



## **Honors Thesis Scoring Rubric**

Instructions: This form must be completed by thesis advisor and all committee members. The thesis advisor is to submit his/her completed form as well as those from the committee members via e-mail to <u>honors.program@ecsu.edu</u> no later than 7 business days after the student completed the oral thesis defense.

Student's Name: Thesis Advisor: Date of Oral Thesis Defense: Title of Thesis: Semester:  Spring  Fall Year:							
	1	2	3	4	5	Scor e	
Introduction and Statement of Problem	Fails to provide adequate context, rationale, purpose, and terms. Fails to provide adequate statement of research questions, hypothesis, significance, and limitations. Writing does not flow well,	Poor statement of context supporting rationale for proposed study, statement of why study is needed, statement of purpose, list of term. Poor statement of research questions, hypothesis, significance,	Adequate statement of context supporting rationale for proposed study, statement of why study is needed, statement of purpose, list of term. Adequate statement of research questions, hypothesis,	Provides clear context supporting rationale for proposed study; clear statement of why study is needed; clear purpose; comprehensive list of terms. Clear statement of research questions, hypothesis, significance, and	Provides clear context supporting rationale for proposed thesis; clear statement of why study is needed; clear purpose; comprehensive list of terms. Research questions, hypothesis, significance, and limitations		

comprehensive, nor does it use proper grammar and spelling.Grammar adequate.and limitations. grammar and spelling.writing that flow well: clear transitions.Critical proper grammar and spelling.Fails to provide empirical research design.Minimal review of the literature of the literatureAdequate review of the comprehensive. Uses proper grammar and spelling.Good review of relevant and comprise empirical sources. Good sources. Good droganization of diversity (e.g., gender, culture, religion, language, etc.), religion, language, etc. low of does it use proper transitions.Good writing selfing.Good writing selfing.Sources. Good sources. Good sources. Good diversity (e.g., gender, culture, religion, language, etc.), clear transitions.writing that flow swell, is clear, culture, religion, language, etc.) clear transitions.Bood is the biss dequate topic (e.g., gender, culture, religion, language, etc.) clear transitions.Provides pool statement of research design, sample, <br< th=""><th></th><th>is not clear,</th><th>and limitations</th><th>significance,</th><th>limitations. Well</th><th>clearly stated.</th></br<>		is not clear,	and limitations	significance,	limitations. Well	clearly stated.
Critical proper grammar and speling.structure adequate.Grammar and speling.proper grammar and speling.proper clear transitions.Critical Evaluation of tessarch based on organization is synthesis and organization is synthesis and organization is hased on limited the literature, information.Minimal review of the literature and ittle supporting topic.AdequateGood review of review of the transitions.Forough review of the iterature and synthesis and organization is synthesis and organization is synthesis and organization is thesis question. Which is clearly linked to the diversity (e.g., gender, culture, religion, linked to the thesis question. No mention of diversity (e.g., gender, culture, religion, linked to the is not clear, comprehensive, to well, is not clear, romore frammar and speling.Sources. Cool synthesis and organization of the literature, which is clearly linked to the thesis question. No mention of diversity (e.g., gender, culture, religion, linked to the is not clear, concise, comprehensive, comprehensive, concise, rom does it use proper reasitions.Good writing speling.Sources. Cool the site spectra the site spectra to the sit				-		•
nor does it use proper transitions. Poor use of proper grammar and spelling.adequate.structure adequate.and spelling.ind spelling.clear transitions. clear transitions.Critical Evaluation of LiteratureFails to provide empirical research symbesis and organization is information. There is little or por por linked to the limited information. There is little or por por information. There is little or por por linke to the its in ot clear, outpic, e.g. portion diversity (e.g., gender, culture, religion, li so to clear, outpic, e.g. por linked to the the sis question. which is clearly linked to the the heriterature, diversity (e.g., gender, culture, religion, li so to clear, linked to the the sis question. which is clearly linked to the the heriterature, diversity (e.g., gender, culture, religion, li so to clear, linked to the the sis question. writing which is linked to the the heriterature, diversity (e.g., gender, culture, religion, linked to the the writing, which is linked to the the line transe, gender, culture, religion, linked to the the line culture, religion, linked to the the line culture, religion, linked to the the line culture, religion, linked to the the line cleart, linked to the the line culture, religion, linked to the the line culture, religion, linked to the the line cleart, linked to the the line culture, religion, linked to the linked to the diversity (e.g., grammar and spelling.sample, linked to the linked to the linked to the linked to the linked to the spelling.sample, linked to the linked to the linked to						
proper transitions. Poor use of proper grammar and spelling.Minimal review of the iteratureclear transitions. clear concise, and comprehensive. Uses proper grammar and spelling.clear transitions. clear transitions.clear concise, and comprehensive. Uses proper grammar and spelling.Critical Evaluation of toganization of immical organization is proser ink to be theres is and organization of limited the literature, which the literature, which is clearly information. There is litte or minimally links. the thesis question. Momention of diversity (e.g., gender, culture, religion, linguage, etc.).Minimal review concise, concise, question.Cood review of relow of the interature that is sources. Good synthesis and organization of diversity (e.g., gender, culture, religion, linked to the thesis question. Mining does nor flow well, is not flow well, is not clear, concise, comprehensive, ror does it use proper transitions.Minimal review of the literature, which the thesis question. diversity (e.g., gender, culture, religion, linked to the topic. concise, comprehensive, ror does it use proper transitions.Cond review of religion, linked to the the it literature, writing, which sources, concise, comprehensive, ror does it use proper grammar and spelling.Cond review of research design, sample, is not clear, topic.Cond review of the literature, religion, language, etc.).Cond review of research design, sample, sample, sample, sample, sample, sample, sample, sample, sample, sample, sample, sam						
Image: Poor use of proper grammar and spelling.Minimal review of the literature of the literature of the literature of the literature and organization of literature and organization is synthesis and organization of literature and organization is synthesis and organization of hesse question. No mention of diversity (e.g., gender, culture, religion, language, etc.)Adequate review of the relevant and empirical sources. Good synthesis and organization of literature that is clearly linked to the the literature, which is clearly which is clearly which is clearly linked to the the literature, which is clearly linked to the the literature, question. No mention of diversity (e.g., gender, culture, religion, lis not clear, linked to the topic. diversity (e.g., gender, culture, religion, language, etc.)Adequate religion, language, etc.) language, etc			adequate.			
