ASSESSMENT OF THESIS RUBRIC* (LEARNER OUTCOME 2)

Criteria	Far Exceeds Expectations (5)	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Does Not Meet Expectations (1)	Score
ORGANIZATION/ DEVELOPMENT OF IDEAS	Exceptionally clear, logical and well organized; excellent transition among ideas.	Generally clear, logical, and organized; good transition among ideas.	Mostly clear, logical, and organized; adequate transitions among ideas; one or two minor points may be confusing.	Somewhat clear, logical approach; poor development of ideas; confusing, inconsistent text; several major points confusing.	Lacks clear, logical approach; weak development of ideas; difficult to follow and understand.	
LITERATURE/ PREVIOUS WORK/ REFERENCES	Extensive literature review; excellent synthesis of previous research to formulate rationale for thesis project; excellent format and inclusion of references in text.	Good literature review and inclusion of appropriate citations; good synthesis of previous research to formulate rationale for thesis project; good format and inclusion of references in text.	Appropriate literature review; acceptable inclusion of citations and synthesis of previous research; format and inclusion of references in text is acceptable.	Poor literature review; many current citations not included; weak synthesis of previous research to justify project goals; inconsistent format and inclusion of references.	Literature inconsistent and missing key, current citations; poor choice of citations; rationale for research not justified by literature review.	
METHODOLOGY/ DATA ANALYSIS/ RESULTS	Methodology well detailed and defined; excellent use and explanation of data analysis; excellent presentation of results in figures; excellent explanation of research results.	Methodology adequately detailed and defined; appropriate use and explanation of data analysis; research results clearly presented in figures and explained.	Methodology acceptable and appropriate; data analysis acceptable; appropriate figures and explanation of research results.	Methodology inconsistent and not clearly defined; data analysis unclear and difficult to understand; poor selection of analysis tools; incomplete figures and/or explanation of research results.	Methodology incomplete; research could not be duplicated; data analysis inappropriate; poor presentation of results in figures; poor explanation of research results.	
MECHANICS (grammar, spelling, etc.) and QUALITY OF WRITING	Complete sentences; no grammar or spelling errors; narrative written at a professional level.	Good sentence development; only a few spelling or grammar errors; narrative well organized and easy to read.	A few incomplete sentences; occasional spelling and/or grammar errors; narrative generally easy to read.	Frequent incomplete sentences; numerous grammar or spelling errors; narrative does not flow well.	Poor sentence structure; numerous grammar and spelling errors; narrative difficult to follow.	
This rubric will be used to evaluate the student's ability to plan original research (Organization/Development of Ideas, Literature/Previous Work/References), perform research (Methodology/Data Analysis/Results), and compose a clearly written thesis (Organization/Development of Ideas, and Mechanics and Quality of Writing) in a scientifically sound manner (Literature/Previous Work/References, and Methodology/Data Analysis/Results).						

MASTERY OF THESIS AND FIELD OF STUDY RUBRIC* (LEARNER OUTCOME 3)

Criteria	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Score
BREADTH OF KNOWLEDGE RELEVANT TO THESIS	Student demonstrated a wide breadth of knowledge of thesis, with a clear knowledge of literature review, methodology, data analysis, and data interpretation.	Student demonstrated an above average knowledge of thesis, and was able to easily discuss previous research, her/his research, etc.	Student demonstrated an average breadth of knowledge of thesis; demonstrated an average understanding of her/his literature review.	Student demonstrated a narrow breadth of knowledge of thesis; her/his understanding of the literature review was vague.	Student did not demonstrate basic knowledge of thesis and/or of appropriate literature.	
APPLICABILITY OF THESIS	Student demonstrated a clear ability to apply her/his research to science, the general public, the enduser, etc.; student was able to generate appropriate ideas to continue and expand research to improve its usefulness or to expand scientific knowledge about the subject.	Student demonstrated an above average ability to apply her/his research to science, the general public, the enduser, etc.; student was able to generate ideas to continue and expand research to improve its usefulness or to expand scientific knowledge.	Student demonstrated an average ability to apply her/his research; student provided basic ideas to support continued research.	Student demonstrated a limited ability to apply her/his research to science, the general public, the enduser, etc.	Student did not demonstrate an ability to apply her/his research to science, the general public, the enduser, etc.	
GENERAL KNOWLEDGE OF FIELD OF STUDY	Student demonstrated a wide breadth of knowledge of her/his field of study.	Student demonstrated an above average breadth of knowledge of her/his field of study.	Student demonstrated an average breadth of knowledge of her/his field of study.	Student demonstrated a limited breadth of knowledge of her/his field of study.	Student did not demonstrate breadth of knowledge of her/his field of study.	

This rubric will be used to evaluate the student's knowledge related to her/his thesis (Breadth of Knowledge Relevant to Thesis and Applicability of Thesis) and her/his understanding of the appropriate field of study (General Knowledge of Field of Study).