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| --- | --- |
| **Program Name:** | **Date:** |
| **Student Name:** | **University ID:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Rating Scale and Explanations** | | | | | **Score** |
| **(1-3) Unacceptable** | **(4-6) Poor** | **(7-10) Average** | **(11-13) Very Good** | **(14-15)Exceptional** |  |
| **Knowledge of the** | Error(s) in exposition | Minor errors, | Adequate and | Good coverage and | Thorough review and |  |
| **discipline** | of the field and/or | omissions, and/or | accurate | synthesis of key | excellent synthesis of |
| omission of key source(s) | lack of synthesis | exposition of  key sources | sources plus  additional relevant | sources, including  some obscure but |
|  |  |  |  | material  Adapted from University of Miami | relevant ones |
| **Appropriate** | Errors in | Minor methodological | Methodology applied | Methodology applied | Mastery of finer |  |
| **methodology** | methodology  selection and/or use | errors and/or  omissions | correctly and  adequately; | correctly, explained  clearly, and | points  of methodology plus |
|  |  |  | appropriate | documented well | elegant application |
|  |  |  | documentation |  | and/or supplementary |
| **Application of** | Discipline and | Some links to | Adequate connection | Clear exposition of | Insightful references |  |
| **Knowledge and** | methodology not | discipline | between knowledge | relationship of | to |
| **Methodology to** | referenced/applied | knowledge and | of discipline and | disciplinary | sources and |
| **original research** | well | methodology but not | use of methodology | knowledge and | application of |
| **topic** |  | clearly integrated with | and research | methodology to | methodology to |
| **Critical thinking** | Muddled  presentation | Reasoning  sometimes | Adequate reasoning,  explanation of | Clear reasoning with  organized | Clear and organized  argument that |  |
|  | with errors in | confused, simplistic, | assumptions, and | presentation of | represents sound, |
|  | reasoning and/or | and/or not clearly | supporting | evidence, | original, and |
|  | without much | explained | evidence | assumptions, and | complex thought |
| **Effective written** | Writing generally | Writing sometimes | Writing clear, | Writing generally | Elegant writing with |  |
| **communication** | unclear, with  consistent errors | unclear with  weak | concise,  and organized, with | error-  free with clear | fully developed  arguments, clear |
|  | and/or poor | organization | minor or no | organization and | organization, and |
|  | organization | and/or | grammatical errors | depth | correct grammar |
| **Effective oral** | Presentation | Presentation | Presentation | Articulate | Elegant, confident, |  |
| **communication** | generally | sometimes | organized | presentation | and |
|  | unclear, with poor | unclear, with | to convey main | with clear | engaging presentation |
|  | organization | weak | points of | organization and | with clear |
|  | and/or marred by | organization, | thesis/dissertation | professional language | organization and flow |
|  | distracting | and/or some | clearly and without |  |  |
| **Time Management (4 points if adhered)** |  | | | | |  |
| **Submitted to a journal ( 6 points if submitted)** |  | | | | |  |

Comments: Total Score:  
  
  
  
Committee member name: signature: