

PRIOS Evaluative Criteria for the System Requirements Specification document

	Criteria	Excellent	Present	Emerging	Deficient
Purpose	<ul style="list-style-type: none"> • How well does the document describe the system requirements? • How well does the document provide new knowledge and understanding of the system requirements for the readers? 	<ul style="list-style-type: none"> ▪ Document clearly describes the system requirements with a lot of details. ▪ Document provides readers with strong understanding of the system requirements. 	<ul style="list-style-type: none"> ▪ Document clearly describes the system requirements. ▪ Document leads readers to understand the system requirements. 	<ul style="list-style-type: none"> ▪ Document describes the system requirements but not very clear. ▪ Document helps readers to understand some of the system requirements. 	<ul style="list-style-type: none"> ▪ Document does not describe the system requirements. ▪ Document leaves readers with no understanding of the system requirements.
Reader/Rhetorical situation	<ul style="list-style-type: none"> • How effectively does the document address the readers' needs? • How sensitive is the document to the background knowledge of the readers? 	<ul style="list-style-type: none"> • Document clearly anticipates how readers will approach and reason about the system requirements. • The document is overtly designed for providing the necessary background knowledge for all categories of readers. 	<ul style="list-style-type: none"> • Document anticipates how the readers will think about the system requirements. • The document is designed for providing background knowledge for all categories of readers. 	<ul style="list-style-type: none"> • Document anticipates some of the readers' thinking processes. • The document's design fails to provide some of the background knowledge for the readers. 	<ul style="list-style-type: none"> • Document does not anticipate the readers' thinking processes. • The document does not provide the necessary background knowledge for the readers.
Information	<ul style="list-style-type: none"> • How well does the information address different readers' needs? • How credible and ethical is the information? • How well researched and accurate is the information? 	<ul style="list-style-type: none"> ▪ Information strengthens the readers' ability to strongly understand the system requirements. ▪ Information is researched, documented, complete, ethical, and accurate. 	<ul style="list-style-type: none"> ▪ Information allows the readers to understand the system requirements. ▪ Information is researched, documented, complete, ethical, and accurate. 	<ul style="list-style-type: none"> ▪ Readers must fill in information gaps and struggle to understand the system requirements. ▪ Information is researched and documented but is incomplete and inaccurate. 	<ul style="list-style-type: none"> ▪ Information has major gaps and readers are not able to understand the system requirements. ▪ Information is incomplete, inaccurate, and unethical.
Organization	<ul style="list-style-type: none"> • How well organized is the information for the readers? • How effective is the document formatting? • How effectively does the document follow the System Requirements Document Guide (SRDG)? 	<ul style="list-style-type: none"> ▪ Document formatting and sequencing of information are designed for readers' understanding of the system requirements. ▪ Document follows—but modifies if necessary—the SRDG. 	<ul style="list-style-type: none"> ▪ Document formatting and sequencing of information allow for readers' understanding of the system requirements. ▪ Document follows the SRDG. 	<ul style="list-style-type: none"> ▪ Readers sometimes struggle to sequence and process information but can understand most of the system requirements. ▪ Document partially follows the SRDG. 	<ul style="list-style-type: none"> ▪ Readers fail to process and sequence information and are unable to understand the system requirements. ▪ Document fails to follow the SRDG.
Style	<ul style="list-style-type: none"> • How effective is the author's voice and style for this writing situation? • How appropriate is word choice? • How well does the document follow standards of grammar, mechanics, and usage? 	<ul style="list-style-type: none"> ▪ Voice, word choice, and sentence and paragraph construction clearly meet the readers' expectations and conventions of the genre. ▪ Grammar, mechanics, and usage match the readers' needs, conventions of the genre, and reading situation. 	<ul style="list-style-type: none"> ▪ Voice, word choice, and sentence and paragraph construction are suitable for the readers' expectations and conventions of the genre. ▪ Grammar, mechanics, and usage match the conventions of the genre. 	<ul style="list-style-type: none"> ▪ Voice, word choice, and sentence and paragraph construction often do not meet readers' expectations and conventions of the genre. ▪ Grammar, mechanics, and usage match the conventions of the genre. 	<ul style="list-style-type: none"> ▪ Voice, word choice, and sentence and paragraph construction do not meet the readers' expectations and conventions of the genre. ▪ Grammar, mechanics, and usage are frequently a problem, given the conventions of the genre.