

Rubrics for CSC 490 Senior Project Evaluations

Criteria/ Components	Excellent	Acceptable	Marginal	Unacceptable
<u>Attendance and Participation</u> (10%)	Attend all scheduled class meetings on time; Always Actively participate in discussion and make contributions to class.	Attend most class meetings on time. Sometimes participate in class discussion.	Attend some class meetings. Sometimes late/absences. Rarely participate in class discussion.	Attend few class meetings. Often late/absent. Not participate in class discussion.
<u>Proposal</u> (15%)	Clearly introduce the problems and give detailed explanation about project goals, include planned milestone, advisor's consent, and team member assignment; Submit it on time and follow it well.	Submit it 1-2 weeks late, but no more than 1-2 changes after the first draft; include all required components (see left).	Submit it 3-4 weeks late, but no more than 1-2 changes after the first draft; include most of required components (see left).	Submit it more than 3-4 weeks after the deadline; no project goals, no planned milestones, no advisor's consent, or no team member assignment; change topics frequently
<u>Group Journal</u> (15%)	Update the journal weekly with all activities; Submit all bi-weekly timesheets; maintain the journal by all members and diverse project-related topics	Update the journal most weekly with lot of activities; Submit most bi-weekly timesheets. 1-2 are missing and some are late. The journal is maintained well with many topics	Update the journal sometimes with some activities; Submit a few timesheets. A few are missing or late. The journal is maintained fairly with a few topics	No update on the journal; Submit no bi-weekly timesheets. The journal has no entries

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<u>Project Quality</u> (25%)				
<i>Appropriate Scope</i>	Project identifies a challenging problem in the selected subject area. It constitutes a good solution to the problem. The scope of the project is appropriate for the time available.	Project identifies a suitable problem in the selected subject area. It constitutes a common solution to the problem. The scope of the project is mostly appropriate for the time available.	Project identifies a problem somehow. It constitutes a common solution to the problem. The scope of the project is fairly appropriate for the time available.	Project does not identify a problem. It cannot conclude an available solution to the problem. The scope of the project is either too broad or too narrow for the time available.
<i>Mastery of Knowledge</i>	Project reflects a deep and thorough understanding of project topic area; Project solves an advanced problem that is significant to the relevant subject area.	Project reflects a good understanding of project topic area; Project solves an ordinary problem that is useful to the relevant subject area.	Project reflects a fair understanding of project topic area; Project solves a simple problem that is useful to the relevant subject area.	Project reflects no understanding of project topic area; Project didn't solve the problem.
<i>Independence</i>	Project represents the students' own perspective and synthesis of reading, research, and reflection; Student(s) have worked primarily on their own throughout the project with minor guidance from the project advisor.	Project represents the students' own perspective and synthesis of reading, research, and reflection mostly; Student(s) have worked on their own throughout the project but with a lot of help from the advisor.	Project represents the students' own perspective and synthesis of reading, research, and reflection somehow; Student(s) have worked primarily relying on the help from the advisor, in lines and lines of coding.	Project does not represent the students' own perspective and synthesis of reading, research, and reflection; Student(s) have not worked it out on the project.

<i>Use of methodologies, tools, facilities</i> <i>Programming Efforts</i>	Students demonstrate familiarities of using relevant methodologies, tools and academic skills related to project topic.	Students demonstrate familiarities of using most of relevant methodologies, tools and academic skills related to project topic.	Students demonstrate familiarities of using some relevant methodologies, tools and academic skills related to project topic.	Students demonstrate no familiarities of using relevant methodologies, tools and academic skills related to project topic.
	Program runs well and goes as/beyond the project proposal. Project provides a very user-friendly interface.	Program runs well but could be broken a couple of times. Project provides a understandable user interface	Program runs well but is broken often; Project provides a user interface somehow.	Program is not functional. No user interface is provided.

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<u>Final Report</u> (15%)				
<i>Organization</i>	Report is well organized and clearly written. The ideas are clearly expressed, logically connected, and easy to follow. All required components are presented.	Report is organized and clearly written for the most part. Occasionally the logic may be difficult to follow. 1-2 components are missing.	Report is poorly organized and fairly written for the most part. In some places the logic may be difficult to follow. 2-3 components are missing.	Report lacks an overall organization. Reader has difficulties to follow the ideas. More than 3 components are missing.
<i>Correctness and Accuracy</i>	Report represents good logical reasoning integrated with references on key points. Project is reflected to be a strong application with good fit, fluency, and originality.	Report represents good logical reasoning but not integrated. Project is reflected to be a generally good application, but lack polish, fluency, or originality.	Report represents some reasoning but not well organized or with poor sources. It reflects inaccurate or incomplete use of techniques.	Report represents little or wrong reasoning, explanation, or evidence. It reflects little or no inclusion of techniques, application, or practices.
<i>Use of Diagram/Screenshot</i>	Diagrams or screenshots are used correctly to enhance and clarify text explanation.	Diagrams or screenshots are consistent with the text but 1-2 may be misplaced.	Diagrams or screenshots are consistent with the text but 1-2 may be misplaced.	Diagrams or screenshots are absent or inconsistent with the text.
<i>Spelling/Grammar</i>	Sentences are free from grammatical and spelling errors.	Sentences are grammatical and there may be only a few spelling errors.	Sentences are mostly grammatical and there may be some spelling errors.	Grammatical and spelling errors are very frequent.

<u>Presentation</u> (15%)				
<i>Visual Aids</i>	<p>Slides are error-free and logically present the main components of the project. Material is readable and the graphics highlight and support the main ideas.</p>	<p>Slides are mostly error-free and logically present the most components. Material is mostly readable and graphics reiterate the main ideas.</p>	<p>Slides contain obvious errors and present most components of the project but not logically. Material is barely readable and graphics support little of the main ideas.</p>	<p>Slides contain many errors and lack a logical connection. Major aspects of the analysis are absent. Diagrams or graphics are absent or confuse the audience.</p>
<i>Oral expression</i>	<p>Speakers are audible and fluent on their topic, and do not rely on notes to present or respond. Speakers respond accurately and appropriately to audience questions and comments.</p>	<p>Speakers are mostly audible and fluent on their topic, and require minimal referral to notes. Speakers respond to most questions accurately and appropriately.</p>	<p>Speakers are poorly audible and not fluent on their topic, and require a lot of referral to notes. Speakers respond to some questions inaccurately or inappropriately.</p>	<p>Speakers are often inaudible or hesitant, often in incomplete sentences. Speakers rely heavily on notes. Speakers have difficulty responding to audience questions.</p>
<i>Body Language</i>	<p>Body language, including gestures and eye contact, demonstrates a high level of comfort and connection with the audience.</p>	<p>Body language, including gestures and eye contact, demonstrates a slight discomfort with the audience.</p>	<p>Body language, including gestures and eye contact, is not used appropriately or is somehow absent.</p>	<p>Body language, including gestures and eye contact, is not used or completely absent.</p>

