

Name: \_\_\_\_\_

SUNetID: \_\_\_\_\_

**Part 1: Peer Feedback and Progress Report [15 points]**

Points:	5	3	1
<b>Peer Feedback</b>	Feedback is honest and straightforward; suggestions are specific and actionable, and include references where applicable; tone is courteous, respectful, and encouraging.	Student makes an effort to provide good feedback, but may miss relevant details or fail to help refine scope.	Feedback is vague or irrelevant, statements are not backed up by references, tone is dismissive or otherwise unprofessional.
<b>Peer Feedback #1</b>	Recipient _____          Score: _____		
<b>Peer Feedback #2</b>	Recipient _____          Score: _____		
<b>(optional) Additional Feedback</b>	Recipient _____          Score: _____		
<b>Progress Summary</b>	Lays out specific goals leading to the deadline and demonstrates that concrete steps have been made towards achieving those goals. Includes pertinent references, anticipated challenges, and identifies alternate goals.	Sets goals, but progress may be minimal or hard to identify; some plans are outlined but the student's ability to achieve them may be unclear.	Does not provide references, incorporate feedback, or set goals.
	Score: _____		
<b>Total:</b> _____			

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**Part 2: In-class presentation [40 points]**

<b>Points:</b>	<b>5</b>	<b>3</b>	<b>1</b>
<b>Clarity</b>	Student clearly conveys what they did and why they thought it was interesting; thoughtfully describes which parts were difficult.	Student may motivate their work, but leave unclear their rationale for the choices they made; may not highlight the differences between their work and outside resources	Presentation inadequately addresses the student's motivation, and/or may not make clear the difference between their original work and outside resources
	Score: _____		
<b>Style</b>	Student was prepared and professional, and gave a talk that was polished and confident. Handled questions well (if applicable).	Talk is adequately organized, but less confident and polished than a 5.	Student is unprepared, disorganized, or the image may be unfinished; student exceeds the time limit.
	Score: _____		
<b>Technical Difficulty</b>	A complex or obscure area; student may have had to work from a SIGGRAPH paper, fill in missing gaps, do additional research in the literature, and/or write nontrivial infrastructure code in order to produce their image.	May build from a HW assignment or an assignment in previous offerings of 148; but doing so required outside research. Topic may be technically complex, but is in a well-established area (i.e., lots of sample code and help available online).	Straightforward extension from a previous assignment, many resources available.
<b>Judge #1</b>	Score: _____		
<b>Judge #2</b>	Score: _____		
<b>Judge #3</b>	Score: _____		

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<b>Aesthetic Contribution</b>	The final image(s) is well composed and executed; it uses a pleasing color palette and/or textures, geometry is well conveyed and interactions are natural and pleasing. It captures the essence of any motivational images presented.	Image manages to adequately convey some aspects of the technique or goal image, but may be overly simplistic or poorly laid out.	The final image may be partially complete or contain obvious, unexplained artifacts; demonstrates a lack of attention to detail in color, composition, etc.
<b>Judge #1</b>	Score: _____		
<b>Judge #2</b>	Score: _____		
<b>Judge #3</b>	Score: _____		
Total: _____			

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**Part 3: Write-up [45 points]**

<b>Points:</b>	<b>10</b>	<b>5</b>	<b>1</b>
<b>Context</b>	Student explains how their topic relates to other areas of graphics/CS; describes historical context (or recent developments, if applicable) and real-world implications of their project area	Some connections are made between their topic and other areas of CS/STEM, some discussion of the utility of their technique.	Little information is given describing the background of their topic selection or relevant connections.
	Score: _____		
<b>Code</b>	Code is well factored, easy to understand, and demonstrates good coding practices. Student could easily use the code again for a future project, or publish for others to use.	Code appears to be robust and is mostly well written, but may contain a few rough patches. Some documentation is present.	Code is poorly written and difficult to follow. Contains cruft, testing code, and other coding detritus.
	Score: _____		
<b>Points:</b>	<b>5</b>	<b>3</b>	<b>1</b>
<b>Scope, Creativity</b>	The project has an ambitious scope, which required the student to learn and implement challenging new material; or, project may have been so original/creative as to restrict the resources available, making it more challenging to pull off.	Student selected a project that was somewhat difficult or creative, but less risky than a 5.	Project was limited in scope, and may have had fewer opportunities for many extensions; project or topic was a “safe bet”.
	Score: _____		

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<b>Process</b>	The write-up clearly describes the stages the student went through to arrive at their final image; includes relevant images produced along the way as illustration.	Some choices are justified, but others are not. Some gaps in logic may be present.	The process of selecting and refining the project scope is not explained.
	Score: _____		
<b>Achievement</b>	Able to achieve goals set forth in their proposal; successfully sought help when it was required in order to arrive at their final product.	Accomplished most of the goals the student set out to do, but may have misjudged scope of the assignment.	Project largely incomplete; student was not able to select a scope that was reasonable in the available timeframe.
	Score: _____		
<b>References &amp; Resources</b>	Student found and cited good quality references, assimilated new content on their own, and ventured beyond subjects that were covered in lecture.	Student provides a few references, but they may be from less reputable sources, or incomplete.	References incomplete, resources used but not cited, or student failed to utilize resources that were readily available.
	Score: _____		
<b>Style</b>	Writing was clear, concise, well organized and free of typos.	Writing was mostly clear and well organized, may have had a few typos.	Document contained many typos and/or was well over the page limit.
	Score: _____		
<b>Total:</b> _____			

<b>Part 1:</b>	
<b>Part 2:</b>	
<b>Part 3:</b>	
<b>Total:</b>	