

# THESIS STUDENT ASSESSMENT

The following information is needed for on-line data entry at  
<http://bio.wcupa.edu/biology>

## I. Evaluation of Oral Communication Skills – BIO 610 Presentation

Student: \_\_\_\_\_

Faculty advisor: \_\_\_\_\_

Semester: \_\_\_\_\_

Members of the Committee: \_\_\_\_\_

Title of Presentation: \_\_\_\_\_

### 1. Organization

Introduction sets up the talk?

Logical Sequence of ideas/information? \_\_\_\_\_

Smooth transitions between major points? (Score as 1-10, to nearest 0.5)

Summary of main points at the end?

### 2. Content

Shows good understanding of background material?

Able to explain data and answer questions? \_\_\_\_\_

Data are clear and easy to follow? (Score as 1-10, to nearest 0.5)

Full bibliography/credits?

### 3. Delivery

Made eye contact with the audience?

Audible? Acceptable pace? \_\_\_\_\_

Adherence to time limit? (Score as 1-10, to nearest 0.5)

Spoke, did not read or recite material?

### 4. Overall

On a scale of 1-10 (to the nearest 0.5), evaluate the overall performance in terms of ability shown in Oral Communication. Please refer to the **Score Distribution** on the following page (Evaluation of Writing Skills).

**Score:** \_\_\_\_\_

**Signatures of committee members:** \_\_\_\_\_

\_\_\_\_\_

## II. Evaluation of Writing Skills – Thesis Paper

Student: \_\_\_\_\_

Faculty advisor: \_\_\_\_\_

Semester: \_\_\_\_\_

Title of Paper: \_\_\_\_\_

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### 1. **First draft**

Organization (logical sequence of ideas/information)

Style (clarity, syntax)

Grammar/Spelling

**Score:** \_\_\_\_\_

Summarize writing skills, on a scale of 1-10 (to the nearest 0.5)

### 2. **Final Draft**

Organization (logical sequence of ideas/information)

Style (clarity, syntax)

Grammar/Spelling

**Score:** \_\_\_\_\_

Summarize writing skills, on a scale of 1-10 (to the nearest 0.5)

### SCORE DISTRIBUTION

Student performances are in oral and written communication are evaluated and rated from 1-10, to the nearest half integer. Numerical scores DO NOT correlate to letter grades of A, B, C, or F. Guidelines for the ratings are as follows.

**0-6.5:** reflects varying levels of unsatisfactory performance. These scores should never be seen in an acceptable written or oral presentation. They will most often be used in the advisor's evaluation of the initial written draft. Reasons for these scores would be poor quality references, numerous grammatical/spelling errors, misuse of statistical analyses, improper formatting, or poor quality tables, graphs, charts, or figures.

**7-7.5:** indicates a minimally acceptable (fair) passing performance. For written papers this might be given for poor quality references, numerous grammatical or spelling errors, poorly aligned graphs, tables, or charts, or not following the style and format that were requested.

**8-8.5:** indicates a good to very good performance, but not an excellent or superior one.

**9-10:** indicates an excellent or superior performance. A rating of 10 indicates perfection, and should rarely if ever be used. A rating of 9.5 indicates that the student could submit the paper to a prestigious journal, or give the oral presentation at a national meeting. A rating of 9.0 indicates that the student is above average for all students that the advisor/committee have seen.

Faculty advisor signature: \_\_\_\_\_

### III. Evaluation of Information Literacy – Thesis

Student: \_\_\_\_\_

Faculty advisor: \_\_\_\_\_

Semester: \_\_\_\_\_

Each of the 4 components of overall information below is evaluated on a scale of 1-10 (to nearest 0.5), where:

1-6.5 reflects varying levels of unsatisfactory performance

7-7.5 reflects minimally acceptable (fair) performance

8-8.5 reflects good to very good performance

9-10 reflects excellent or superior performance

**1. Clarity of objectives \_\_\_\_\_**

The objectives of the paper are clearly stated, and the content is clearly consistent with the stated objectives

**2. Quantity and completeness of information sources \_\_\_\_\_**

The range of sources, including an adequate proportion of primary literature, and completeness in terms of the topic

**3. Synthesis of information sources \_\_\_\_\_**

The degree to which the information is integrated/synthesized and shaped to express the student's own "voice" (avoiding an approach that, for example, simply strings together a sequence of information sources)

**4. Adequate and complete citation of information sources \_\_\_\_\_**

Information presented with sufficient documentation to be able to locate the original source, both in the text of the paper and in the References. Papers that exhibit documented instances of plagiarism and thus a clear violation of ethical standards are given a zero.

**Information Literacy \_\_\_\_\_ (scale of 1-10, to nearest 0.5).**

The score integrates the 4 components above. Papers for which plagiarism has been documented are given a summary score of zero (0).

Faculty advisor signature: \_\_\_\_\_

#### **IV. Evaluation of Biological Knowledge, Technical Skills & Professional Development**

**Student:** \_\_\_\_\_

**Faculty advisor:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

##### **1. Biological Knowledge**

To the extent possible, and with reference to their thesis project, rank the student's biological knowledge on a scale of 1-10 (to the nearest 0.5) at the beginning of the thesis project.

**Score:** \_\_\_\_\_

To the extent possible, and with reference to their thesis project, rank the student's biological knowledge on a scale of 1-10 (to the nearest 0.5) at the end of the thesis project.

**Score:** \_\_\_\_\_

##### **2. Technical Skills**

With reference to the research conducted during the student's thesis project, rank the student on a scale of 1-10 (to the nearest 0.5) in terms of technical/laboratory/field skills.

**Score:** \_\_\_\_\_

##### **3. Professional Development (i.e., attendance at professional meetings)**

Did the student attend a professional meeting during their time in your lab? \_\_\_\_\_

If so, did the student give a presentation? Oral or Poster? \_\_\_\_\_

**Faculty advisor signature:** \_\_\_\_\_