

Princeton University: Department of Civil and Environmental Engineering
CEE 478 Senior Thesis
Evaluation of Poster Presentation – end of Fall Semester

Student Name: _____

Thesis title: _____

Evaluator: _____

Date of Presentation: _____

↓ Performance categories (PC)	
↓ Performance indicators (PI's), ABET a-k mapping, and assessment rubrics	
PC: Independence, Progress and Work Ethic	
	<p>An ability to identify and formulate engineering problems (ABET criterion 3e; PI e1post)</p> <p><input type="checkbox"/> The student independently identified the critical research objectives and defined the scope of the project.</p> <p><input type="checkbox"/> The student knows what are the research objectives and project scope. The student was largely guided by the advisor to formulate the project.</p> <p><input type="checkbox"/> The student has identified a research topic in very broad terms, but has yet to focus the objectives and scope.</p> <p><input type="checkbox"/> The student appears to be disorganized in formulation of the project.</p>
	<p>An ability to make consistent progress at an early stage in the project (ABET criterion 3e; PI e2post)</p> <p><input type="checkbox"/> The student has made progress on the analysis and/or data collection, and has some preliminary findings.</p> <p><input type="checkbox"/> The student has made progress on the analysis and/or data collection, but does not yet have any preliminary findings.</p> <p><input type="checkbox"/> The student has made limited progress and does not have preliminary findings.</p> <p><input type="checkbox"/> The student has made no progress on the analysis and/or data collection.</p>
	<p>Having a solid work ethic at an early stage in the project (ABET criterion 3e; PI e3post)</p> <p><input type="checkbox"/> The student devoted a substantial amount of time to the thesis, and the progress presented reflects greater than the expected work of one semester.</p> <p><input type="checkbox"/> The student devoted sufficient time to the thesis, and the progress presented reflects the expected work of one semester.</p> <p><input type="checkbox"/> The student devoted insufficient time to the thesis, and the progress presented reflects less than the expected work of one semester.</p>

PC: Presentation and Communication	
	<p>An ability to communicate effectively via a poster presentation (ABET criterion 3g; PI g2post)</p> <p><input type="checkbox"/> The presentation was clear, complete, and well-organized; it included the purpose, objectives, scope, methods, preliminary findings (if there are any), and next steps.</p> <p><input type="checkbox"/> The presentation was very good but missed a key component, or a part of it was confusing.</p> <p><input type="checkbox"/> The presentation was good but lacking in more than one way.</p> <p><input type="checkbox"/> The presentation was disorganized and confusing.</p>
	<p>An ability to effectively use a poster medium to present a project (ABET criterion 3g; PI g3post)</p> <p><input type="checkbox"/> The poster was beautifully done and visually effective in conveying written and graphical information.</p> <p><input type="checkbox"/> The poster was effective in conveying written and graphical information, but would have benefited from some revisions.</p> <p><input type="checkbox"/> The poster was difficult to follow and missing key information.</p>
	<p>An ability to discuss the work and demonstrate a depth of understanding (ABET criterion 3g; PI g4post)</p> <p><input type="checkbox"/> The student listened carefully and answered questions thoughtfully, demonstrating excellent insight and communication skills.</p> <p><input type="checkbox"/> The student listened and answered questions well.</p> <p><input type="checkbox"/> The student could not understand the questions and/or did not have answers for the questions.</p>
PC: Relevance	
	<p>Relate the thesis work to economic, environmental and societal impacts. (ABET criterion 3h; PI h1post)</p> <p><input type="checkbox"/> The student has demonstrated insight in relating the thesis work to relevant economic, environmental and societal impacts.</p> <p><input type="checkbox"/> The student has some idea of the related economic, environmental, and societal impacts.</p> <p><input type="checkbox"/> The student has not yet thought about related economic, environmental, and societal impacts.</p>
	<p>Identify relevant contemporary issues and relate to the thesis project. (ABET criterion 3j; PI j1post)</p> <p><input type="checkbox"/> The student has identified one or more contemporary issues that are relevant to the thesis topic and can discuss the connection with the thesis work. Examples include global climate change, sustainable energy and water use, pollution, public health threats, developing nations.</p> <p><input type="checkbox"/> The student has, to a limited extent, identified relevant contemporary issues and spoke in a limited way about this.</p> <p><input type="checkbox"/> The student has yet to identify contemporary issues that are relevant to the thesis topic and cannot yet discuss the connection of the thesis to these issues.</p>

Recommended grade for poster presentation _____

Faculty evaluator signature: _____