

# MEng Structured Research/Thesis Defense Assessment Form

Student: \_\_\_\_\_ Course No:  BE 691  BE 697  
 Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_  
 Title: \_\_\_\_\_

*Assess written document and oral presentation - 1-5 rating below (1=Unacceptable 5=Excellent)*

Written Assessment	Oral Assessment
<b>Intro/Background &amp; Significance</b> _____ <i>Clearly conveys importance of problem; knowledge of scientific literature; problem clearly defined</i>	<b>Intro/Background &amp; Significance</b> _____ 
<b>Aim(s), Objective(s), Hypotheses</b> _____ <i>Aims/objectives/hypotheses clearly described and appropriately developed &amp; structured</i>	<b>Aim(s), Objective(s), Hypotheses</b> _____ 
<b>Methods</b> _____ <i>Methodology appropriate &amp; accurately described; repeatable; data analysis described &amp; appropriate to evaluate aims/objectives/hypotheses</i>	<b>Methods</b> _____ 
<b>Results</b> _____ <i>Findings clearly described with appropriate use of tables &amp; graphics; appropriately demonstrated engineering &amp; statistical concepts &amp; analysis</i>	<b>Results</b> _____ 
<b>Discussion/Conclusions</b> _____ <i>Main points reinforced, appropriate interpretation of findings; compared findings w/scientific literature; limitation(s) identified; future work described; conclusions supported by findings &amp; not over-reaching</i>	<b>Discussion/Conclusions</b> _____ 
<b>Thesis/Report</b> _____ <i>Well written &amp; organized; specificity in writing; effective communication; conveys depth of knowledge; appropriate terminology</i>	<b>Presentation</b> _____ <i>Effective delivery; professional slides; graphs &amp; tables effective; communicates enthusiasm for topic; understanding of audience; presentation within time limit, ability to answer questions</i>
<b>Overall Written Assessment</b> _____	<b>Overall Oral Assessment</b> _____

Performance Level	Rating	Definition/Description
<b>Unacceptable</b>	<b>1</b>	<b>Does not meet requirements</b> – presentation/description lacks mastery of concepts; work contains significant errors; unclear, disorganized & difficult to follow; English usage, grammar & spelling contain numerous & significant errors.
<b>Poor</b>	<b>2</b>	<b>Meets few requirements</b> – presentation/description indicates incomplete grasp of concepts; work contains errors (some significant); somewhat unclear, disorganized; English usage, grammar & spelling errors that complicate understanding.
<b>Satisfactory</b>	<b>3</b>	<b>Meets requirements</b> – presentation/description indicates basic understanding of concepts; errors may exist but are addressable or explainable; generally clear & well organized; English usage, grammar & spelling have few errors.
<b>Good</b>	<b>4</b>	<b>Exceeds requirements, some at an exceptional level</b> – presentation/description indicates mastery of concepts; contains only minor errors; clear & well-organized, English usage, grammar & spelling have only minor errors.
<b>Excellent</b>	<b>5</b>	<b>Exceeds requirements many at an exceptional level</b> – presentation/description of concepts show advanced understanding; work demonstrates significant mastery of material; clear & well organized, English usage, grammar & spelling contain no errors; at or near publication quality.

**Evaluation form to be submitted to Instructor or Thesis Chair upon completion**

**\*\*Faculty Mentor – send copies of completed forms & student thesis/report to BE Dept. Administrative Specialist (Nancy Hansford)\*\***