Poor use of grammar and spelling.Minimal review of the literature and little empirical mention of sources. Foor synthesis and organization is based on limited the literature, which information. There is little or information. There is little or poor link to the thesis question. No mention of diversity (e.g., gender, culture, religion, language, etc.).Minimal or no review of the review of the interature, which it to the thesis question. Mention of diversity (e.g., gender, culture, religion, language, etc.).Good review of relevant and empirical sources. Good organization of the literature, which is clearly linked to the diversity (e.g., gender, culture, religion, language, etc.).Tomorugh review of relevant and empirical sources. Good organization of diversity (e.g., gender, culture, religion, language, etc.).Tomorugh review of relevant and empirical sources. Good organization of diversity (e.g., gender, culture, religion, language, etc.).Tomorugh review of research diversity (e.g., gender, culture, religion, language, etc.).Comprehensive, romorus romorus romorus romorus romores romores romores romores romores romores research design, sample, instruments, and/or suments, and/or search design, and/or grammar and spelling, etc.).Cond research design, sample, instruments, and/sis and procedures.Cond research design, sample, instruments, and/sis and procedures with and/sis and procedures.Conder lead research design, sample, instruments, and/sis, and procedures.Conder lead research desi				adequate.	cical transitions.	
proper grammar and spelling.Minimal review of the literature of the literature of the literature and little mention of LiteratureAdequate review of the literature and empirical sources. Cool synthesis and organization of based on organization on minimally links to mention of the literature, which minimally links to mention of the literature, which minimally links it to the thesis question. No mention of diversity (e.g., religion, language, etc.).Good review of relevant and empirical sources. Good synthesis and organization of the literature, which minimally links it to the thesis question. No mention of diversity (e.g., gender, culture, religion, language, etc.).Adequate empirical sources. Cool synthesis and organization of diversity (e.g., gender, culture, religion, language, etc.).Good review of relevant and empirical sources. Good synthesis and organization of diversity (e.g., gender, culture, religion, language, etc.).Cook relevant and empirical sources. Cook synthesis and diversity (e.g., gender, culture, religion, language, etc.).Cook relevant and empirical sources. Cook synthesis and diversity issues profer nor dow well, source, concise, comprehensive, proper ror dow well, see for proper ror dows it use proper ror dows it use proper ror dows it use proper research design, sample, and/or search design, sample, and/or search design, sample, and/or search design, sample, concise, concise, concise, procedures.Provides poor research design, sample, sample, analysis, and procedures with <b< th=""><th></th><th></th><th></th><th></th><th></th><th></th></b<>						
grammar and spelling.Fails to provide of the literature and little and little and little and little research timinally linksAdequate review of the literature and empirical sources. Good synthesis and organization is synthesis and organization is based on limited the literature, which There is little or limited the literature, which mention of diversity (e.g., gender, culture, religion, language, etc.).Good review of relevant and empirical sources. Good synthesis and organization of the literature, which is clearly linked to the thesis question. No mention of diversity (e.g., gender, culture, religion, language, etc.).Good review of relevant and empirical sources. Good synthesis and organization of the literature, which is in the field. clearly linked to the thesis question. No mention of diversity (e.g., gender, culture, religion, language, etc.).Thore is literature, which is in the field. clearly linked to the thesis question. Writing does not flow well, is not clear, in to thesis uses proper transitions.Good review of relevant and empirical sources. Good synthesis and organization of diversity issues literature that is clear, concise, and for well, is not clear, nor does it use proper transitions.Good review of relevant and sources. Good synthesis and organization of diversity issues instruments, and/or sample, instruments, and/or search design, sample, instruments, and/ysis, and procedures. No mention of tatement of research design, sample, sample, instruments, and/ysis, and procedures with ingreger of vagueness.Good						
spelling.Spelling.Spelling.Spelling.Critical Evaluation of Literature automation of LiteratureFails to provide of the literature organization of synthesis and sources. Cod synthesis and organization of based on based on organization.Adequate review of the literature and empirical sources. God synthesis and organization of hinerd to the the literature, which his clearly information. No mention of diversity (e.g., gender, culture, religion, language, etc.).Good review of relevant and empirical sources. Good synthesis and organization of literature that is to its clearly linked to the thesis question. No mention of diversity (e.g., gender, culture, religion, language, etc.).Good review of relevant and empirical sources. Good synthesis and organization of literature that is topic (e.g., gender, culture, religion, language, etc.).Good review of relevant and empirical sources. Good synthesis and organization of literature that is topic (e.g., gender, culture, religion, language, etc.).Good review of relevant and empirical sources. Cood literature that is topic (e.g., gender, culture, religion, language, etc.).Good review of relevant and sources. Cood suttention to diversity issuesMaterials and MethodsFails to provide statement of research design, and/or procedures. sample, instruments, and/ysis and procedures.Provides poor research design, sample, analysis, and procedures.Provides poor research design, sample, instruments, analysis, and procedures with large degree of segnere, cultu						
