

EEET 313 (2231) - Project Presentation Grading Rubric

Lab Section: _____

Group Number/Name: _____

Overall Score: /100

Presentation – Soft Skills

 /28

Nonverbal Skills (12)	4 – Exceptional	3 – Solid	2 – Better	1 – Poor
Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looks at notes or slides.	Consistent use of direct eye contact with audience, but still returns to notes often.	Displayed minimal eye contact with audience while reading mostly from notes.	No eye contact with audience, entire presentation read from notes or slides.
Body Language	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
Poise	Displays a relaxed, self-confident nature about self, with little/no-mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

Verbal Skills (8)	4 – Exceptional	3 – Solid	2 – Better	1 – Poor
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation	Occasionally shows positive feelings about topic.	Shows some negativity toward the topic presented.	Shows absolutely no interest in the topic presented.
Speaking Skills	Uses a clear voice and speaks at a good pace so audience members can hear the presentation. Does not read from slides often.	Presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear the presentation.	Presenter's voice is low. The pace is much too rapid or slow. Audience members have difficulty hearing presentation.	Presenter mumbles, talks very fast or slow, and speaks too quietly for a majority of students to hear & understand.

Timing (4)	4 – Exceptional	3 – Solid	2 – Better	1 – Poor
Length of Presentation Goal: 10-15minutes	Within two minutes of allotted time +/-.	Within four minutes of allotted time +/-.	Within six minutes of allotted time +/-	Too long or too short; eight or more minutes above or below allotted time.

Teamwork (4)	4 – Exceptional	3 – Solid	2 – Better	1 – Poor
Teamwork	All team members had a significant role to play during the presentation and/or demo. The team clearly worked together on this project given the level of collaboration demonstrated.	All team members participated in the presentation and/or demo.	All team members participated in the presentation and/or demo but it was clear that one or more team members had minimal role(s).	One or more team members did not take part in the presentation.

Presentation – Core Project (includes technical)

_____/28

Content (28)	4 – Exceptional	3 – Solid	2 – Better	1 – Poor
Subject Knowledge	An abundance of material clearly related to the topic is presented. Points are clearly made and evidence is used to support claims	Sufficient information with many good points made, uneven balance and little consistency.	There is a great deal of information that is not clearly integrated or connected to the topic.	Goal of project/topic is unclear, information is included that does not support topic in any way.
Organization	Information is presented in a logical and interesting sequence which the audience can follow. Flows well.	Information is presented in logical sequence which the audience can follow.	Audience has difficulty following the presentation because the presentation jumps around and lacks clear transitions.	Audience cannot understand the presentation because there is no sequence of information.
Visuals	Excellent visuals that are tied into the overall topic.	Appropriate visuals are used and explained by the speaker.	Visuals are used but not explained well or put in context.	Few or no visuals, too much text on the slides.
Mechanics	Presentation has (almost) no misspellings or grammatical errors.	Presentation has no more than three misspellings and/or grammatical errors.	Presentation has four misspellings and/or grammatical errors.	Presentation has many spelling and/or grammatical errors.
Stakeholders	Properly identifies the original stakeholders, why and how the system was created, the needs served by the system and how technology was used or created to implement the system	Identifies the original stakeholders, why and how the system was created, the needs served by the system but not how technology was used to implement the system	Attempts to identify the original stakeholders, why and how the system was created, and the needs served by the system but lacks important details.	Fails to identify the pertinent stakeholders.
Signals	Describes signal generation, modulation techniques, propagation models, signal reception and demodulation techniques for the chosen system. Uses both the time & frequency domain.	Describes signal generation, modulation techniques, propagation models, signal reception and demodulation techniques for the chosen system.	Attempts to describe signal generation, modulation techniques, propagation models, signal reception and demodulation techniques for the chosen system but leaves out important details.	Fails to reasonably describe signal generation, modulation techniques, propagation models or signal reception and demodulation techniques for the chosen system.
Purpose	Clearly articulates the purpose of the system described and how it has changed over time. Explains why the system has changed and how/why it might change in the future. Shows logical reasoning and credible references to estimate this timing.	Clearly articulates the purpose of the system described and how that has changed over time. Explains why the system has changed and how/why it might change in the future.	Attempts to articulate the purpose of the system described and how that has changed over time but lacks detail and/or does not explain how/why the system will change in the future.	Does not articulate the purpose of the system described well and how it has changed over time with enough detail to understand the evolution.

