

### Assessment Rubric for Graduate Thesis Seminar

NAME:

DATE:

Criterion	Developing 3	Accomplished 4	Exemplary 5	Prof Rating
1 Introductory Matters: Title and Abstract  Weight = 1	Title or abstract lacks relevance or fails to offer appropriate details about the educational issue, variables, context, or methods of the project.	Title and abstract are relevant, offering details about the research project.	Title and abstract are informative, succinct, and offer specific details about the educational issue, variables, context, and proposed methods of the study.	/5
2 Introduction: Problem, Significance, & Purpose of the Study  Weight = 3	Research issue is identified, but statement is too broad or fails to establish the importance of the problem. The research purpose, questions, hypotheses, definitions or variables and controls are poorly formed, ambiguous, or not logically connected to the description of the problem. Unclear connections to the literature.	Identifies a relevant research issue. Research questions are succinctly stated, connected to the research issue, and supported by the literature. Variables and controls have been identified and described. Connections are established with the literature.	Presents a significant research problem related to the chemical sciences. Articulates clear, reasonable research questions given the purpose, design, and methods of the project. All variables and controls have been appropriately defined. Proposals are clearly supported from the research and theoretical literature. All elements are mutually supportive.	/15
3 Literature Review  Weight = 3	A key component was not connected to the research literature. Selected literature was from unreliable sources. Literary supports were vague or ambiguous.	Key research components were connected to relevant, reliable theoretical and research literature.	Narrative integrates critical and logical details from the peer-reviewed theoretical and research literature. Each key research component is grounded to the literature. Attention is given to different perspectives, threats to validity, and opinion vs. evidence.	/15
4 Methods: Research Design  Weight = 3	The research design is confusing or incomplete given the research questions and strategy. Important limitations and assumptions have not been identified.	The research design has been identified and described in sufficiently detailed terms. Some limitations and assumptions have been identified.	The purpose, questions, and design are mutually supportive and coherent. Attention has been given to eliminating alternative explanations and controlling extraneous variables. Appropriate and important limitations and assumptions have been clearly stated.	/15
5 Methods: Instruments  Weight = 2	Description of the instruments and techniques were confusing, incomplete, or lacked relevance to the research questions and variables.	Instruments and observation protocols were identified by name and described.	Descriptions of instruments and techniques included protocols and replications. Evidence of the validity and reliability was presented.	/10
6 Methods: Procedures  Weight = 3	Procedures were confusing, incomplete, or lacked relevance to purpose, research questions, or sampling strategy.	Procedures for project were identified and described in an appropriate fashion.	Procedures were thorough, coherent, and powerful for generating valid and reliable data. Procedures were replicable.	/15
7 Methods: Data Analysis  Weight = 1	Descriptive or statistical methods were confusing, incomplete or lacked relevance to the research questions, data, or research design.	Both descriptive and statistical methods were identified. Level of significance was stated.	Analytical methods were sufficiently specific, clear, and appropriate for the research questions.	/5

8	Oral Presentation Delivery Weight = 2	Has little eye contact; reads extensively from notes and/or reports. Extensive memorization. Stiff and/or rote delivery. Displays excessive nervousness.	Some eye contact; sufficient understanding of the topic; some reference to notes or evidence of memorization.	Engaging; has excellent eye contact; demonstrates considerable understanding of the topic by speaking to the audience with infrequent references to notes. Calm and relaxed delivery.	/10
9	Slide Show Layout and Presentation Weight = 1	Poorly organized. Not appealing to the eye. Too many extras (e.g. transitions) Message not the most important characteristic.	Spoken and visual presentation mostly integrated. Organization apparent and appealing.	Effectively integrates spoken and visual presentation. A high degree of originality, organization and eye appeal.	/5
10	Professionalism Weight = 1	Joked during the presentation. Used inappropriate sound and slide effects to make the presentation appear flashy. Dressed poorly for a formal presentation. Did not appear to take the assignment seriously.	Used humor rarely and appropriately. Used sound and slide effects rarely and appropriately. Dressed casually. Took the assignment seriously.	Used humor rarely and appropriately. Used sound and slide effects rarely and appropriately. Dressed as a professional would dress. Obvious that this student took the presentation as an extremely important step in their professional career.	/5

Total: \_\_\_\_ / 100

**Comments:**

**Recommendation (check one):**

\_\_\_\_\_ Presentation was satisfactory and I recommend the above score for the overall grade.

\_\_\_\_\_ Presentation is not satisfactory and must be repeated.