Critical Evaluation of Evaluation of LiteratureFails to provide of the literature and little and little and little eresearch supporting synthesis and organization is based on limited information. No mention of diversity (e.g., religion. language, etc.).Adequate review of the review of the iterature and organization of thesis question. Mention of diversity (e.g., religion, language, etc.).Theore is fulle or religion, language, etc.).Theore is fulle or religion, is not clear, to rot clear, or does it use proper transitions.Theore is the or religion, is not clear, to rot low well, is not clear, to rot grammar and spelling.Theore is the or religion, language, etc.).Theore is the or religion, is not clear, to rot low well, is not clear, to rot clear, to nor does it use proper transitions.Theore is the or religion, language, etc.).Theore is the religion, language, etc.).Theore is the religion, language, etc.).Theore is the religion, language, etc.).The or religion, language, etc.).The or religion, lang		0				
Critical Evaluation of Evaluation of LiteratureFails to provide empirical supporting toganization of based on limited information. There is little or poor link to the diversity (e.g., gender, culture, religion, language, etc.).Materials and spelling.Good review of relevant and empirical sources. Good synthesis and organization of the literature and sources. Good synthesis and organization of the literature, which the literature, which minimally links it to the thesis question. No mention of diversity (e.g., gender, culture, religion, language, etc.).Good review of relevant and empirical sources. Good synthesis and organization of thesis question. thesis question. No mention of diversity (e.g., gender, culture, religion, language, etc.).Thorough review of empirical sources. Good synthesis and organization of thesis question. Minimal or no metion of language, etc.).Thorough review of empirical sources. Comprehensive, not flow well, is not clear, concise, comprehensive, nor does it use proper grammar and spelling.Materials and spelling.Thorough review of the literature and spelling and has clear, concise, comprehensive, nor does it use proper grammar and spelling.Thorough review of the literature and spelling and has clear, concise, comprehensive, nor does it use proper grammar and spelling.Thorough review of the literature, and systiand procedures with spelling and has clear, concise, grammar and spelling and has clear concise, and/s spelling, clear transitions.Thorough review of the literature a		spennig.				
Evaluation of Literatureempirical and little and little <th>Critical</th> <th>Fails to provide</th> <th>Minimal review</th> <th>Adequate</th> <th>Good review of</th> <th></th>	Critical	Fails to provide	Minimal review	Adequate	Good review of	
Literatureresearch supporting topic.and little mention of 				-		-
Literaturesupporting topic.mention of empirical synthesis and 		-				
Iopic. Synthesis and organization is synthesis and organization is synthesis and organization of limited information.empirical sources. Poor synthesis and organization of the literature, which linked to the heisis question. No mention of diversity (e.g., ender, culture, religion, language, etc.).sources, cling sources, cling surthesis and organization of diversity (e.g., gender, culture, religion, language, etc.).sources, cling sources, cling surthesis question. diversity (e.g., gender, culture, religion, language, etc.).sources, cling sources, cling surthesis question. diversity (e.g., gender, culture, religion, language, etc.).sources, cling organization of diversity (e.g., gender, culture, religion, language, etc.).Materials and MethodsFails to provide tatement of research design, and/se pelling.sources, cling organization of diversity (e.g., to the sub- language, etc.).sources, cling organization of diversity (e.g., to the sub- propersources, cling organization of diversity (e.g., to the sub- diversity (e.g., to concise, grammar and spelling.sources, cling organization of diversity (e.g., to the sub- to concise, to concise, grammar and spel	Literature				<u> </u>	
Synthesis and organization is organization is passed on limited information. There is little or minimally links information. There is little or minimally links it to the thesis question. No mention of diversity (e.g., gender, culture, religion, language, etc.). language, etc.). language, etc.). writing does not flow well, is not clear, consise, consise, consise, consise, romer to does it use proper mor does it use proper transitions.sources. Poor synthesis and the literature, which is clearly linked to the linked to the shills withing does not flow well, is not clear, consise, comprehensive, propersources. Poor synthesis and the the targuage, etc.). linked to the shills withing does not flow well, is not clear, consise, comprehensive, propersources. Poor synthesis and to the thesis question. diversity (e.g., gender, culture, religion, language, etc.). to the sin to clear, consise, consise, comprehensive, propersources. Poor is not clear, consise, comprehensive, propersources and comprehensive, comprehensive, research design, sample, instruments, and/or proceduressources. Poor to diversity (e.g., grammar and spelling.sources. Provides poor statement of research design, sample, instruments, and/or procedures with No mention of larguage, ctc.)synthesis and the literature, which is clearly linked to the fows well, is clear, concise, and descriptive tatement of research design, sample, instruments, and/or procedures with No mention of diversity (e.g., gender, culture, research design, sample, instruments, and/or proce				<u> </u>		-
organization is based on limited information. There is little or poor link to the it to the their sure. No mention of diversity (e.g., gender, culture, religion, language, etc.).synthesis and thesis question. diversity (e.g., gender, culture, religion, language, etc.).interature that is clearly linked to thesis question. diversity (e.g., gender, culture, religion, language, etc.).interature that is clearly linked to thesis question. diversity (e.g., gender, culture, religion, language, etc.).in the field. Exemplary synthesis and organization of diversity (e.g., flow well, writing does not flow well, is not clear, concise, proper ron does it use proper proper proper proper grammar and spelling.is not clear, concise, concise, and comprehensive, comprehensive, proper grammar and spelling.Immat and spelling and has clear transitions.Interature that is clear, concise, and comprehensive, clear transitions.Provides research design, sample, instruments, analysis and procedures, vagueness.Interature that is clear transitions.Interature that is clear transitions.Interature that is clear, culture, research design, sample, instruments, analysis, and procedures, vagueness. <th></th> <th></th> <th>-</th> <th></th> <th></th> <th></th>			-			
based on limited information. There is little or poor link to the dissignestion of diversity (e.g., gender, culture, religion, not flow well, is not clear, concise, consi				•		
Imited information. There is little or poor link to the thesis question. No mention of diversity (e.g., gender, culture, religion, language, etc.). question. mention of diversity (e.g., gender, culture, religion, language, etc.), language, etc.), loftow well, is not clear, concise, nor does it use proper mor does it use proper grammar and spelling.thesis question. Some dequate writing which nor does it use proper transitions.thesis question. Some dequate writing which lows well, is clear, concise, and comprehensive. clear transitions.spelling and has clear transitions.spelling and has clear transitions.Materials and MethodsFails to provide statement of research design, and/or procedures.Provides poor statement of research design, analysis and procedures.Provides poor statement of research design, analysis and procedures with no mention of diversity (e.g., gender, culture, instruments, and/or procedures with no mention of diversity (e.g., gender, culture, instruments, analysis and procedures with no mention of diversity (e.g., gender, culture, instruments, analysis and procedures with <b< th=""><th></th><th></th><th>•</th><th></th><th></th><th></th></b<>			•			
Materials and MethodsFails to provide statement of research dsign, sample, instruments, and/or gredar, culture, religion,linked to the thesis question. question.Some attention to diversity (e.g., gender, culture, religion, language, etc.).organization of diversity (e.g., gender, culture, religion, language, etc.).linked to the thesis question.Some attention to diversity (e.g., gender, culture, religion, language, etc.).organization of literature that is topic (e.g., gender, culture, religion, language, etc.).organization of literature that is topic (e.g., gender, culture, religion, language, etc.).organization of diversity (e.g., gender, culture, religion, language, etc.).linked to the thesis topic.Some attention to diversity issues gender, culture, religion, language, etc.).organization of literature that is topic (e.g., gender, culture, religion, language, etc.).organization of literature that is topic (e.g., gender, culture, religion, language, etc.).instruments, and concise, concise, comprehensive, nor does it use properinstruments, and comprehensive, transitions.some attention to topic.organization of diversity (e.g., gender, culture, religion, language, etc.).organization of topic (e.g., gender, culture, religion, language, etc.).instruments, and/seconse, and spelling.instruments, and/seconse, and/seconse, statement of research design, analysis and procedures with No mention of diversity (e.g., and/or gender, culture, research design, analysis, and procedures with <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>						
Materials and MethodsThere is little or poor link to the the sis question. 				•		2
Materials and MethodsFails to provide statement of research design, sample, instruments, and/or procedures illinguage, etc.).Mention of diversity (e.g., gender, culture, linked to the diversity (e.g., gender, culture, linked to the comprehensive, nor does it use properMention of diversity (e.g., gender, culture, linked to the to procedures grammar and spelling.Mention of diversity (e.g., gender, culture, linked to the to procedures diversity (e.g., gender, culture, linked to the to flow well, is not clear, nor does it use properMention of diversity (e.g., gender, culture, to procedures transitions.Mention of diversity (e.g., gender, culture, topic. topic. topic. comprehensive, nor does it use properMention of diversity (e.g., topic. topic. comprehensive, comprehensive, transitions.Mention of diversity (e.g., topic. topic. topic. comprehensive, comprehensive, transitions.Mention of diversity (e.g., topic. topic. comprehensive, comprehensive, transitions.Mention of diversity (e.g., topic. topic. topic. comprehensive, topic. topic. transitions.Mention of diversity (e.g., topic. topic. topic. topic. topic. topic. topic. topic. topic.pertaining to the topic. top						
Materials and MethodsFails to provide grammar and spelling.Provides poor statement of research design, sample, instruments, and/or procedures with No mention of diversity (e.g., gender, culture, religion, language, etc.), to to clearly but not clearly linked to the topic.topic (e.g., gender, culture, religion, language, etc.), but not clearly but not clearly linked to the topic.topic (e.g., gender, culture, religion, language, etc.), but not clearly but not clearly linked to the topic.topic (e.g., gender, culture, religion, language, etc.), attention to diversity issues pertaining to flows well, is comprehensive, properto to clearly sis not clear, comprehensive, propertopic (e.g., gender, culture, religion, language, etc.).to thesis question.Materials and MethodsFails to provide statement of research design, and/or procedures with No mention of diversity (e.g., gender, culture, research design, and/or procedures with No mention of diversity (e.g., gender, culture, resersiton.Provides poor statement of research design, sample, instruments, analysis and procedures with No mention of diversity (e.g., gender, culture, research design, analysis, and procedures with No mention of diversity (e.g., gender, culture, research design, analysis, and procedures with No mention of diversity (e.g., gender, culture, research design, analysis, and procedures with No mention of diversity (e.g., gender, culture, religion, language, etc.).Provides poor research design, analysis, and procedures with some degree of vaguen			•			
