Engineering Research Thesis A – Marking Rubric for Presentation

Relevant Units: CIVL4090, COMP4092, ELEC4092, ENGG8090, MECH4092, MTRN4092, TELE4092 and ENGG4092

Student Name: Marker's Name:

Important Note 1 for Marker: If a student is concurrently enrolled in the ENGG4092 thesis extension unit and a core Thesis A unit, please expect a higher level of achievement in each assessment attribute.

Important Note 2 for Marker: Once completed, this form should be <u>retained by the marker</u> for record. To submit marks: (a) go to iLearn, (b) go to Thesis A page, (c) open Gradebook [it is in the column of tabs on the LHS ribbon, click "Grades"],, (d) enter your marks in the column designated as 'Presentation Marker 1' or 'Presentation Marker 2', as applicable. Use the following formula to calculate the final mark:

Final Mark: [(Mark in 1) x 0.2] + [(Mark in 2) x 0.2] + [(Mark in 3) x 0.1] + [(Mark in 4) x 0.1] + [(Mark in 5) x 0.4] =

Assessment Attribute	Criterion	Score (out of 100)
1. Subject Matter: Problem Identification and identified solutions, reasoning for choices made, associated challenges and relevance to published literature (20%)	0-49: insignificant problem with sub-standard engineering value 50-64: straight forward problem, only basic engineering skills required to approach the problem 65-74: challenging problem requiring a fair knowledge and skills in relevant discipline 75-84: reasonably challenging problem, in-depth knowledge and skills required to approach the problem 85-100: highly challenging problem, requires in-depth knowledge and acquisition of special skills and/or interdisciplinary knowledge	
2. Communicated Quality: Quality of work communicated by presentation, degree of challenges and innovation communicated by the presenter (20%)	0-49: deficient quality with fundamental concerns in one or more critical parts of the work 50-64: marginally technical work with one or more major shortcomings 65-74: scientifically sound work with but with some significant deficiencies that should have been addressed 75-84: solid work of professional quality with one or more minor deficiencies 85-100: excellent quality of work exhibiting immaculate scholarly standard	
3. Preliminary Results Presentation of preliminary results, providing a robust foundation for initiating Thesis B work (10%)	0-49: Nothing to report as initial simulation or experimental results. 50-64: The student attempts to present initial results, but they seem mostly unrelated to the project or exhibit some deficiencies. 65-74: Good results with some justification for the viability of the proposed approach. 75-84: The student delivers solid results to start Thesis B and adeptly articulates the feasibility of the proposed approach for implementing the project. 85-100: The student presents excellent results by implementing a novel algorithm or developing a novel experimental framework. The results meet the standard to form an important part of the Thesis B work, accompanied by a clear plan for improving or extending the initial findings in Thesis B.	
4. Presentation Skills: Use of language, degree of formality, correct use of technical jargon related to the field, structure and	0-49: visual and oral presentation is poor, leaving the audience confused 50-64: presenter adequately presents the problem at hand, and associated concepts 65-74: good sketch of the project effectively using graphs, images, visual aids, and data	

design of slide/aids, relation to broader context and drawing conclusions (10%)	75-84: professional presentation, communicating clear achievements, information, and value 85-100: excellent presentation, highly engaging and leaving the audience with a "want to know more.."	
5. Q&A: ability to handle questions professionally and responding with scientifically sound approach and arguments (40%)	0-49: No answering, just Yes/No answering or answering shows there is no real understanding 50-64: Able to respond but not very clearly, but "reading between the lines" shows they do understand 65-74: Answering properly with some minor flaws, but "reading between the lines" shows they do understand 75-84: Answering clearly and directly 85-100: Immaculate arguments following direct answers, showing command on relevant knowledge	