Evaluating Faculty:
Student's Name:
Thesis or Project?
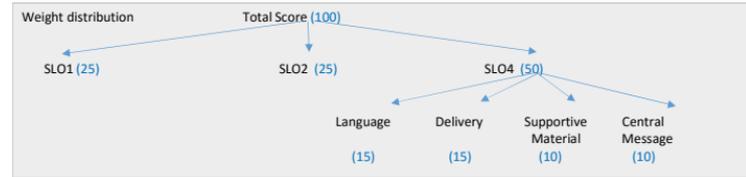Research Title:
Semester/Yr Form Filled:

Rubric for Research Presentation (thesis & project options for MSCS Program) – for assessment of SLOs 1, 2, 4

SLO for MSCS program:
1. Students will have the competence to examine a problem and design a methodology to achieve a solution.
2. Students will have the competence to assess the performance of a computational artifact, entity, or process.
3. Students will have the competence to work toward a common objective in a team and contribute effectively.
4. Students will have the competence to communicate their thoughts and ideas to varied audiences, both orally and through written materia
5. Students will have the knowledge and skill for independent learning and professional development.

Total:

Weight distribution — Total Score (100)

SLO1 (25)   SLO2 (25)   SLO4 (50)

Language (15)   Delivery (15)   Supportive Material (10)   Central Message (10)

Faculty: please enter a score in range of 0-10 in each cell of this column

SLO	Assessment	Score 8 - 10	Score 6 - 7	Score 3 - 5	Score 1 - 2	Student Raw Score Earned
1		Student presented the research topic and its implementation professionally and clearly that included the necessary elements (such as introduction, background, contributions, body, and conclusions), transitioned among the elements skillfully, while keeping the non-expert audience in mind.	Student presented the main elements of the research topic and its implementation but with limited organization and clarity, which caused some difficulty for non-experts in the field to discern the implications of the research.	Student presented the man elements of the research topic and its implementation in disorganized manner, making it somewhat difficult to observe the implications of the research topic.	Student presented the main research topic, but not clearly and did not include the necessary elements, which made it difficult to appreciate the implications of the research.	10
2		Student provided ample performance analyses and views (e.g., comparison with past/existing research, graphs, tables, performance equations, field testing) that displayed the student's competence in the research topic and confidence in future research analyses.	Student provided adequate evidence of performance analyses clearly that showed the student's ability to evaluate a product.	Student had some difficulty in presenting the performance analyses and their implications on the research product.	Student was unable to present the performance analyses sufficiently in order to comprehend the implications of the research results.	10
4	Language	Student used skilled language choices (e.g., complete sentences, proper phrases) to convey the thoughts on the research topic and its implication that enhanced the effectiveness of the presentation and established the presenter's authority on the topic and intrigued technical and non-expert audiences.	Student used adequate language choices which enhanced the effectiveness of the presentation to convey the thoughts on the research topic and its implications that made comprehension of the research topic and its implications uncomplicated for the technical and non-expert audiences.	Student used language choices that are mundane and commonplace that partially supported the effectiveness of the presentation, but not with adequate confidence/skill, which made understanding of the research topic and its implications somewhat difficult for non-experts	Student used language choices that were unclear and wrong that reduced the effectiveness of the presentation significantly, which revealed the presenter's lack of understanding of the research topic.	10
4	Delivery	Student exercised skillful delivery techniques (posture, gesture, eye contact, vocal expressiveness) that compelled the audience to listen and displayed the speakers' confidence and polished presentation.	Student exercised delivery techniques that showed the speaker's comfort and made the presentation interesting.	Student used some delivery techniques that made the presentation understandable, and/or the speaker appeared tentative/not comfortable.	Student was not able to use adequate delivery techniques that made the presentation dull and that detracted the audience from listening.	10
4	Supportive material	Student devoted and exploited a variety of compelling supporting materials (e.g., examples, illustrations, statistics, analogies, quotations, graphs) to the presentation that significantly improved the research context presentation and that established the presenter's authority on the topic.	Student devoted some supporting materials that enhanced the research context presentation and that established the presenter's understanding of the research topic.	Student used supporting materials and made references to information or analyses that improved the presentation, which showed the presenter's general understanding of the research topic.	Student hardly included any supportive material to illustrate the presenter's understanding of the research topic.	10
4	Central message	Student provided an excellent and compelling explanation of the research topic and its implications, which were present throughout the presentation.	Student provided a clear explanation of the research topic and its implications.	Student was able to provide a general understanding of the research topic and its implications.	Student had difficulty in presenting the theme of the project and its implications.	10
	Student Weighted Total Score					100