



Senior Project II (499) Scoring Rubric

C#	Evaluation Criteria	Unsatisfactory	Poor	Acceptable	Good	Excellent
		1	2	3	4	5
1	Problem Definition and Aims	Fails to provide adequate context, rationale, and aims.	Poor context supporting rationale for proposed project; poor statement of why project is needed; fails to provide project domain and objectives.	Adequate context supporting rationale for proposed project; adequate statement of why project is needed; adequate project domain and objectives.	Provide clear context supporting rationale for proposed project; clear statement of why project is needed; clear project domain and objectives.	Provide exceptionally clear context supporting rationale for proposed project; clear statement of why project is needed; clear project domain and objectives.
2	Detailed Solution/Design	Fails to provide any solution or design for the project.	Solution/design provided is wrong and not applicable; clearly does not solve the problem.	Students provide solution/design that solves the problem; has some errors or missing components; needs some refinements.	Detailed solution/design is realistic and solves the problem; students fairly explain how the system works through charts and diagrams (e.g. flowcharts, class diagram, interfaces, ER diagram, data flow, etc.);	Detailed solution/design is sophisticated and efficient; students clearly explain how the system works through charts and diagrams (e.g. flowcharts, class diagram, interfaces, ER diagram, data flow, etc.)
3	Implementation	Fails to provide any project implementation.	Errors and problems in executing the proposed design; system could not be realized.	System is carried out and works; some minor problems; does not completely solve the proposed problem.	The proposed design is carried out; system is operating properly in its environment; one or two elements of the problem/design not executed properly.	The proposed design is exceptionally carried out; the system is operating properly in its environment; no errors or flaws.

4	Testing	Testing is not conducted.	Test plan and case are not provided; some unit testing or integration testing is conducted; one or no scenario or test data is considered; limitations are considered.	Test plan and case are provided but have some problems; unit testing or integration testing is conducted; limited sets of scenarios or test data are considered; limitations are not stated.	Good test plan and case are provided; unit testing and integration testing are conducted; some possible scenarios and test data are considered; limitations are stated.	Excellent test plan and case are provided; unit testing and integration testing are conducted; plenty of possible scenarios and test data are considered; limitations are clearly stated.
5	Documentation	Report cannot be read.	Report contains numerous errors; style and/or format are inappropriate; fails to demonstrate thoroughness and competence in documentation; sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.	Frequent errors; writing does not consistently follow appropriate style and/or format; source documentation is incomplete; it may be unclear which references are direct quotes and which are paraphrased; sentence structure and/or word choice sometimes interfere with clarity; needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.	While there may be minor errors, the report follows formal conventions of spelling and grammar throughout and has been carefully proofread; appropriate conventions for style and format are used consistently; demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources; sentences are structured and word are chosen to communicate ideas clearly; sequencing of ideas within paragraphs and transitions between	In addition to meeting the requirements for (4) the writing is essentially error-free; the style and format appropriate to the assignment; writing flows smoothly from one idea to another; expressed ideas can be easily followed.

					paragraphs make the points easy to follow.	
6	Presentation Skills	Speech cannot be understood; presentation is not prepared at all; shows negative attitudes; tension and nervousness is obvious.	Talks to screen or read from notes all the time; show no interest in the topic; poorly organized with poor transition between topics and speakers; some slides are difficult to follow; some slides contains errors and no custom graphics are used;	Talks to screen or read from notes most of the time; hard to hear; shows some negativity toward the topic; organization is a little confusing; rough transition; slides contain some useful information and graphics to supplement the presentation.	Talks to screen some of the time; some ums and ahs between sentences; occasionally shows some positive feeling about topic; moderately well organized with some hesitation between speakers; slides are useful and interesting.	Maintains eye contact with audience; shows enthusiasm during presentation; relaxed and self-confident; well organized easy to follow with smooth transition between speakers; presentations utilized excellent quality slides and presentation aids.
7	Project Results	No results provided.	Results are not useful; no contributions; size of the project is seriously under proportional to the number of students in the group.	Limited benefits of the results; small contributions; size of the project is clearly under proportional to the number of students in the group.	Results are somehow useful; some contributions; size of the project is little under proportional to the number of students in the group.	Results are highly useful; excellent contributions; size of the project is proportional to the number of students in the group.
8	Responses to Questions / in-depth knowledge about the project	Fails to answer all questions; students have no clue about the topic.	Most responses are wrong and reflect a poor understanding of the topic.	The responses indicate that the students have an acceptable level of understanding of the topic; some responses are unclear and/or incomplete.	The responses indicate that the students have a good understanding of the topic; most responses are clear, accurate, and complete.	The responses indicate that the students have a complete understanding of the topic; the students provide responses that are clear, accurate, and complete.