No mention of diversity (e.g., gender, culture, religion, language, etc.).Minimal or no mention of diversity (e.g., gender, culture, religion, language, etc.).gender, culture, religion, language, etc.).question. Specific Good writing diversity issues topic.gender, culture, religion, language, etc.).question. Specific Good writing diversity issues topic.gender, culture, religion, language, etc.).question. Specific diversity issuesWriting does is not clear, comprehensive, nor does it use propernot flow well, ecomprehensive, ron does it use propernot dear, comprehensive, comor does it use propercomprehensive, ron does it use propernot does it use propercomprehensive, ron does it use propercomprehensive, ron does it use propernor does it use spelling.comprehensive, ron does it use propercomprehensive, ron does it use propercomprehensive, ron does it use propercomprehensive, ron does it use propercomprehensive, ron does it use propercomprehensive, research spelling.clear, concise, research spelling.grammar and spelling and has clear transitions.grammar and spelling and has clear research design, sample, instruments, and/or procedures.Provides pood research design, sample, instruments, analysis and procedures.Provides pood research design, sample, instruments, analysis, and procedures.Provides pood research design, sample, instruments, analysis, and procedures.Provides pood research design, sample, instruments,<		1				
diversity (e.g., gender, culture, religion, language, etc.).religion, language, etc.), but not clearly concise, not flow well, is not clear, comprehensive, proper transitions.religion, language, etc.), but not clearly topic.religion, language, etc.), flows well, is clear, concise, comprehensive, nor does it use proper transitions.religion, language, etc.), topic.religion, language, etc.), flows well, is clear, concise, comprehensive, proper transitions.Specific attention to diversity issues topic.Materials and MethodsFails to provide statement of research design, sample, instruments, and/or procedures.Provides poor statement of research design, sample, instruments, and/or procedures.Provides poor statement of research design, sample, instruments, analysis and procedures with No mention of language, etc.),Provides procedures with instruments, analysis, and procedures with instruments,		-	-			
gender, culture, religion, language, etc.).language, etc.), but not clearly linked to the topic.language, etc.), but not clearly linked to the topic.language, etc.), Good writing shills: writing topic.attention to diversity issues pertaining to topic.Writing does not flow well, is not clear, comprehensive, nor does it use properWriting does is not clear, comprehensive, nor does it use properAdequate writing, which flows well, is clear, concise, comprehensive, nor does it use properClear, concise, comprehensive, nor does it use properClear, concise, and comprehensive. Uses proper grammar and spelling.Lear, concise, and comprehensive. Uses proper grammar and spelling.Exemplary and comprehensive. Uses proper grammar and spelling.How well, clear, concise, and comprehensive. Uses proper grammar and spelling.Fails to provide statement of research design, sample, instruments, and/or procedures.Provides poor statement of research design, sample, instruments, analysis and procedures.Provides poor sample, instruments, analysis, and procedures.Provides good sample, instruments, analysis, and procedures.Provides good sample, instruments, analysis, and procedures.Provides good sample, instruments, analysis, and procedures.Provides good sample, instruments, analysis, and procedures with instruments, analysis, and procedures.Provides good sample, instruments, analysis, and procedures with instruments, analysis, and procedures.Provides good <th></th> <th></th> <th></th> <th></th> <th></th> <th>1</th>						1
religion, language, etc.).gender, culture, religion, language, etc.).but not clearly 				-	-	-
Materials and MethodsFails to provide statement of research design, sample, instruments, and/or procedures.Provides sample, instruments, analysis and procedures.Inked to the language, etc.).skills: writing flows well, is clear, concise, topic (e.g., gender, culture, topic (e.g., gender, culture, writing basic transitions.pretaining to topic (e.g., gender, culture, religion, and comprehensive, transitions.pretaining to topic (e.g., gender, culture, is not clear, comprehensive, transitions.skills: writing flows well, is clear, concise, clear, concise, grammar and spelling.pretaining to topic (e.g., gender, culture, is not clear, comprehensive, uses proper transitions.pretaining to topic (e.g., gender, culture, is not clear, concise, comprehensive, uses proper transitions.skills: writing flows well, is clear, concise, clear, concise, uses proper transitions.pretaining to topic (e.g., gender, culture, instruments, analysis and instruments, analysis, and procedures.protechase topic (e.g., topic (e.g., transitions.protechase topic (e.g., topic (e.g., topic (e.g., transitions.protechase topic (e.g., topic (e.g., transitions.protechase topic (e.g., topic (e.g., transitions.protechase topic (e.g., transitions.protechase topic (e.g., transitions.protechase topic (e.g., transitions.protechase topic (e.g., transitions.protechase topic (e.g., transitions.protechase topic (e.g., transitions.protechase topic (e.g., transitions.protechase topic (e.g., tra		-				
