Paragraphing shows how ideas are related, and paragraph breaks and transitions clearly signal the shift from one idea to another. Both within and between paragraphs, the sequence of ideas is clear although it may not be ideal. | Either within or between paragraphs, the sequence of ideas is confusing or unclear, and/or grouping and division of ideas into paragraphs does not effectively support the main point. | The paper shows little attempt to group like ideas into paragraphs or to use paragraph breaks to show shifts in focus. The sequence of ideas shows no clear pattern or is largely inappropriate to the argument being made. |  |

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| **Use of Sources** | Outside sources clearly support development of the main idea.  **The circuit is correctly color coded and is identified using proper electrical terminology.**  **All tests are thoroughly and accurately described following industry approved procedures.** | Outside sources usually support development of the main idea.  **The circuit is correctly color coded and is identified but lacks in the proper use of electrical terminology.**  **All tests are at least partially described following industry approved procedures.** | Outside source material is inadequate or does not fully support development of the main idea.  **The circuit is correctly color coded but is not adequately identified using proper electrical terminology.**  **Testing procedures are described but not in adequate detail** | Source material is missing, is inappropriate to the main idea, or is used inappropriately.  **The circuit is incorrectly color coded and is not properly identified nor is the correct testing procedures described.** |  |
| **Style** | Sentences are effective and coherent. Vocabulary is broad, and word choice shows attention to the audience, purpose, and context for writing. Word choice, sentence structure, and tone are appropriate for the context. The paper makes effective use of content-area vocabulary (where appropriate). | The document gives an overall impression of sentence-level coherence but may include occasional lapses. Word choice, sentence structure, and tone are generally appropriate for college-level writing. Uses some content-area vocabulary (where appropriate) but not yet at a level that suggests confidence. | The document is understandable but is marred by confusing or ineffective sentences, shows frequent lapses of tone, or is written in an overly simplistic or overly elaborate style. Vocabulary is narrow, and/or inappropriately simplistic or excessively grand. Content area vocabulary is absent or is used inappropriately. | Noticeable portions of the document fail to convey their point due to dysfunctions at the sentence level (not just mechanical errors). Vocabulary is frequently inappropriate for college-level writing and/or suggests that the writer is using words s/he does not understand. |  |
| **Editing** | The paper is nearly free of errors of spelling, grammar, punctuation, and word choice.  Formatting follows  1. the guidelines of the assignment (if any), and/or  2. the formatting conventions of the discipline (if relevant), and/or  3. the formatting conventions of general academic writing.  The overall effect is highly professional. | Errors of spelling, grammar, punctuation, or word choice may be present but are not intrusive. Formatting may show occasional lapses, but generally follows the guidelines of the assignment and/or the conventions of general academic writing.  The overall effective is appropriate to college-level academic work. | Errors of spelling, grammar, punctuation, or word choice, are frequent, noticeable, and/or intrusive,  OR  Formatting is flawed enough to make the paper inappropriate for its implied audience and/or purpose, although there is evidence of some attention to formatting. | The writing shows seriously deficient control of sentence mechanics and/or the conventions of written English;  AND/OR  The paper shows little attempt to follow either the assignment’s formatting guidelines (if any) or the formatting conventions of general academic writing. |  |

Turned in on time (6 Points) = **\_\_\_\_\_\_\_**

Writing Center Review Bonus (5 Points) = **\_\_\_\_\_\_\_**

Total Score = **\_\_\_\_\_\_\_**