

Florida International University
Department of Mechanical and Materials Engineering

EML 4551 • SENIOR DESIGN ORG • PRESENTATION EVALUATION FORM

Project 1	
Project 2	
Project 3	
Project 4	

Date: _____ Note: Up to **four** projects can be evaluated in this form. Please indicate accordingly.

Category (Score Definition – Taxonomy is given at the end: Expert=5, Proficient= 4, Apprentice=3, Novice =2, Non-responsive=1)	Score			
	Project 1	Project 2	Project 3	Project 4
Oral communication skills:				
Introduction: Did the speaker begin effectively? Was the purpose and content of this talk made clear?				
Organization: Was the talk well organized into parts that followed in a logical order?				
Voice and Mannerism: Eye contact, confidence, gestures, enunciation, speed, volume, pitch, etc.				
Audio-Visual Aids: Were they appropriate, easily read, and easily understood?				
Conclusion: Did the speaker summarize the main points of the talk? Was the talk ended effectively?				
Response to Questions: Did the response relate to the questions asked?				
Technical knowledge/Engineering principles: Was the speaker knowledgeable of the main points of the topic?				
Technical content: Were the technical contents explained adequately (applying math and physical science, engineering analysis, etc.)?				
Multi-disciplinary teamwork: Did the team demonstrate multi-disciplinary efforts?				
Teamwork: Did the project demonstrate effective and responsible teamwork (team spirit, group cooperation, effective working relationship)?				
Broader knowledge: Was the team aware of social and environmental issues related to their design?				
Economic aspects: Did the project clearly indicate the economic aspects of the design product?				
Life-long learning: Did the students demonstrate their skills for life-long learning?				
Global awareness: Was the team able to identify, analyze and integrate ethics similarities and differences in multiple markets and cultures?				
Global perspective: Was the team able to conduct an analysis of an engineering problem and its global impact by identifying different factors such as technology, economics and society, and their contributions to the problem and/or solution?				
Global engagement: Were the students willing to work in teams to develop solutions and action plans to address local, global and/or international engineering problems?				
Comments:				

Evaluated by: _____ (Please circle one: Industrial Advisor / Faculty)
(Optional)

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Project 5	
Project 6	
Project 7	
Project 8	

Date: _____ Note: Up to **four** projects can be evaluated in this form. Please indicate accordingly.

Category (Score Definition – Taxonomy is given at the end: Expert=5, Proficient= 4, Apprentice=3, Novice =2, Non-responsive=1)	Score			
	Project 5	Project 6	Project 7	Project 8
Oral communication skills:				
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Project 9	
Project 10	
Project 11	
Project 12	

Date: _____ Note: Up to **four** projects can be evaluated in this form. Please indicate accordingly.

Category (Score Definition – Taxonomy is given at the end: Expert=5, Proficient= 4, Apprentice=3, Novice =2, Non-responsive=1)	Score			
	Project 9	Project 10	Project 11	Project 12
Oral communication skills:				
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Comments:				

Evaluated by: _____ (Please circle one: Industrial Advisor / Faculty)
(Optional)

Taxonomy for ME design project evaluation

Scale	Performance	Description
5	Expert	Displays creative application of knowledge to fulfill requirements; sufficiently defends and interprets required information
4	Proficient	Adequately applies knowledge of, and analyzes, required information; makes inferences based on supporting evidence
3	Apprentice	Clearly displays understanding through explanations and examples; begins to apply knowledge of this requirement by determining best solutions
2	Novice	Displays knowledge and basic understanding of requirement; identifies and superficially describes required information
1	Non-responsive	Does not appropriately respond to requirement or requested information; no knowledge or understanding indicated