Writing does not flow well, is not clear, concise, comprehensive, nor does it use properIanguage, etc.). Writing does is not clear, concise, comprehensive, nor does it use propertopic. Writing, which flows well, is clear, concise, and comprehensive. Uses proper grammar and spelling.topic (e.g., gender, culture, religion, language, etc.).Materials and MethodsFails to provide statement of research and/or analysis and procedures.Provides poor statement of research design, sample, instruments, and/or analysis and procedures.Provides poor statement of research design, sample, instruments, and/or analysis and procedures.Provides poor statement of research design, sample, instruments, and/or analysis and procedures.Provides poor statement of research design, sample, instruments, analysis, and procedures with no mention of language, etc.).Provides poor adequate statement of research design, sample, instruments, analysis, and procedures with analysis, and procedures with no mention of language, etc.).Provides gender, culture, research design, sample, instruments, analysis, and procedures with analysis, and procedures with analysis, and procedures with analysis, and procedures with analysis, and procedures with analysis, and procedures, procedures with analysis, ending or on anguage, etc.).Instruments, analysis, and procedures with analysis, and procedures with analysis, and procedures with anguage, etc.).Instruments, analysis, and procedures with analysis, and procedures with analysis, and <br< th=""><th></th><th></th><th></th><th></th><th></th><th></th></br<>						
Note flow well, is not clear, concise, comprehensive, nor does it use properWriting does not flow well, is not clear, concise, comprehensive, nor does it use properAdequate writing, which flows well, is clear, concise, clear, concise, and comprehensive. Uses proper spelling and has spelling.clear, concise, religion, language, etc.).Materials and MethodsFails to provide statement of research design, sample, instruments, and/or and/or and/or spelling.Provides poor statement of research design, instruments, analysis, and procedures.Provides poor statement of research design, instruments, analysis, and procedures.Provides gere of vagueness.Provides sample, instruments, analysis, and procedures with no mention of large degree of vagueness.Provides adequate statement of research design, sample, instruments, analysis, and procedures with no mention of large degree of vagueness.Provides procedures with analysis, and procedures with of instruments, analysis, and procedures with nention of large degree of vagueness.Provides good research design, sample, instruments, analysis, and procedures with of diversity (e.g., diversity (e.g., <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>						
Materials and MethodsFails to provide statement of research design, sample, instruments, and/or procedures.Provides poor statement of large degree of vagueness.Provides statement of mention of diversity (e.g., diversity (e.g., diversity (e.g., pertaining toProvides statement of procedures with instruments, analysis, and procedures with instruments, and/or procedures with ingender, culture, religion, anguage, etc.).Provides diversity (e.g., diversity (e.g., diversity (e.g., pertaining toProvide procedures diversity issuesProvides the diversity issuesNo mention of language, etc.).diversity (e.g., diversity (e.g.,diversity (e.g., pertaining todiversity issuesprocedures diversity issues				-		
Concise, comprehensive, nor does it use properis not clear, concise, comprehensive, nor does it use properflows well, is clear, concise, and comprehensive. Uses proper grammar and spelling.comcise, comprehensive. and comprehensive. Uses proper grammar and spelling.comcise, comprehensive. and comprehensive. Uses proper spelling and has clear transitions.language, etc.). Exemplary writing that flows well: clear, concise, and comprehensive. Uses proper grammar and spelling.language, etc.). Exemplary writing that flows well: clear transitions.Materials and MethodsFails to provide statement of research and/or analysis and procedures. procedures. grander, culture, grander, culture, Minimal or no algender, culture, Minimal or no anguage, etc.).Provides and provide statement of research design, sample, instruments, analysis, and procedures with analysis, and p		not flow well,			clear, concise,	
comprehensive, nor does it use properconcise, comprehensive, nor does it use properclear, concise, and comprehensive.Uses proper grammar and spelling.Uses proper grammar and spelling.Exemplary writing that flows well: clear transitions.Materials and MethodsFails to provide statement of research and/or instruments, and/or esearch deversity (e.g.,Provides poor statement of research design, instruments, analysis and procedures with No mention of language, etc.).Provides poor transitionsProvides adequate statement of research design, sample, instruments, analysis and procedures with language, etc.).Provides good transitions.Provides good transitions.Provides clear and descriptive statement of research design, sample, instruments, analysis and procedures with language, etc.).Provides good transitions.Provides clear analysis and procedures with language, etc.).Provides good transitions.Provides clear analysis and procedures with analysis, and procedures with language, etc.).Provides good transitions.Provides clear analysis and procedures with little degree of vagueness.Provides good transitions.Provides clear analysis, and procedures with analysis, and procedures with some degree of vagueness.Provides good transitions.Provides clear analysis, and procedures with some degree of vagueness.Provides good transitions.diversity (e.g., pertaining todiversity issues diversity issuesProvides good transitions.Provides clear transiti		is not clear,				religion,
nor does it use proper transitions.comprehensive, nor does it use properand comprehensive. Uses proper grammar and spelling.grammar and spelling and has clear transitions.writing that flows well: clear, concise, and comprehensive. Uses proper grammar and spelling.Materials and MethodsFails to provide statement of research design, sample, instruments, and/or procedures.Provides poor statement, analysis and procedures.Provides poor statement, analysis and procedures.Provides poor statement, analysis, and procedures with analysis, and procedures.Provides poor statement, analysis, and procedures with analysis, and procedures.Provides poor statement, analysis, and procedures with analysis, and procedures.Provides poor statement, analysis, and procedures with analysis, procedures with analysis, procedures with analysis, procedures with analysis, procedure			is not clear,	flows well, is		
