**Senior Project - Progress Evaluation Form**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project Name: ……………………………………………………………………………………………………….**  **Semester: ………………………………**  **Supervisor Name: ………………………………………………………………………………………………….**  **Evaluator Name: ……………………………………………………………………………………………………**  **Date: ……………………………………………** | | | | **Students Names** | | | **Student IDs** | | |
| 1. **…………………………………………………….** 2. **…………………………………………………….** 3. **……………………………………………………** | | | **…………………..**  **…………………..**  **…………………..** | | |
| **No** | **Attribute** | **Outstanding (4-5)** | **Fair (2-3)** | | **Poor (1)** | **Students Score** | | | |
| St. #1 | | St. #2 | St. #3 |
| **1** | **Attendance/ Contribution.** | Routinely present at team meetings or work sessions Contributes a fair share to the project workload | Absent occasionally, but does not inconvenience group. Sometimes depends on others to complete the work; contributes less than fair share | | Is absent from team meetings or work sessions >50% of the time |  | |  |  |
| **2** | **Cooperation** | Cooperates with others (outside of the discipline) | Occasionally works as a loner or interacts to a minor extent with extra-disciplinary team members | | Does not contribute to group work at all or submits own work as the group's |  | |  |  |
| **3** | **Plan an effective design strategy** | Plan an effective design strategy A workable Design strategy is developed, including a plan of attack, decomposition of work into subtasks, development of a timetable | An attempt is made to develop a workable design strategy but it is either incomplete or unclear. | | . No design strategy; haphazard approach. |  | |  |  |
| **4** | **Behavior** | Demonstrates ethical behavior among peers and faculty | Does not model ethical behavior among peers and faculty | | Student has been caught cheating or plagiarizing the work of others |  | |  |  |
| **5** | **Access information effectively and efficiently** | Accesses information from a variety of sources and critically assess their quality, validity and accuracy. | Accesses information from a variety of sources and assess their quality, validity and accuracy to a limited extend. | | Unable to access information unless clearly guided to pending sources. |  | |  |  |
| **6** | **Demonstrate ability to learn independently** | Comprehensively analyzes new content by breaking it down, comparing, contrasting, recognizing patterns, interpreting information and/or drawing conclusions. | Considerably analyzes new content by breaking it down, comparing, contrasting, recognizing patterns, interpreting information and/or drawing conclusions. | | Never analyzes new content by breaking it down, comparing, contrasting, recognizing patterns, interpreting information and/or drawing conclusions |  | |  |  |
| **7** | **Knowledge of contemporary issues** | The student is able to identify and completely analyze contemporary issues by discussing causes, impacts and solutions. | The student is able to identify contemporary issues and somehow analyze them by discussing causes, impacts and solutions. | | The student cannot identify contemporary issues. |  | |  |  |
| **8** | **Use computer software/hardware for analyzing and solving engineering problems** | Can choose independently and apply correctly modern software packages and/or computer hardware for analysis, modeling, simulation, design, or solution of engineering problems. | Can use modern software packages and/or computer hardware correctly with occasional guidance for analysis, modeling, simulation, design, or solution of engineering problems. | | The student is familiar with a few (or totally unaware) appropriate software packages and/or computer hardware but seldom uses them appropriately. |  | |  |  |
| **Total Score (40)** | | | | | |  | |  |  |

**Supervisor Signature: ……………………………………………**