As you do this evaluation for yourself and other students on your team, if you’re doing it at the middle of the quarter you’ll find that some aspects haven’t yet come up. I’ve left them in here to point out that maybe you should start thinking about them now rather than being reactive when you have to implement them. They will be an important part of your work and hence your evaluations as you go forward -- they’ll be there at the end of quarter evaluation. Feel free to leave some items blank now, but fill out as many as you can.

**Just a General note, most of the feedback is very positive, but that is because I genuinely believe my team has done an excellent job. 😊**

Evaluator’s Name: **Mirae Parker**

Student’s Name: \_\_\_\_\_\_**Siyun Zhou**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_**4/28/17**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project: **Team 4 –** **Low Temp Seebeck Effect/Resistance.**

Primary Role(s) and Contribution(s): Describe in a few sentences … You may want to go through the evaluation sheets on the next two pages, then come back to this.

Siyun has really taken over a lot of the electrical work for the group – figuring out what thermocouples we should use as well as working on schematics of the electrical connections. As I think is reflected in our group notebook, Siyun has spent a lot of time on research and really helped move our team forward in these early stages.

Comments on participation and performance (a chance for more nuance than in ratings below):

She has shown up to almost all our meetings (even making sacrifices on her part to show up). When she is present she always actively contributes to our conversations. I feel like she has been a very active team member. I especially would like to highlight her contributions to early research. She didn’t do as many calculations with modeling, but I think that was mostly because other people were working on that. She has also been active in going to Office Hours, which I think can help us bring a fresh perspective to some of our problems.

-------------------------------------------------------------------

All team members are expected to have a general understanding of their experiment: basic physics, design, data acquisition system, methods of analysis, conclusions. Team members who hold primary responsibility for a task should be able to explain their work in detail.

(Some lines I’ve premarked at N/A since they will be evaluated by instructors. But do rate the student’s overall contribution to paper and oral presentation.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Element** | **Did not do** | **Poor** | **Fair** | **Good** | **Very good** | **Consistently excellent** | **N/A** |
| **Participation in class** | | | | | | | |
| Submitted detailed, helpful, on-time peer evaluations |  |  |  |  |  |  | X |
| Consistently made time available for group meetings |  |  |  |  |  | X |  |
| Consistently showed up to agreed-upon meetings |  |  |  |  |  | X |  |
| **General teamwork/taking responsibility** | | | | | | | |
| Took initiative for his/her part of the project and inspired others to do best work |  |  |  |  |  | X |  |
| Consistently engaged and actively contributed to group meetings |  |  |  |  |  | X |  |
| Consistently completed tasks that she/he agreed to do |  |  |  |  |  | X |  |
| **Design and engineering** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Identified and modeled or calculated relevant parameters |  |  |  |  | X |  |  |
| The experiment’s design incorporated insights from her/his modeling |  |  |  |  |  | X |  |
| Tested components as they became available, refined as necessary |  |  |  |  |  |  | X |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  | X |  |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  | X |  |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Contributed to identifying relevant parameters (e.g. thermal conductivity, heat capacity, experiment-specific parameters) |  |  |  |  |  | X |  |
| Helped test and refine components before cooldown |  |  |  |  |  |  | X |
| **Data acquisition** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Planned and tested data acquisition prior to cooldown |  |  |  |  |  |  | X |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  |  | X |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  |  | X |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Helped test and set up data acquisition as necessary |  |  |  |  |  |  | X |
| **Modeling and analysis - whether or not data was collected** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Calculated or modeled expected signal before starting to take data |  |  |  |  | X |  |  |
| Re-calculated expectations as new information became available |  |  |  |  |  |  | X |
| Able to explain calculations with justification for any assumptions or simplifications |  |  |  |  |  |  | X |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  |  | X |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  |  | X |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Contributed to discussion of how to model the system |  |  |  |  |  | X |  |
| Contributed to discussion of potential sources of non-ideality, error, or loss |  |  |  |  |  | X |  |
| **Modeling and analysis – once data were collected** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Related data to models or theory in quantitative way |  |  |  |  |  |  | X |
| Identified sources or error or uncertainty and estimated relative magnitude |  |  |  |  |  |  | X |
| Investigated reasons why data does not match expectations |  |  |  |  |  |  | X |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  |  | X |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  |  | X |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Used understanding of his/her area of primary responsibility to help account for deviations of experiment from ideal behavior |  |  |  |  |  |  | X |
| **Written report** |  |  |  |  |  |  |  |
| Follows style guide |  |  |  |  |  |  | X |
| Free of grammatical and/or spelling errors |  |  |  |  |  |  | X |
| Flows logically and tells clear story of the experiment |  |  |  |  |  |  | X |
| All plots, tables, images, etc. are clearly and descriptively captioned |  |  |  |  |  |  | X |
| No redundant plots, tables, images, etc. |  |  |  |  |  |  | X |
| Supplementary information is explained clearly |  |  |  |  |  |  | X |
| **Oral presentation** |  |  |  |  |  |  |  |
| Anything on slides can be explained by someone in the group |  |  |  |  |  |  | X |
| Talk flows logically, tells clear story |  |  |  |  |  |  | X |
| Slides are legible and plots are clearly labelled |  |  |  |  |  |  | X |
| Group is able to answer questions about their project |  |  |  |  |  |  | X |
| Group is able to answer (or make informed speculation about) questions that go beyond information on slides |  |  |  |  |  |  | X |

Evaluator’s Name: **Mirae Parker**

Student’s Name: **\_\_\_\_Lucio Dery\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Date: \_\_\_\_\_\_**4/28/27\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Project: **Team 4 –** **Low Temp Seebeck Effect/Resistance.**

Primary Role(s) and Contribution(s): Describe in a few sentences … You may want to go through the evaluation sheets on the next two pages, then come back to this.

Lucio has recently taken on the role of working on our Software. Before that he worked more generally with the group on helping us decide which project to work on, and contributing to a lot of the thermal/power calculations.

Comments on participation and performance (a chance for more nuance than in ratings below):

Lucio has also showed up to almost all meetings. He has brought a lot to the table when we aren’t meeting as well – ie making slides, doing calculations, and now writing code for us to hopefully test soon. He has done everything that was asked of him promptly, and helped move the group along rapidly. I would especially like to highlight some of the time he spent calculating the thermal/power flows in our system.

-------------------------------------------------------------------

All team members are expected to have a general understanding of their experiment: basic physics, design, data acquisition system, methods of analysis, conclusions. Team members who hold primary responsibility for a task should be able to explain their work in detail.

(Some lines I’ve premarked at N/A since they will be evaluated by instructors. But do rate the student’s overall contribution to paper and oral presentation.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Element** | **Did not do** | **Poor** | **Fair** | **Good** | **Very good** | **Consistently excellent** | **N/A** |
| **Participation in class** | | | | | | | |
| Submitted detailed, helpful, on-time peer evaluations |  |  |  |  |  |  | X |
| Consistently made time available for group meetings |  |  |  |  |  | X |  |
| Consistently showed up to agreed-upon meetings |  |  |  |  | X |  |  |
| **General teamwork/taking responsibility** | | | | | | | |
| Took initiative for his/her part of the project and inspired others to do best work |  |  |  |  |  | X |  |
| Consistently engaged and actively contributed to group meetings |  |  |  |  |  | X |  |
| Consistently completed tasks that she/he agreed to do |  |  |  |  |  | X |  |
| **Design and engineering** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Identified and modeled or calculated relevant parameters |  |  |  |  |  | X |  |
| The experiment’s design incorporated insights from her/his modeling |  |  |  |  |  | X |  |
| Tested components as they became available, refined as necessary |  |  |  |  |  |  | X |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  | X |  |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  | X |  |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Contributed to identifying relevant parameters (e.g. thermal conductivity, heat capacity, experiment-specific parameters) |  |  |  |  |  | X |  |
| Helped test and refine components before cooldown |  |  |  |  |  |  | X |
| **Data acquisition** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Planned and tested data acquisition prior to cooldown |  |  |  |  |  | X |  |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  |  | X |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  |  | X |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Helped test and set up data acquisition as necessary |  |  |  |  |  |  | X |