proper transitions. Poor use of proper grammar and spelling.nor does it use proper transitions. grammar and spelling.comprehensive. Uses proper grammar and spelling.spelling and has clear transitions.flows well: clear, concise, and comprehensive. Uses proper grammar and spelling.Materials and MethodsFails to provide statement of research design, sample, instruments, and/or procedures.Provides poor statement of research design, instruments, analysis and procedures.Provides poor statement of research design, sample, instruments, analysis and procedures.Provides statement of research design, sample, instruments, analysis, and procedures.Provides statement of research design, sample, instruments, analysis, and procedures.Provides statement of research design, sample, instruments, analysis, and procedures.Provides statement of research design, sample, instruments, analysis, and procedures with analysis, and procedures with analysis, and procedures.Provides analysis, and analysis, and procedures with analysis, and procedures.Provides statement of research design, sample, instruments, analysis, and procedures.Provides research analysis, and procedures.Provides research analysis, and procedures.Provides research analysis, and procedures.Provides research analysis, and procedures.Provides research analysis, and procedures.Provide research analysis, and procedures.Provide research analysis, and procedures.Provide rese			· · · · · · · · · · · · · · · · · · ·	clear, concise,		
It ansitions. Poor use of proper grammar and spelling.proper transitions. uses proper grammar and spelling.use's proper grammar and spelling.use's proper grammar and spelling.clear transitions. clear transitions.clear transitions. and comprehensive. Uses proper grammar and spelling.Materials and MethodsFails to provide statement of research design, sample, instruments, and/orProvides poor statement of research design, instruments, instruments, analysis and procedures.Provides poor statement of research design, statement of instruments, analysis, and procedures.Provides poor statement of research design, statement of instruments, analysis, and procedures.Provides poor statement of research design, statement of instruments, analysis, and procedures.Provides poor statement of research design, sample, instruments, analysis, and procedures with analysis, and procedures with and or no wagueness. wagueness.		nor does it use	comprehensive,	and	grammar and	writing that
Poor use of proper grammar and spelling.transitions. Uses proper grammar and spelling.grammar and spelling and has clear transitions.and comprehensive. Uses proper grammar and spelling; clear transitions.Materials and MethodsFails to provide statement of research design, sample, instruments, and/or procedures.Provides poor statement, instruments, analysis and procedures.Provides poor statement, analysis and procedures.Provides poor statement, analysis, analysis, analysis, analysis, instruments, analysis, analysis, analysis, instruments, analysis, procedures.Provides poor statement of research design, sample, instruments, analysis, analysis, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, analysis, instruments, instruments, analysis, instruments, analysis, instruments, instruments, instruments, instruments, analysis, instruments, analysis, instrument		proper	nor does it use	comprehensive.	spelling and has	flows well:
proper grammar and spelling.Uses proper grammar and spelling.spelling and has clear transitions.comprehensive. Uses proper grammar and spelling; clear transitions.Materials and MethodsFails to provide statement of research design, sample, instruments, and/or procedures.Provides poor statement, instruments, analysis and procedures with large degree of wagueness.Provides adequate statement, instruments, analysis, and procedures with language, etc.).Provides proper diversity (e.g., diversity (e.g., diversity (e.g., diversity (e.g., diversity (e.g., pertaining toProvides comprehensive. Uses proper grammar and spelling.materials and MethodsFails to provide statement of researchProvides poor adequate statement of research design, statement of research design, sample, instruments, analysis, and procedures with analysis, and procedures with analysi		transitions.	proper	Uses proper	clear transitions.	clear, concise,
grammar and spelling.grammar and spelling.grammar and spelling.clear transitions.Uses proper grammar and spelling; clear transitions.Materials and MethodsFails to provide statement of research design, sample, instruments, and/orProvides poor statement of research design, analysis and procedures.Provides poor statements, analysis and instruments, analysis and procedures.Provides statements, analysis, and procedures.Provides statements, analysis, and procedures.Provides statements, analysis, and procedures with analysis, and procedures.Provides statement of research design, sample, instruments, analysis, and procedures.Provides statements, analysis, and procedures with analysis, and procedures.Provides statement of research design, sample, instruments, analysis, and procedures with analysis, and procedur		Poor use of	transitions.	grammar and		and
grammar and spelling.grammar and spelling.grammar and spelling.clear transitions.Uses proper grammar and spelling; clear transitions.Materials and MethodsFails to provide statement of research design, sample, instruments, and/or procedures.Provides poor statement, instruments, analysis and procedures with large degree of diversity (e.g., gender, culture, religion, language, etc.).Provides poor statement of statement of statement of research design, statement of research design, statement of research design, statement of research design, statement of research design, sample, instruments, analysis, and procedures with diversity (e.g., diversity (e.g., pertaining toUses proper grammar and spelling.grammar and spelling.grammar and spelling.Clear transitions.Provides adequateProvides good statement of research design, sample, instruments, analysis, and procedures with analysis, and procedures with analys		proper	Uses proper	spelling and has		comprehensive.
