<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>b.</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>c.</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>d.</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- **Work only touched the surface of the problem:**
  - This indicates that the student only partially addressed the problem.
- **Work answers the basic questions of the problem:**
  - This suggests that the student has a basic understanding of the problem.
- **Work has produced deeper insights into the problem:**
  - This indicates that the student has delved deeper into the problem.
- **Activity of the depth of the research:**
  - This likely refers to the level of detail or depth of the student's research.

**Amount of work done:**
- 14:
  - This could represent a high amount of work.
- 13:
  - Medium amount of work.
- 12:
  - Low amount of work.
- 11:
  - Minimal work.

**Work has been extended beyond the task:**
- 10:
  - Significant extension.
- 9:
  - Moderate extension.
- 8:
  - Minimal extension.
- 7:
  - Little to no extension.

**Work has been extended beyond the task:**
- 6:
  - Extensive extension.
- 5:
  - Moderate extension.
- 4:
  - Minimal extension.
- 3:
  - Little to no extension.

**The ability to form, initiate, and complete new and innovative research proposals:**
- 2:
  - Poor ability.
- 1:
  - Average ability.
- 0:
  - Excellent ability.

**Student has read one of the articles related:**
- 1:
  - Read one article.
- 0:
  - No reading done.

**Understanding how the project fits into the literature:**
- 1:
  - Good understanding.
- 0:
  - Poor understanding.

**Student has read the relevant material in the project and was informed of various methods:**
- 1:
  - Read material.
- 0:
  - No reading.

**Student can identify the strengths and weaknesses of the project:**
- 1:
  - Can identify strengths and weaknesses.
- 0:
  - Unable to identify strengths and weaknesses.

**Student able to analyze the project and understand the significance and implications of the relevant literature:**
- 1:
  - Analyzed project.
- 0:
  - No analysis.
<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Quality of Slides</td>
<td>5</td>
</tr>
<tr>
<td>Professional manner</td>
<td></td>
</tr>
<tr>
<td>McKenzie introduction presentation and prepared in a professional manner</td>
<td>2.5</td>
</tr>
<tr>
<td>Answering clearly</td>
<td>2.5</td>
</tr>
<tr>
<td>Student readily understood questions and</td>
<td></td>
</tr>
<tr>
<td>Students can answer questions, but some difficulty</td>
<td>1.5</td>
</tr>
<tr>
<td>Answered questions clearly and correctly</td>
<td>1</td>
</tr>
<tr>
<td>Students have difficulty understanding questions</td>
<td></td>
</tr>
<tr>
<td>Students may be confused, and some confusion exists</td>
<td>2</td>
</tr>
<tr>
<td>Grammar, usage, and use of slang are evident</td>
<td></td>
</tr>
<tr>
<td>True to topic</td>
<td></td>
</tr>
<tr>
<td>False in point organization: Speaker jumps around from</td>
<td>6</td>
</tr>
<tr>
<td>Listen can follow and understand the presentation</td>
<td></td>
</tr>
<tr>
<td>Below the conclusion: Reading is dismissed for the audience</td>
<td>2</td>
</tr>
<tr>
<td>Presentation is clear, logical, and organized. Listen can follow and</td>
<td></td>
</tr>
<tr>
<td>Overall Score</td>
<td></td>
</tr>
</tbody>
</table>

Assessment of Student Academic Achievement Objectives

W.E. M. in Chemical Engineering Program

Date of Report: 8/28/2004