

**M.S. Professional Project Assessment Rubric**  
**Department of Planning and Landscape Architecture, University of Wisconsin-Madison**

Student name: \_\_\_\_\_ Date: \_\_\_\_\_ Exam no. \_\_\_\_\_

Project Title: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

**WRITTEN REPORT**

<b>Assessment criteria</b>	<b>4 - Exceptional</b>	<b>3 - Strong</b>	<b>2 - Marginal</b>	<b>1 - Unacceptable</b>	<b>Score</b>
<i>Background: Mastery of fundamental knowledge in the field</i>	Frequently and consistently applies fundamental and advanced concepts to project topic.	Frequently applies fundamental and some advanced concepts to project topic.	Somewhat applies fundamental concepts to project topic.	Does not apply fundamental concepts to project topic.	
<i>Background: Ability to provide cohesive overview and critically evaluate current knowledge</i>	Strong command and understanding of relevant literature.	Relates and understands relevant literature.	Gaps in knowledge and weak understanding of relevant literature.	Knowledge is unrelated to relevant literature.	
<i>Methods: Ability to design and implement an appropriate collection and analysis of data.</i>	Data interpretation is appropriate and creatively uses correct methods; identifies weaknesses in interpretation; shows strong critical thinking.	Data interpretation is appropriate and mainly uses correct methods; identifies some weaknesses in interpretation; some critical thinking.	Data interpretation is marginally appropriate; limited use of correct methods; identifies no weaknesses in interpretation; limited critical thinking.	Data interpretation is inappropriate and/or uses incorrect methods; identifies no weaknesses in interpretation; absence of critical thinking.	
<i>Findings: Ability to draw reasoned conclusions from a body of knowledge</i>	Superior, accurate, and engaging reasoning; conclusions/recommendations clearly based on outcomes.	Good reasoning; conclusions/recommendations appear to be based on outcomes.	Relevant discussion missing; conclusions/recommendations not entirely supported by findings/outcomes.	Little discussion of project findings/outcomes; poor grasp of material; conclusions not supported.	
<i>Creativity: Imagination and originality of thought</i>	Very creative project with new and innovative ideas.	Project is creative, includes some innovative ideas.	Project is somewhat creative; obvious innovations missed.	Project lacks creativity.	
<i>Mechanics: Grammar, spelling, and formatting</i>	No grammatical or spelling errors, formatting consistently follows department standards.	A few problems with grammar and spelling, minor issues with formatting.	Consistent problems with grammar, spelling, or formatting.	Significant problems with grammar, spelling, or formatting	
<i>Relevance: Application to planning practice</i>	Report has clear application to planning practice.	Report has some application to planning practice.	Project has weak application to planning practice.	Report has no application to planning practice.	

**28 Maximum Points** (check box):  **High Pass (26-28 pts.)**  **Pass (15-25 pts.)**  **Fail (7-14 POINTS)**

WRITTEN REPORT,  
**TOTAL SCORE:**

**ORAL PRESENTATION**

Assessment criteria	4 - Exceptional	3 - Strong	2 - Marginal	1 - Unacceptable	Score
<i>Organization</i>	Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Information is presented in logical sequence which audience can follow.	Audience has difficulty following presentation because the presentation lacks clear transitions.	Audience cannot understand presentation because there is no sequence of information.	
<i>Speaking Skills</i>	Uses a clear voice and speaks at a good pace so audience members can hear presentation. Does not read off slides or notes. Uses direct eye contact with audience.	Presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation. Consistent use of direct eye contact but reads partly from notes.	Presenter's voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing presentation. Minimal eye contact with audience, reads mainly from notes.	Presenter mumbles, talks very fast, and speaks too quietly for a majority of students to hear & understand. No eye contact with audience, presentation read entirely from notes.	
<i>Visual</i>	Excellent visuals that reinforce the message of the project. Slides are not text-heavy.	Appropriate visuals are used and explained by the speaker.	Visuals are used but not explained or put in context.	Little or no visuals, too much text on slides.	
<i>Subject knowledge</i>	Purpose of project is clearly articulated. Findings/project outcomes are applicable to planning practice.	Sufficient information with many good points made, some gaps in the information presented.	There is a great deal of information that is not clearly integrated or connected to the project.	Goal of project unclear, information included that does not support project conclusions.	

16 Maximum Points (check box):  High Pass (15-16 pts.)  Pass (9-14 pts.)  Fail (4-8 POINTS)

ORAL PRESENTATION,  
TOTAL SCORE:

EVALUATOR COMMENTS:

**Evaluation Summary**

REPORT (28 PTS, MAX.)	
ORAL (16 PTS, MAX.)	
TOTAL SCORE (44 PTS, MAX.)	

Total Score (check box):

High Pass (41-44 pts.)  Pass (24-39 pts.)  Fail (11-22 pts.)