

Mark Sheet - Project Progress Seminar

COMP _____ CSSE _____ DECO _____ ENGG _____ METR _____

Student Name:		Student Number:				Supervisor:				
For each criteria, choose the highest grade band for which the student's presentation meets all of the stated standards.										
Grade Band	Progress (30%)	Content (30%)	Verbal Skills (15%)	Visual Aids (15%)	Timing (10%)					
Excellent (85-100%)	Student demonstrates ALL of • mastery of the material; • <i>evidence</i> of substantial progress towards an exceptional outcome; and • consistent originality and insight.	Seminar presentation includes ALL of: • insightful statement of the thesis and development of thesis ideas; • excellent coverage of related work; • an appropriate level of detail; and • logical presentation flow which is easy for the audience to follow.	ALL of: • student appears confident, relaxed, natural, well rehearsed; • student makes good eye contact; • student is clear, articulate and audible; and • student gives excellent answers to questions.	ALL of: • visual aids are clear, interesting, uncluttered and legible from the back of the room; • use of visual aids enhances presentation; • appropriate images are used; and • an appropriate number of slides is used.	ALL of: • excellent allocation of time to the material; • presentation pace is excellent; and • the overall timeframe is within a minute of the expected duration.					
						30	30	15	15	10
						28	28	14	14	9
Very Good (75-84%)	Student demonstrates ALL of • mastery of most relevant material; • <i>evidence</i> of good progress towards a high quality outcome; and • some originality and insight.	Meets the standards for satisfactory and the presentation includes AT LEAST 3 of: • a clear statement of the thesis and development of thesis ideas; • very good coverage of related work; • an appropriate level of detail; and • logical presentation flow which is easy for the audience to follow.	Meets the standards for satisfactory and demonstrates AT LEAST 2 of: • student appears natural and well rehearsed; • student makes good eye contact; • student is clear and audible; and • student answers questions well.	Meets the standards for satisfactory and demonstrates AT LEAST 2 of: • visual aids are clear, have little clutter and are mostly legible from the back of the room; • visual aids support the presentation; • some appropriate images are used; and • an appropriate number of slides is used.	BOTH: • time is allocated appropriately to the material with good pacing throughout; and • the overall timeframe is within two to three minutes of the expected duration.					
						25	25	12	12	8
						24	24	11	11	7
Good (65-74%)	Student demonstrates BOTH • good understanding of the material and the ability to apply this to their project; and • <i>evidence</i> of good progress beyond verbal claims.	Meets the standards for satisfactory and the presentation includes AT LEAST 2 of: • a clear statement of the thesis and development of thesis ideas; • good coverage of related work; • an appropriate level of detail; and • mostly logical presentation flow which the audience can follow.	ALL of: • student demonstrates some evidence of rehearsal (but may be a little nervous or stilted); • student makes some eye contact; • student is audible; and • student able to answer questions to some extent	ALL of: • visual aids are adequate and their use mostly supports the presentation; • some images are used, but maybe not always appropriately; and • the number of slides used is acceptable.	BOTH: • time is allocated adequately to the material with acceptable pacing; and • the overall timeframe is within four minutes of the expected duration.					
						22	22	10	10	7
						21	21	9	9	6
Satisfactory (50-64%)	Student demonstrates BOTH • adequate understanding of the material; and • <i>evidence</i> of adequate progress	Seminar presentation includes ALL of: • an adequate statement of thesis and development of thesis ideas; • adequate coverage of related work; • mostly appropriate level of detail; and • some logic in the flow of the presentation.	Student is unrehearsed or somewhat hesitant or nervous OR makes little eye contact OR is inaudible at times OR gives poor answers to questions.	Visual aids are unclear, cluttered, hard to read or distract from the presentation OR inappropriate images are used OR necessary images are missing OR too many or too few slides/aids used.	BOTH: • time is allocated poorly to material OR the pace of the presentation was uneven or inappropriate OR the overall timing was significantly too long or too short.					
						19	19	8	8	5
						17	17	7	7	4
Poor (25-49%)	Student demonstrates limited or superficial understanding of the material OR presents only verbal claims of progress without demonstrating evidence.	Superficial statement of thesis OR limited coverage of related work OR inappropriate level of detail OR audience struggles to follow presentation.	The marker could not understand what was said. Questions were left unanswered.	No useful visual aids.	Timing is completely unacceptable or inappropriate.					
						14	14	6	6	4
						12	12	5	5	3
						10	10	4	4	2
Very Poor (0-24%)	Student demonstrates deficient understanding OR presents no evidence of progress.	Audience has no idea what you were talking about or why.	The marker could not understand what was said. Questions were left unanswered.	No useful visual aids.	Timing is completely unacceptable or inappropriate.					
						4	4	2	2	2
Start Time:		Comments:								
Finish Time:										
Mark : / 100										
Supervisor's Signature:				Date:						

This mark sheet is for School of ITEE thesis project courses commencing after 1 July 2013. **Supervisors:** Once the mark is entered into the Project Database, lodge this mark sheet with the ITEE Coursework Office, 78-425. Provide a copy to the student or advise them that they can obtain a copy at the ITEE Coursework Office.

Project Progress Seminar

Rationale: Approximately half-way through their projects students are asked to orally present the key content of their project and progress since the submission of project proposal. The seminar should cover the scope and relevance of the thesis, the reviewed literature and background material, the work carried out so far, and the work remaining to be done (plan). Although all the above is needed for a seminar to be self contained, the emphasis should be on the progress in the project. The material should be prepared in a fashion that suits oral presentation.

Delivery: Every student is required to present a seminar in the week specified in the course profile for their course. Seminars will be scheduled in 20 minute time slots, and should be 15 minutes long. The remaining time allows for questions from the audience, further questions and feedback from the supervisor, and changeover. Students are responsible for booking their timeslot from a specified schedule, at a time suitable for their supervisor to attend. The seminar will be marked by the supervisor (and other attending academics at the discretion of the supervisor) against the seminar marking criteria. Students are required to attend five other seminars of their choice (including current honours, masters and 4th year projects in the school). As proof, a seminar attendance form must be signed by an academic at the end of the presentation. Completed forms must be handed to the student's supervisor for sign-off and then submitted to the ITEE Academic office for entry into the project database. Students who do not attend five other seminars will fail the course.

Details of assessment

Progress (30%): Students are expected to demonstrate *evidence* of progress towards their thesis outcome. Verbal claims should be supported by evidence such as circuit schematics, detailed designs, models, code demonstrations/screenshots or other physical or virtual artifacts. Students must also demonstrate mastery of the thesis topic and relevant background material and literature. Students should have been immersed in this topic for many weeks now and should be able to demonstrate their expertise and understanding.

Content (30%): The content of the talk should include – besides a short introduction – a clear statement of the thesis and its importance; excellent coverage of relevant background material; a comprehensive and sound plan for research and development; and detailed and accurate coverage of the work carried out so far (with evidence to demonstrate progress, as mentioned above). The seminar presentation should have a logical flow and a clear development of thesis ideas should unfold over the course of the seminar. The seminar needs to be structured – with a suitable level of detail – and presented so that it is easy for audience to navigate the underlying structure of the presentation.

Verbal Skills (15%): Students should be well rehearsed and articulate. They should appear confident, relaxed and natural, maintain good eye contact and speak clearly. Questions should be answered convincingly and directly. If asked a question whose answer is uncertain or unknown to the student, it's always better to respond straightforwardly with "I don't know" than to dissemble.

Visual Aids (15%): The supporting visual aids (slides and exhibits) need to be clear, interesting, uncluttered, legible from all points in the room, and must enhance the presentation and not detract from it. Diagrams and/or images should be used where appropriate, with the right level of detail. An appropriate number of slides should be used.

Timing (10%): Time should be allocated appropriately to material within the seminar. The student should maintain the correct pace throughout delivery and must adhere to the set time frame (15 minutes overall).