| **Modeling and analysis - whether or not data was collected** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Calculated or modeled expected signal before starting to take data |  |  |  |  |  | X |  |
| Re-calculated expectations as new information became available |  |  |  |  |  | X |  |
| Able to explain calculations with justification for any assumptions or simplifications |  |  |  |  |  | X |  |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  | X |  |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  | X |  |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Contributed to discussion of how to model the system |  |  |  |  |  | X |  |
| Contributed to discussion of potential sources of non-ideality, error, or loss |  |  |  |  |  | X |  |
| **Modeling and analysis – once data were collected** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Related data to models or theory in quantitative way |  |  |  |  |  |  | X |
| Identified sources or error or uncertainty and estimated relative magnitude |  |  |  |  |  |  | X |
| Investigated reasons why data does not match expectations |  |  |  |  |  |  | X |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  |  | X |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  |  | X |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Used understanding of his/her area of primary responsibility to help account for deviations of experiment from ideal behavior |  |  |  |  |  |  | X |
| **Written report** |  |  |  |  |  |  |  |
| Follows style guide |  |  |  |  |  |  | X |
| Free of grammatical and/or spelling errors |  |  |  |  |  |  | X |
| Flows logically and tells clear story of the experiment |  |  |  |  |  |  | X |
| All plots, tables, images, etc. are clearly and descriptively captioned |  |  |  |  |  |  | X |
| No redundant plots, tables, images, etc. |  |  |  |  |  |  | X |
| Supplementary information is explained clearly |  |  |  |  |  |  | X |
| **Oral presentation** |  |  |  |  |  |  |  |
| Anything on slides can be explained by someone in the group |  |  |  |  |  |  | X |
| Talk flows logically, tells clear story |  |  |  |  |  |  | X |
| Slides are legible and plots are clearly labelled |  |  |  |  |  |  | X |
| Group is able to answer questions about their project |  |  |  |  |  |  | X |
| Group is able to answer (or make informed speculation about) questions that go beyond information on slides |  |  |  |  |  |  | X |

Evaluator’s Name: **Mirae Parker**

Student’s Name: **\_\_\_\_\_Ben Spar\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Date: **\_\_\_\_\_\_4/28/17\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Project: **Team 4 –** **Low Temp Seebeck Effect/Resistance.**

Primary Role(s) and Contribution(s): Describe in a few sentences … You may want to go through the evaluation sheets on the next two pages, then come back to this.

I think the biggest contribution Ben has made has been to help us figure out the resistivity measurements. He did a lot of research early on into the different styles of measurement, and helped justify the final decision to work with the 4-probe method.

Comments on participation and performance (a chance for more nuance than in ratings below):

-------------------------------------------------------------------

All team members are expected to have a general understanding of their experiment: basic physics, design, data acquisition system, methods of analysis, conclusions. Team members who hold primary responsibility for a task should be able to explain their work in detail.

(Some lines I’ve premarked at N/A since they will be evaluated by instructors. But do rate the student’s overall contribution to paper and oral presentation.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Element** | **Did not do** | **Poor** | **Fair** | **Good** | **Very good** | **Consistently excellent** | **N/A** |
| **Participation in class** | | | | | | | |
| Submitted detailed, helpful, on-time peer evaluations |  |  |  |  |  |  | X |
| Consistently made time available for group meetings |  |  |  |  |  | X |  |
| Consistently showed up to agreed-upon meetings |  |  |  |  |  | X |  |
| **General teamwork/taking responsibility** | | | | | | | |
| Took initiative for his/her part of the project and inspired others to do best work |  |  |  |  |  | X |  |
| Consistently engaged and actively contributed to group meetings |  |  |  |  |  | X |  |
| Consistently completed tasks that she/he agreed to do |  |  |  |  |  | X |  |
| **Design and engineering** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Identified and modeled or calculated relevant parameters |  |  |  |  | X |  |  |
| The experiment’s design incorporated insights from her/his modeling |  |  |  |  | X |  |  |
| Tested components as they became available, refined as necessary |  |  |  |  |  |  | X |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  | X |  |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  | X |  |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Contributed to identifying relevant parameters (e.g. thermal conductivity, heat capacity, experiment-specific parameters) |  |  |  |  |  | X |  |
| Helped test and refine components before cooldown |  |  |  |  |  |  | X |
| **Data acquisition** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Planned and tested data acquisition prior to cooldown |  |  |  |  |  | X |  |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  |  | X |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  |  | X |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Helped test and set up data acquisition as necessary |  |  |  |  |  |  | X |
| **Modeling and analysis - whether or not data was collected** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Calculated or modeled expected signal before starting to take data |  |  |  |  |  | X |  |
| Re-calculated expectations as new information became available |  |  |  |  |  | X |  |
| Able to explain calculations with justification for any assumptions or simplifications |  |  |  |  |  | X |  |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  | X |  |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  | X |  |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Contributed to discussion of how to model the system |  |  |  |  |  | X |  |
| Contributed to discussion of potential sources of non-ideality, error, or loss |  |  |  |  |  | X |  |
| **Modeling and analysis – once data were collected** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Related data to models or theory in quantitative way |  |  |  |  |  |  | X |
| Identified sources or error or uncertainty and estimated relative magnitude |  |  |  |  |  |  | X |
| Investigated reasons why data does not match expectations |  |  |  |  |  |  | X |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  |  | X |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  |  | X |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Used understanding of his/her area of primary responsibility to help account for deviations of experiment from ideal behavior |  |  |  |  |  |  | X |
| **Written report** |  |  |  |  |  |  |  |
| Follows style guide |  |  |  |  |  |  | X |
| Free of grammatical and/or spelling errors |  |  |  |  |  |  | X |
| Flows logically and tells clear story of the experiment |  |  |  |  |  |  | X |
| All plots, tables, images, etc. are clearly and descriptively captioned |  |  |  |  |  |  | X |
| No redundant plots, tables, images, etc. |  |  |  |  |  |  | X |
| Supplementary information is explained clearly |  |  |  |  |  |  | X |
| **Oral presentation** |  |  |  |  |  |  |  |
| Anything on slides can be explained by someone in the group |  |  |  |  |  |  | X |
| Talk flows logically, tells clear story |  |  |  |  |  |  | X |
| Slides are legible and plots are clearly labelled |  |  |  |  |  |  | X |
| Group is able to answer questions about their project |  |  |  |  |  |  | X |
| Group is able to answer (or make informed speculation about) questions that go beyond information on slides |  |  |  |  |  |  | X |

Evaluator’s Name: **Mirae Parker**

Student’s Name: \_\_\_\_\_\_\_**Mirae Parker\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Date: \_\_\_**4/28/17\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Project: **Team 4 –** **Low Temp Seebeck Effect/Resistance.**

Primary Role(s) and Contribution(s): Describe in a few sentences … You may want to go through the evaluation sheets on the next two pages, then come back to this.

I have worked a lot on the mechanical design – getting drawings to the machine shop, working on power calculations etc.

Comments on participation and performance (a chance for more nuance than in ratings below):

I think I routinely show up, and have put a lot of time and energy into the project. Sometimes I have been late to meetings due to other commitments, but I try to keep the group updated on this.

-------------------------------------------------------------------

All team members are expected to have a general understanding of their experiment: basic physics, design, data acquisition system, methods of analysis, conclusions. Team members who hold primary responsibility for a task should be able to explain their work in detail.

