**UNDERGRADUATE STUDENT THESIS**

**DEFENSE EVALUATION**

The attached evaluation tool (rubric) is designed to assist in the evaluation of students’ ability to successfully prepare and defend their graduate research. Evaluation of a thesis/dissertation and its defense can be an integral part of graduate student learning outcomes assessment conducted by graduate programs. It is applicable to all programs that have a thesis or dissertation requirement.

This evaluation tool will:

* provide students, prior to their defense, with a clear understanding of the elements of their written thesis/dissertation and its defense deemed most important to the defense committee
* provide multiple perspectives on students’ ability to successfully prepare and defend their research and engage in cogent discourse about their chosen field of study
* encourage conversations among departmental colleagues about improving graduate student learning outcomes and assessment
* serve as a potential source of program-level data on the accomplishment of the program’s learning outcome objectives, for submission as part of an assessment report

**Student ID:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date of Defens**e: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Criteria** | | **4=Exceptional** | | **3=Strong** | **2=Marginal** | | | **1=Unacceptable** | **N/A** | | **Score** | | |
| **PART I: Written Defense Draft** | | | | | | | | | | | | | |
| 1. Mastery of fundamental knowledge in the field | | Consistently applies fundamental and advanced concepts to topics in subject area. | | Frequently applies fundamental and some advanced concepts to topics in subject area. | Somewhat applies fundamental concepts to topics in subject area. | | | Does not apply fundamental concepts to topics in subject area. |  | |  | | |
| 2. Ability to access and integrate information into a cohesive overview of current knowledge; ability to critically evaluate the meaning, value, and contribution of published literature in the field | | Command and understanding of the current research literature in the field. | | Relates and understands the current research literature in the field. | Aware of the research literature in the field. | | | Knowledge is unrelated to the current research literature in the field. |  | |  | | |
| 3. Imagination and originality of thought | | Problem/purpose of study very creative or original with new and innovative ideas;  Explored original topic and discovered new outcomes. | | Problem/purpose of study original  or creative; Design/approach  appropriate or innovative. | Problem/purpose of study moderately  original or creative; Design/ approach moderately appropriate  or innovative. | | | Problem/purpose of study lacked  creativity or not new; Duplication of previous  work. |  | |  | | |
| 4. Ability to design and implement an appropriate collection and analysis of data or ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist | Data interpretation is appropriate and creatively uses correct methodology; identifies weaknesses in interpretation; Demon-strates a an advanced ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist | | Data interpretation is appropriate and uses many correct methodology; identifies some weaknesses in interpretation  Demonstrates a an ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist | | | Data interpretation is appropriate and uses limited number of correct methodology; identifies no weaknesses in interpretation  Demonstrates a an limited ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist | Data interpretation is inappropriate and/or uses incorrect methodology; identifies no weaknesses in interpretation  Demonstrates a lack of ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist | | |  | |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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| 5. Ability to draw reasoned conclusions from a body of knowledge | | Discussion was superior, accurate, and engaging; Conclusions/summaries and recommendations appropriate and clearly based on outcomes. | | Discussion sufficient and with few errors; Greater foundation needed from past work in area; Conclusions/summary based on outcomes and appropriate, included some recommendations. | | Major topics or concepts inaccurately described; Considerable relevant discussion missing; Conclusions/summary not entirely supported by findings/outcomes. | | Little discussion of project findings/outcomes; Displayed poor grasp of material; Conclusion/ summary not supported by findings/outcomes. | |  | |  | |
| 6. Impact of research on the field | | Thesis or dissertation is very relevant or  has significant importance/  authenticity to field and  will make an important  contribution to field. | | Thesis or dissertation has fair relevance or  significance/authenticity to field and will make a good contribution to field. | | Thesis or dissertation only moderate relevance  or significance/authenticity to field and will make a nominal contribution to field. | | Thesis or dissertation has little relevance  or significance/authenticity  to field and will make little contribution to field. | |  | |  | |

Oral defense Checklist

Content

*Does the student appropriately and effectively exhibit or use the following:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Yes (2) | Sometimes (1) | No (0) | Total |
| Accurately answer questions |  |  |  |  |
| Clarifies concerns in written document (if NA answer yes) |  |  |  |  |
| Recovers from anxiety |  |  |  |  |
| Demonstrates knowledge of the content area |  |  |  |  |
| total | | | |  |

Presentation and delivery: Oral components

*Does the student appropriately and effectively exhibit or use the following:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Yes (2) | Sometimes (1) | No (0) | Total |
| Eye contact |  |  |  |  |
| Facial expressions |  |  |  |  |
| Gestures/movement |  |  |  |  |
| Appropriate word choice |  |  |  |  |
| Proper pronunciation |  |  |  |  |
| Vocal variety |  |  |  |  |
| Self-confidence |  |  |  |  |
| Professionalism |  |  |  |  |
| Enthusiasm |  |  |  |  |
| Timing/pace |  |  |  |  |
| total | | | |  |

Presentation and delivery: Visual components

*Are the visual aids (Power point slides, handouts..)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Yes (2) | Sometimes (1) | No (0) | Total |
| Well organized |  |  |  |  |
| Clear and readable |  |  |  |  |
| Free of mechanical and grammatical errors |  |  |  |  |
| Relevant and meaningful |  |  |  |  |
| Appropriately cited |  |  |  |  |
| Enhance overall presentation |  |  |  |  |
| total | | | |  |

*Overall total:\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**SCORING:**

1. **WRITTEN DEFENSE DRAFT:**

**Total AC**

**------------------ X 100**

**24**

1. **ORAL DEFENSE CHECKLIST:**

**Total AC**

**------------------ X 100**

**40**