

Student Evaluation Form – (circle one) **Special Committee meeting** **A-Exam** **B-Exam**

Date _____ Student name _____

Evaluator name _____

Please fill out and return a copy to the DGS within one week of the meeting or exam date.

Graduate Education Outcomes – To what extent the student is able to:	Score (1-4)	1 (Unacceptable)	2 (Fair)	3 (Very Good)	4 (Outstanding)
demonstrate knowledge of seminal and current research advances for the major and minor program areas of study (fill in the concentrations) Major - _____ Minor- _____ Minor - _____	_____ _____ _____	Gaps in basic knowledge. Does not understand basic concepts, processes, or conventions of the discipline. Does not understand or misses relevant literature. Misrepresents or misuses sources.	Displays a basic understanding of the field. Knowledge of the literature is adequate but not critical.	Displays a solid understanding of the field. Uses appropriate, standard theory, methods and techniques. Some exploration of interesting issues and connections.	Demonstrates thorough mastery as well as creativity in drawing on multiple sources. Synthetic and interdisciplinary. Demonstrates a deep understanding of relevant literatures.
show effective oral communication skills.	_____	Argument is weak, inconsistent, contradictory, unconvincing or invalid.	Provides solid, expected answers. Clear and coherent.	Gives a solid argument with novel or fresh insights. Original with clear and coherent details.	Compelling, exciting, and persuasive. Has a point of view and a confident, independent, authoritative voice.
respond adequately to questions posed about: Thesis research area _____ Major program area _____ Minor program area(s) _____ Field of PPPMB..... _____	_____ _____ _____ _____	Unable to articulate an argument.	Provides a coherent response with some logic gaps or inconsistencies.	Shows understanding and mastery of subject matter.	Exhibits mature, independent thinking. Demonstrates command and authority over the material.
display effective written communication skills. (as determined by thesis research proposal)	_____	Academic writing lacks structure and organization. Writing has extensive spelling and grammatical errors.	Writing is adequate. Structure and organization are weak but sufficient.	Well written and well organized.	Concise, elegant, engaging, interesting, sophisticated, and original. Connects components seamlessly.
effectively frame or communicate their current thesis research project.	_____	No independent research. Question or problem is trivial, weak, unoriginal, or previously solved.	Demonstrates competence but is not very original or significant. Displays little creativity, imagination, or insight.	Has a compelling question or problem. Argument is strong, comprehensive, and coherent. Has some original ideas, insights, and observations.	Argument is focused, logical, rigorous, and sustained. Proposed project is original, ambitious, creative, significant, and thoughtful. Asks new questions or addresses an important question or problem.

Structured Observation (Thesis research Review)

- To what extent is the student making an original and substantial contribution to the discipline?
- To what extent has the student demonstrated advanced research skills?
- To what extent has the student kept abreast of current advances within the field and research related areas?
- To what extent does the student listen to and receive feedback effectively?