(Some lines I’ve premarked at N/A since they will be evaluated by instructors. But do rate the student’s overall contribution to paper and oral presentation.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Element** | **Did not do** | **Poor** | **Fair** | **Good** | **Very good** | **Consistently excellent** | **N/A** |
| **Participation in class** | | | | | | | |
| Submitted detailed, helpful, on-time peer evaluations |  |  |  |  |  |  | X |
| Consistently made time available for group meetings |  |  |  |  |  | X |  |
| Consistently showed up to agreed-upon meetings |  |  |  |  | X |  |  |
| **General teamwork/taking responsibility** | | | | | | | |
| Took initiative for his/her part of the project and inspired others to do best work |  |  |  |  | X |  |  |
| Consistently engaged and actively contributed to group meetings |  |  |  |  |  | X |  |
| Consistently completed tasks that she/he agreed to do |  |  |  |  |  | X |  |
| **Design and engineering** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Identified and modeled or calculated relevant parameters |  |  |  |  |  | X |  |
| The experiment’s design incorporated insights from her/his modeling |  |  |  |  |  | X |  |
| Tested components as they became available, refined as necessary |  |  |  |  |  |  | X |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  | X |  |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  | X |  |  |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Contributed to identifying relevant parameters (e.g. thermal conductivity, heat capacity, experiment-specific parameters) |  |  |  |  |  | X |  |
| Helped test and refine components before cooldown |  |  |  |  |  |  | X |
| **Data acquisition** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Planned and tested data acquisition prior to cooldown |  |  |  |  |  | X |  |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  |  | X |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  |  | X |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Helped test and set up data acquisition as necessary |  |  |  |  |  |  | X |
| **Modeling and analysis - whether or not data was collected** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Calculated or modeled expected signal before starting to take data |  |  |  |  |  | X |  |
| Re-calculated expectations as new information became available |  |  |  |  |  | X |  |
| Able to explain calculations with justification for any assumptions or simplifications |  |  |  |  | X |  |  |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  | X |  |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  | X |  |  |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Contributed to discussion of how to model the system |  |  |  |  |  | X |  |
| Contributed to discussion of potential sources of non-ideality, error, or loss |  |  |  |  |  | X |  |
| **Modeling and analysis – once data were collected** |  |  |  |  |  |  |  |
| *Tasks as primary* |  |  |  |  |  |  |  |
| Related data to models or theory in quantitative way |  |  |  |  |  |  | X |
| Identified sources or error or uncertainty and estimated relative magnitude |  |  |  |  |  |  | X |
| Investigated reasons why data does not match expectations |  |  |  |  |  |  | X |
| Identified information required from other parts of team and communicated effectively with people responsible |  |  |  |  |  |  | X |
| Supplied, in timely manner, information required by other parts of team |  |  |  |  |  |  | X |
| *Tasks as team member* |  |  |  |  |  |  |  |
| Used understanding of his/her area of primary responsibility to help account for deviations of experiment from ideal behavior |  |  |  |  |  |  | X |
| **Written report** |  |  |  |  |  |  |  |
| Follows style guide |  |  |  |  |  |  | X |
| Free of grammatical and/or spelling errors |  |  |  |  |  |  | X |
| Flows logically and tells clear story of the experiment |  |  |  |  |  |  | X |
| All plots, tables, images, etc. are clearly and descriptively captioned |  |  |  |  |  |  | X |
| No redundant plots, tables, images, etc. |  |  |  |  |  |  | X |
| Supplementary information is explained clearly |  |  |  |  |  |  | X |
| **Oral presentation** |  |  |  |  |  |  |  |
| Anything on slides can be explained by someone in the group |  |  |  |  |  |  | X |
| Talk flows logically, tells clear story |  |  |  |  |  |  | X |
| Slides are legible and plots are clearly labelled |  |  |  |  |  |  | X |
| Group is able to answer questions about their project |  |  |  |  |  |  | X |
| Group is able to answer (or make informed speculation about) questions that go beyond information on slides |  |  |  |  |  |  | X |

**Something to consider below. No response needed now, though if you want to give feedback before end of quarter I would very much welcome it at any time. Please use the anonymous form at** <https://www.get3sixty.com/:0rvegu>

**Learning goals:** Most courses in the Physics undergraduate curriculum focus on mastery of fundamental knowledge and calculational techniques. In contrast, this course aims to give you a flavor of what effective experimental scientists do, and to encourage you to develop some of their habits:

\*estimating/modeling parameters before basing an experiment on them, and each time before you take data

\*being skeptical of your own interpretations

\*willingness to work hard and repeatedly to get seemingly-simple details right

\*cooperating and effectively communicating with a team; this includes taking ownership and responsibility for your part and also indirectly the whole outcome

\*considering multiple ways to approach a challenge before selecting one or two

\*identifying potential bottlenecks ahead of time, and managing risk

Did you learn any of these habits? Did you learn something else not mentioned here?