

CS/CSYS 352 – Project Proposal Rubric

	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
Problem Statement 10%	<input type="checkbox"/> Project's objectives are clearly and persuasively stated. Graduate students identify connections to their current research or thesis goals, if appropriate	<input type="checkbox"/> Some minor lack of clarity in scope and purpose of proposed work	<input type="checkbox"/> Primary objective and motivation of work are not clearly mentioned	<input type="checkbox"/> Unable to find specific details for scope and purpose of proposed work
Proposed Methodology 20%	<input type="checkbox"/> Action plan for proposed work is clearly articulated, and in enough detail that a classmate could implement the high-level ideas of your project, if needed. Specific mention of how your proposed methodology is novel or unique from what we have done previously in class (and/or has been done in the literature)	<input type="checkbox"/> Methodology is mostly clear, but with some high-level gaps. Perhaps unclear how this approach is new/different compared to past assignments or scholarly works	<input type="checkbox"/> While the goals or motivations of an algorithm or application may be provided, there is little description of the approach or implementation.	<input type="checkbox"/> No plan for, or description of, methodology is included.
Related Work 20%	<input type="checkbox"/> Relevant prior works (scholarly and textbook material, as they compare to the method and/or problem domain) are acknowledged and compared to, providing relevant references and citations, where appropriate. If similar work has been done previously, articulate how you expect your proposed work to be similar and/or different.	<input type="checkbox"/> Prior work is acknowledged, but sources are not properly cited, referenced, and compared to current work	<input type="checkbox"/> Some prior works are noted, but not clear how they relate to current project	<input type="checkbox"/> Little attempt is made to find or acknowledge work of others
Rationale 30%	<input type="checkbox"/> Knowledge and intuition of the field of EC are given to support why this proposed application or methodological modification may be likely to work, or be an interesting (if unknown) area to explore. Rationale relies on (and demonstrates understanding of) information learned during class lectures, discussions, readings, and/or assignments – as appropriate.	<input type="checkbox"/> Some intuition is given for the likely success or merits of the work, but it is not grounded in theory or examples demonstrated within class or its supporting materials	<input type="checkbox"/> A likelihood for success or merit of ideas is alluded to, but little to no explicit intuition or rationale is provided	<input type="checkbox"/> Rationale for the success of the proposed methodology is not given

Needs Assessment 5%	<input type="checkbox"/> Areas of uncertainty and additional needs are considered and honestly/realistically presented (for additional expertise or personnel on project team – or for additional knowledge). Graduate students identify resources within their labs, if appropriate. Contingency plans are presented for areas where there is any amount of uncertainty if work is feasible	<input type="checkbox"/> Some self-reflection given, but areas of uncertainty/risk/ need are not specifically identified. Contingency plans in those areas are not well thought through	<input type="checkbox"/> Some areas of uncertainty considered, but glaring risks are evident that are not considered; needs assessment is not specific or actionable; contingency plans not considered	<input type="checkbox"/> Little to no assessment of needs, limitations, and project risks given
Proposed Timeline 5%	<input type="checkbox"/> Specific and tractable timeline is given that identifies topic of work and measurable milestones each week provided for project work on the class schedule	<input type="checkbox"/> Weekly timeline given, but does not instill confidence that project is achievable, or milestones are not measurable	<input type="checkbox"/> Timeline is not broken down by week, or does not result in a timely completed project	<input type="checkbox"/> Little to no logistical planning and timeline given
Proposal Presentation 10%	<input type="checkbox"/> Clearly and succinctly articulates intent and scope of proposal to the class, genuinely and critically considers constructive feedback from classmates	<input type="checkbox"/> Some major areas of the project unclear; lack of deep and critical thought on suggestions and feedback	<input type="checkbox"/> Scope and motivation of proposal is not clearly conveyed, relative to written proposal	<input type="checkbox"/> Presentation to class not given (in the absence of an excused absence in class)