# Report/Thesis/Dissertation Oral Defense Assessment Form
12/01/23

**Student Name:** _____

**Committee Member:** _____ **Date:** _____

**Directions:**
Evaluate this student's engineering report/thesis/dissertation oral defense of the research with a score between 1 (Poor) and 5 (Excellent) for each of the criteria described below using the attached rubric. Briefly comment on the rationale if your score is less than 5. Submit your completed scoring sheet to the committee chair before leaving the defense.

| Score (1 – 5) | Criterion | Comment |
|---|---|---|
|  | Organization of Oral Defense |  |
|  | Presentation Style |  |
|  | Presentation Pace |  |
|  | Content: Depth |  |
|  | Content: Accuracy |  |
|  | Use of Visual Aids |  |
|  | Responsiveness to Audience |  |

# Report/Thesis/Dissertation Oral Defense Rubric

| Criteria | Excellent – 5 pts | Very Good – 4pts | Good – 3 pts | Fair – 2 pts | Poor – 1 pt |
|---|---|---|---|---|---|
| Organization | Presentation is clear and logical. Listener can easily follow line of reasoning. | Presentation is generally clear. Few minor points with Confusion. | Presentation is generally clear. Few minor points may are confusing. | Listener can follow presentation with effort. Organization Not well thought out. | Presentation is very confused and unclear. Listener cannot follow it. |
| Presentation Style | Level is appropriate for presentation of results. Demonstrates effective presentation techniques. Speaker is easy to hear and understand. Good eye contact. | Style is generally appropriate. Listener had no trouble hearing or understanding. Eye contact mostly good. | Style is generally appropriate. Listener had some trouble hearing or understanding. Eye contact is inconsistent. | Presentation is too informal or unprepared. Difficult to hear or understand. Much of information is read. Eye contact is poor. | Presentation is consistently at an inappropriate level. Information is read. Speaker can't be heard or understood. No eye contact. |
| Presentation Pace | Presentation is a planned conversation, paced for audience understanding. | Speaker's pacing is just about right | Speaker's pacing is somewhat too fast or too slow. | Speaker's pacing is too fast, too slow, repetitive, or skipping important details. | Presentation is far too long or far too short. |
| Content: Depth | Design, methods, results, discussion, and conclusions are clearly and coherently elucidated. Logical and persuasive agreement between data and conclusions. Impact and implications of results and "where do we go from here" discussed. | Description of project and results is generally clear. Somewhat adequate discussion of what results mean with little missing. | Description of project and results is generally clear. Some discussion of what results mean. | Some components of project description are minimal or missing. Little discussion of what the results mean. | Description of project and results are very difficult to follow. No discussion of meaning of results. Listeners learn little. |
| Content: Accuracy | Information given is consistently accurate. Facts and calculations are correct. | No significant errors are made. Listeners recognize a few errors are a result of oversight or nervousness. | Some errors are made. Listeners recognize the errors are a result of oversight or nervousness. | Enough errors made to be distracting, but some information is accurate. | Information is so inaccurate that listener cannot depend on the presentation. |
| Use of Visual Aids | Aids prepared in professional manner. Font is large enough to be seen by all. Well organized. Main points stand out. | Aids contribute, most material supported by aids. Font size is appropriate for reading. | Aids contribute, but only some material supported by aids. Font size is appropriate for reading. | Aids are poorly prepared or used inappropriately. Font is too small. Too much information is included. | No aids are used, or they are so poorly prepared that they detract from the presentation. |
| Responsiveness to Audience | Responds well to questions. Restates and summarizes when needed. | Generally responsive to questions without prompting. | Generally responsive to questions with some help at times. | Reluctantly interacts with audience. Responds poorly to questions. | Avoids audience interaction. Not responsive to audience. |