

4M06 (2012-2013) Term 1 Presentation Rubric *Project Code:* _____ *Date:* _____ *Evaluator:* _____

	1 (not demonstrated)	2 (marginal)	3 (meets expectations)	4 (outstanding)	Mark (/4)
Abstract (prior to the presentation)	Unclear problem description and its relevance, unclear objectives; no description of progress with respect to objectives.	Some aspects of project description/objectives are incomplete. Limited description of the progress with respect to objectives.	Clear project description/well defined project objectives and a clear description of progress made with respect to the main objective(s).	Clear and complete project description and well defined objectives including progress made with respect to each of the original objectives.	
Purpose & Style	Unclear purpose. Tone and style inappropriate. Audience needs not met.	Some aspects of presentation don't achieve purpose.	Clear purpose is met formal tone and style appropriate to audience.	Professional tone and style Authoritative and convincing.	
Organization Sequence; transitions. Methods to emphasize content (illustrations, repetition)	Insufficient content; poorly organized; rambling; not understandable; exceeded allocated time.	Organization sometimes unclear; some unsuitable sections; disconnected. Some useful information missing, inconsistent pace	Organized; appropriate information; generally smooth transitions between topics, appropriate emphasis and pace	Slides logical, easy to follow; detailed, impressive depth of thought; excellent transitions between topics, appropriate pace	
Content	Minimal content that does not demonstrate appropriate progress on project. Disproportionate emphasis. No preliminary design concepts.	Generally appropriate content but some information missing. Not enough time devoted to progress made. Limited design concepts.	Appropriate content covering project definition, design process and implementation. Many design concepts & solutions that appear feasible.	Excellent content and evidence of detailed thought and analysis. Many varied and innovative design concepts that look promising.	
Social, environmental, and financial factors	No consideration of these factors.	Factors mentioned but no clear evidence of consideration in design concepts.	Incorporated appropriate social, environmental, and financial factors in proposed design concepts.	Well-reasoned analysis of these factors, with risks mitigated where possible in proposed designs.	
Slides Mechanics, acronyms, units, graphics	Numerous typos and grammatical errors; unprofessional and inconsistent formatting; figures and tables unclear or unrelated	Some typos; some inconsistency in formatting; some acronyms and symbols not defined; inappropriate use of figures/tables	Relatively free of typos and grammatical errors Slides uniformly formatted Acronyms and symbols defined; appropriate graphics	Slides free of typos and grammatical errors; slides uniformly formatted and professional; material and graphics support main ideas/objectives	
Speakers Volume, speed, cadence, English usage; questions. Use of aids	Hard to understand/hear the speaker; speaking far too fast/slow; questions not satisfactorily answered; reading from notes	Generally understood with some volume, pitch and speed issues; some questions answered incorrectly; reading off slides	Understandable, appropriate volume, pitch and speed; questions generally answered correctly; aids used properly	Professional variation in volume, pitch, speed; very knowledgeable and clear when handling questions; aids used very well	
Overall:					
General Comments:					

Student Name: _____

4M06 (2012-2013), Individual Comprehensive Report Rubric, *Project Code:* _____, *Date:* _____ *Supervisor:* _____

Design Progress	1 (not demonstrated)	2 (marginal)	3 (meets expectations)	4 (outstanding)	Marks /out of
Comprehension of project objectives, scope, and issues	Lack comprehension of project objectives, scope and critical issues related to the success of the project.	Generally understands project objectives and scope but lacks comprehension of main design issues.	Has a good understanding of project objectives, scope and critical issues. Suggests approaches to deal with the critical issues.	Has an in-depth and complete understanding of project objectives, scope and critical issues. Discusses in depth and detail several approaches to deal with the critical issues.	/4
Project related information gathering and assessment	<ul style="list-style-type: none"> ▪ Literature survey dealing with prior art is not carried out. ▪ Lack of critical interpretation of information gathered. 	<ul style="list-style-type: none"> ▪ Shows limited effort in accessing and critically interpreting resources that are <i>readily available</i>. 	<ul style="list-style-type: none"> ▪ Accesses and critical interprets resources that are <i>readily available</i>³ and those that <i>require initiative to identify</i>. 	<ul style="list-style-type: none"> ▪ Accesses and critical interprets resources that are <i>readily available</i>³ and those that <i>require initiative to identify</i>. ▪ Recognizes and effectively exploits resources that do not initially appear to be relevant to the problem. 	/8
Concepts generation	<ul style="list-style-type: none"> ▪ No concept that is <i>valid</i>. 	<ul style="list-style-type: none"> ▪ One concept that is <i>valid</i>. 	<ul style="list-style-type: none"> ▪ Two or more distinct concepts that are <i>valid</i>. 	<ul style="list-style-type: none"> ▪ Two or more distinct concepts that are <i>valid</i>. ▪ At least one <i>valid</i>⁵ concept is an unexpected departure from state-of-the-art 	/8
Decision Making	<ul style="list-style-type: none"> ▪ No decision made or decision is not justified 	<ul style="list-style-type: none"> ▪ Decision is justified but not in the context of the problem definition and/or information gathered. ▪ Decision is not objective (e.g. affected by client or student bias) 	<ul style="list-style-type: none"> ▪ Decision is objective and justified in the context of the problem definition and information gathered. 	<ul style="list-style-type: none"> ▪ Decision is objective and justified in the context of the problem definition and information gathered. ▪ In addition the decision is informed by unexpected insight into the client need and resources that do not initially appear to be relevant to the problem. 	/4
Project Completion plan	<ul style="list-style-type: none"> ▪ No clear plan is presented or an unviable plan or incomplete plan is presented 	<ul style="list-style-type: none"> ▪ Project completion plan is either too general or dependent on too many unknown factors and may become unviable. 	<ul style="list-style-type: none"> ▪ Project plan is presented in detail and with suitable content, and is clearly viable in the time available. 	<ul style="list-style-type: none"> ▪ Project plan is presented in detail and with suitable content, and is clearly viable in the time available. ▪ Alternate plan is also discussed if the main plan becomes unviable. 	/4
Job Hazard Analysis (JHA)	<ul style="list-style-type: none"> ▪ No JHA of work place is carried out 	<ul style="list-style-type: none"> ▪ Limited or cursory JHA ▪ JHA of not for <u>all</u> places of work 	<ul style="list-style-type: none"> ▪ Complete and through JHA of <u>all</u> work places carried out 	<ul style="list-style-type: none"> ▪ Complete and through analysis of not only existing job hazards but also those that will stem from project work 	/4
Communication	<ul style="list-style-type: none"> ▪ Poor flow of content and organization of text and sections. Spelling errors and grammar are not acceptable. Report assumes too much prior knowledge. 	<ul style="list-style-type: none"> ▪ Structure and flow of report does not follow technical content and detract from clarity of report. New terminology is not explained. Spelling and grammatical errors are frequent ▪ Graphics to unacceptable standard 	<ul style="list-style-type: none"> ▪ Structure and flow of report follows technical content. ▪ Spelling and grammatical errors are infrequent and do not detract from clarity of report. New terminology is often explained. ▪ Graphics to acceptable standard 	<ul style="list-style-type: none"> ▪ Structure and flow follows technical writing style and text flows well enhancing the clarity of the report ▪ New terminology and unfamiliar concepts are adequately explained to help the reader ▪ No spelling or grammatical errors ▪ Graphics are to a professional standard 	/4
Overall Mark:					

General Comments: