

# Frank H. Dotterweich College of Engineering

## 2025 Annual Engineering Student Design Conference

### Evaluation of Oral Presentation by Judges

Project Title (see program): \_\_\_\_\_

Judge: \_\_\_\_\_

|  | 4-Excellent   | 3-Good  | 2-Satisfactory   | 1-Unsatisfactory   |
|--|---|---|--|--|
| <b>Content</b><br><br><b>Score</b><br><input type="text"/>               | <ul style="list-style-type: none"> <li>Addresses all specified content areas.</li> <li>Material abundantly supports the project.</li> <li>Use of engineering terms matches audience knowledge level.</li> </ul>           | <ul style="list-style-type: none"> <li>Addresses most content areas.</li> <li>Material sufficiently supports the project.</li> <li>Use of engineering terms mostly matches audience knowledge level.</li> </ul>               | <ul style="list-style-type: none"> <li>Addresses some of the content areas.</li> <li>Material minimally supports the project.</li> <li>Use of engineering terms minimally matches audience knowledge level.</li> </ul>                     | <ul style="list-style-type: none"> <li>Addresses few of the content areas.</li> <li>Material does not support the project.</li> <li>Use of engineering terms does not match audience knowledge level.</li> </ul>       |
| <b>Visuals</b><br><br><b>Score</b><br><input type="text"/>               | <ul style="list-style-type: none"> <li>Text is easily readable.</li> <li>Graphics use constantly supports the presentation.</li> <li>Slide composition has a professional look that enhances the presentation.</li> </ul> | <ul style="list-style-type: none"> <li>Text is readable.</li> <li>Graphics use mostly supports the presentation.</li> <li>Slide composition is not visually appealing, but does not detract from the presentation.</li> </ul> | <ul style="list-style-type: none"> <li>Text is readable with effort.</li> <li>Graphics use rarely supports the presentation.</li> <li>Slide composition sometimes detracts from the presentation.</li> </ul>                               | <ul style="list-style-type: none"> <li>Text is not readable.</li> <li>Graphics use does not support the presentation.</li> <li>Slide composition format is clearly distracting, obscuring the presentation.</li> </ul> |
| <b>Presentation Skills</b><br><br><b>Score</b><br><input type="text"/>   | <ul style="list-style-type: none"> <li>Clearly audible and polished.</li> <li>Attitude indicates confidence and enthusiasm.</li> <li>Audience attention is constantly maintained.</li> </ul>                              | <ul style="list-style-type: none"> <li>Clearly audible but not polished.</li> <li>Attitude indicates confidence but not enthusiasm.</li> <li>Audience attention is mostly maintained.</li> </ul>                              | <ul style="list-style-type: none"> <li>Difficult to hear and/or moments of awkwardness.</li> <li>Attitude indicates some lack of confidence and/or disinterest in project.</li> <li>Audience attention is minimally maintained.</li> </ul> | <ul style="list-style-type: none"> <li>Inaudible; several awkward pauses.</li> <li>Attitude indicates lack of confidence and/or disinterest in project.</li> <li>Audience attention is not maintained.</li> </ul>      |
| <b>Organization</b><br><br><b>Score</b><br><input type="text"/>          | <ul style="list-style-type: none"> <li>Information presented in logical and interesting sequence that the audience can easily follow.</li> </ul>  | <ul style="list-style-type: none"> <li>Information presented in a logical sequence that the audience can follow.</li> </ul>   | <ul style="list-style-type: none"> <li>Information not always presented in logical sequence; audience has difficulty following presentation.</li> </ul>  | <ul style="list-style-type: none"> <li>Information not presented in logical sequence; audience cannot understand presentation.</li> </ul>  |
| <b>Handling of Questions</b><br><br><b>Score</b><br><input type="text"/> | <ul style="list-style-type: none"> <li>Demonstrates full knowledge of the project; can explain and elaborate on expected questions.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrates sufficient knowledge of the project to answer expected questions.</li> </ul>  | <ul style="list-style-type: none"> <li>Has difficulty answering expected questions beyond a rudimentary level.</li> </ul>  | <ul style="list-style-type: none"> <li>Is unable to answer expected questions.</li> </ul>  |

**Total Score**

**Max. = 20**

**Judges QR CODE  
for Entering Scores**



Revised 04-06-2024

**Thank you from the Frank H. Dotterweich College of Engineering!**  
**Your assessment provides valuable feedback for our continuous improvement efforts.**

## Evaluation of Technical Design by Judges

|   | 4-Excellent   | 3-Good  | 2-Satisfactory   | 1-Unsatisfactory   |
|---|---|---|--|--|
| <b>Problem Statement</b><br><b>Score</b><br><input type="text"/>              | <ul style="list-style-type: none"> <li>The problem has been stated and shown with additional supporting factual evidence.</li> </ul>  | <ul style="list-style-type: none"> <li>A problem statement has been stated.</li> </ul>                                      | <ul style="list-style-type: none"> <li>The problem statement has weak support.</li> </ul>  | <ul style="list-style-type: none"> <li>Problem has not been stated clearly and lacks any supporting evidence.</li> </ul>   |
| <b>Project Deliverables</b><br><b>Score</b><br><input type="text"/>           | <ul style="list-style-type: none"> <li>Expected project deliverables and specific outputs are clearly presented.</li> </ul>   | <ul style="list-style-type: none"> <li>Expectations have been stated.</li> </ul>  | <ul style="list-style-type: none"> <li>Some expectations have been stated.</li> </ul>  | <ul style="list-style-type: none"> <li>Expectations are not clear.</li> </ul>  |
| <b>Performance Requirements</b><br><b>Score</b><br><input type="text"/>       | <ul style="list-style-type: none"> <li>A set of measurable performance requirements has been created.</li> </ul>  | <ul style="list-style-type: none"> <li>Some performance requirements may not be measurable.</li> </ul>                      | <ul style="list-style-type: none"> <li>Most performance requirements are not measurable.</li> </ul>  | <ul style="list-style-type: none"> <li>Performance requirements are not measurable.</li> </ul>   |
| <b>Project Completion</b><br><b>Score</b><br><input type="text"/>             | <ul style="list-style-type: none"> <li>All major points of the project were completed.</li> </ul>   | <ul style="list-style-type: none"> <li>Most major project points were accomplished.</li> </ul>                              | <ul style="list-style-type: none"> <li>Few of the major project points were accomplished.</li> </ul>   | <ul style="list-style-type: none"> <li>None of the major project points were accomplished.</li> </ul>  |
| <b>Technical Level of the Project</b><br><b>Score</b><br><input type="text"/> | <ul style="list-style-type: none"> <li>A significant portion of this project involves technical information new to the students and required substantial research.</li> </ul> | <ul style="list-style-type: none"> <li>Several technical aspects were new to the students and required research.</li> </ul> | <ul style="list-style-type: none"> <li>The project contains some research but mostly involves technical information taught at the junior and senior levels.</li> </ul> | <ul style="list-style-type: none"> <li>This project did not challenge the students to perform much research, as it relied mainly on information taught within the curriculum.</li> </ul> |

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