Presentation – KEEN Objectives

_____/20

MINDSET OBJECTIVES (20)	4 – Exceptional	3 – Solid	2 – Better	1 – Poor
Connections - to Existing Knowledge	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas.	Demonstrates consistent use of credible, relevant sources to support ideas.	Demonstrates an attempt to use credible and/or relevant sources to support ideas.	Demonstrates an attempt to use sources to support ideas.
Connections - to Society and the Future	Considers history, contexts, and constraints of topic, reviews logic/reasoning, and weighs various outcomes in order to demonstrate excellent understanding of how the topic impacts society and is likely to change in the future.	Takes into account history, contexts, and constraints of topic, and seems to have a good understanding of how the topic impacts society and is likely to change in the future.	Able to understand/utilize history, contexts, and constraints of topic, and starts to comprehend how the topic impacts society and may change in the future.	Recognizes the history, contexts, and constraints of topic, but is unable to make connections with society or the future.
Curiosity - Inquisitiveness	Asks complex questions about certain problems or issues, seeks out and articulates answers to these questions that reflect multiple perspectives.	Asks deeper questions about certain problems related to the topic and seeks out answers to these questions.	Asks simple or surface questions about certain issues.	States minimal interest in learning more about certain issues.
Curiosity - Skepticism	Questions information to the highest degree; uses every possible resource to confirm or reject the information.	Questions a great deal of information and works to use resources to affirm their beliefs.	Questions some information and uses resources to help them find the answers.	Sometimes questions information but doesn't use any resources to find the answers.
Curiosity - Thoroughness	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.

Demonstration

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DEMO (24)	4 – Exceptional	3 – Solid	2 – Better	1 – Poor
Preparation	Very obvious that the demonstration was rehearsed thoroughly. Students came prepared with few hiccups.	The demonstration was mostly fluid, with the exception of a couple of small hiccups.	The demonstration was effective but was not fluid or polished. Clearly, more preparation was needed.	The demonstration was poorly done or did not run at all.
Content	The demonstration was informative, showing well beyond common knowledge of the topic.	The demonstration was informative, above the level of common knowledge.	The demonstration was informative to the level of common knowledge but left the audience with a clear understanding of the topic.	The demonstration was not informative, leaving the audience uninformed/confused.
Relevance	The demonstration was clearly relevant to the technical topic investigated.	The demonstration was moderately relevant to the technical topic investigated.	The demonstration may have been relevant to the technical topic but the connection was unclear.	The demonstration was not relevant to the technical topic investigated.
Interest	The demonstration was imaginative and effective in conveying ideas to the audience.	The demonstration techniques used were effective in conveying the main ideas.	The demonstration techniques used were mostly effective in conveying main ideas, but a bit unimaginative.	The demonstration failed to capture the interest of the audience and/or was confusing in what was communicated.
Length of Presentation Goal: 5-10 minutes	Within two minutes of allotted time +/-.	Within three minutes of allotted time +/-.	Within four minutes of allotted time +/-	Too long or too short; five or more minutes above or below allotted time.
Equipment	Very effectively utilized the RTL-SDR, MATLAB, SIMULINK, the lab equipment or simulation software to demonstrate one or more aspects of their chosen communications system.	Utilized the RTL-SDR, MATLAB, SIMULINK, the lab equipment or simulation software to demonstrate one or more aspects of their chosen communications system.	Attempted to utilize the RTL-SDR, MATLAB, SIMULINK, the lab equipment or simulation software to demonstrate one or more aspects of their chosen communications system but the demo results were unclear.	Did not utilize the RTL-SDR, MATLAB, SIMULINK, the lab equipment or simulation software for their demonstration.

Comments: