

Student-Led Lecture Evaluation Rubrics

This rubric is used by both the instructor/TA and peer students during each student-led lecture. Complete the evaluation during the final five minutes of the presentation.

Complete this form during the final five minutes of each student-led lecture. Select exactly one level (1–5) for each criterion. The instructor will compute the final score from these criteria; there is no separate overall rating.

Criterion	1	2	3	4	5
1. Scientific Landscape	☐	☐	☐	☐	☐
2. Paradigm Analysis for the Target Domain	☐	☐	☐	☐	☐
3. Technical Depth	☐	☐	☐	☐	☐
4. Organization & Pedagogy	☐	☐	☐	☐	☐
5. Evidence & Credibility	☐	☐	☐	☐	☐

Optional Feedback

Strongest aspect:

Highest-priority improvement:

☐ I would recommend this lecture as an exemplar for future student-led lectures.

Rubric Descriptions

Levels: 1 = Poor 2 = Needs Improvement 3 = Good 4 = Very Good 5 = Excellent

1. Scientific Landscape

- 1: Mostly paper-by-paper presentation.
- 3: Presents a coherent roadmap of the research area, including its major challenges and representative directions.
- 5: Constructs a clear scientific landscape explaining how the literature fits together, highlighting major trends, trade-offs, and open questions.

2. Paradigm Analysis for the Target Domain

- 1: Little connection between the target domain and the course paradigms.
- 3: Compares representative paradigms and discusses their roles in the target domain.
- 5: Provides a compelling analysis of why different paradigms (AR, EBM, Diffusion, FM, etc.) succeed or fail for the target domain, revealing their strengths, limitations, and trade-offs.

3. Technical Depth

- 1: Mostly descriptive; technical ideas are largely skipped.
- 3: Explains the main technical ideas behind representative methods.
- 5: Clearly explains the technical core, assumptions, and design rationale of representative methods so the audience understands how they work.

4. Organization & Pedagogy

- 1: Difficult to follow.
- 3: Clear storyline and explanations.
- 5: Excellent narrative, pacing, examples, and teaching quality.

5. Evidence & Credibility

- 1: Important unsupported assertions.
- 3: Most claims supported.
- 5: Every major claim is supported by evidence or clearly identified as the presenter's interpretation.