spelling.spelling.spelling.transitions.grammar and spelling; clear transitions.Materials and MethodsFails to provide statement of research design, sample, instruments, and/or procedures. No mention of diversity (e.g., gender, culture, religion, language, etc.).Provides poor statement of research analysis and procedures with analysis, and procedures with <br< th=""><th></th><th></th><th>grammar and</th><th>clear</th><th></th><th>Uses proper</th></br<>			grammar and	clear		Uses proper
Materials and MethodsFails to provide statement of research design, sample, instruments, and/or procedures.Provides poor statement, instruments, analysis and procedures.Provides poor adequate statement, instruments, analysis, and procedures.Provides poor adequate statement, instruments, analysis, and/orProvides poor adequate statement, instruments, analysis, and/orProvides poor adequate statement of research design, sample, instruments, analysis, and/orProvides poor adequate statement of research design, sample, instruments, analysis, and procedures.Provides clear and descriptive sample, instruments, analysis, and procedures.Provides adequate sample, instruments, analysis, and procedures.Provides adequate sample, instruments, analysis, and procedures with analysis, and procedures with analysis, and procedures with analysis, and procedures with analysis, and procedures with analysis, attention to diversity issuesProvides clear and descriptive some degree of vagueness.Mention of language, etc.).Minimal or no diversity (e.g., diversity (e.g., diversity (e.g., pertaining toSpecific diversity issues		spelling.	-	transitions.		
Materials and MethodsFails to provide statement of research ample, instruments, and/orProvides poor statement of research design, instruments, analysis and procedures.Provides poor adequate statement of research design, sample, instruments, analysis, and procedures with analysis, and proc						
Materials and MethodsFails to provide statement of researchProvides poor statement of research design, sample, instruments, and/orProvides poor adequateProvides good statement of research design, sample, instruments, and/orProvides poor adequateProvides good statement of research design, sample, instruments, analysis and procedures.Provides number adequateProvides good statement of research design, sample, instruments, analysis, and procedures with diversity (e.g., religion, language, etc.).Provides poor statement of research design, sample, instruments, analysis, and procedures with some degree of diversity (e.g., religion, language, etc.).Provides poor statement of research design, statement of research design, sample, instruments, analysis, and procedures with some degree of some degree of vagueness.Provides good statement of research design, sample, instruments, analysis, and procedures with analysis, and procedures with some degree of vagueness.Provides good statement of research design, some degree of vagueness.Provides clear and becoments, analysis, procedures the procedures with analysis, some degree of vagueness.Provides clear and becoments, analysis, procedures the procedures the proceduresProvides clear and becoments, analysis, procedures the procedures the procedures the procedures the proceduresProvides clear analysis, procedures the procedures the proceduresImage: the provide diversity (e.g., language, etc.).Provides poor diversity (e.g., diversity (e.g						
Methodsstatement of research design, sample, instruments, and/orstatement of research design, instruments, analysis and procedures.adequate research design, sample, instruments, analysis, and procedures.statement of research design, sample, instruments, analysis, and procedures.analysis, and procedures with analysis, and procedures with analysis, and procedures with diversity (e.g., religion, language, etc.).statement of research design, statement of research design, sample, instruments, analysis, and procedures with analysis, and procedu	Materials and	Fails to provide	Provides poor	Provides	Provides good	Provides clear
research research design, statement of research design, sample, sample, sample, research design, sample, instruments, instruments, sample, instruments, and/or analysis and instruments, analysis, and procedures. procedures with analysis, and there are analysis and analysis, and analysis, and analysis, and procedures with analysis, and there are analysis and analysis, and analysis, and analysis, and there are analysis and analysis, and procedures with analysis, and analysis, and analysis, and analysis, and there are are are are are are are are are		-	-	adequate	-	and descriptive
design, sample, instruments, and/orsample, instruments, analysis and procedures.research design, sample, instruments, analysis, and procedures with analysis, and procedures with diversity (e.g., ender, culture, religion, language, etc.).research design, sample, instruments, analysis, and procedures with procedures with analysis, and procedures with instruments, analysis, and procedures with little degree of some degree of vagueness.research design, sample, instruments, analysis, and procedures with little degree of vagueness.research design, sample, instruments, analysis, procedures with vagueness.research design, sample, instruments, analysis, analysis, analysis, analysis, analysis, analysis, instruments, analysis, analysis, analysis, analysis, analysis, analysis, instruments, analysis, ana	TTUTUUU	research	research design,	-	research design,	*
instruments, and/orinstruments, analysis and procedures.instruments, instruments, analysis, and procedures withinstruments, analysis, and procedures with analysis, and procedures withsample, instruments, analysis, and procedures with little degree of vagueness.sample, instruments, analysis, and procedures with little degree of vagueness.sample, instruments, analysis, procedures with little degree of vagueness.sample, instruments, analysis, procedures with little degree of vagueness.sample, instruments, analysis, procedures with little degree of vagueness.sample, instruments, analysis, procedures with little degree of vagueness.sample, instruments, analysis, procedures vagueness.sample, instruments, analysis, analysis, little degree of vagueness.sample, instruments, analysis, procedures vagueness.gender, culture, religion, language, etc.).Minimal or no diversity (e.g., diversity (e.g., diversity (e.g., pertaining toattention to diversity issues		design, sample,	sample,	research design,	-	research design,
and/oranalysis andinstruments,analysis, andinstruments,procedures.procedures withanalysis, andprocedures withanalysis, andprocedures withNo mention oflarge degree ofprocedures withlittle degree ofproceduresdiversity (e.g.,vagueness.some degree ofvagueness.other style).gender, culture,Minimal or novagueness.attention toSpecificreligion,mention ofMention ofdiversity issuesattention tolanguage, etc.).diversity (e.g.,diversity (e.g.,pertaining todiversity issues						-
procedures.procedures with large degree of diversity (e.g., religion,procedures with large degree of wagueness.analysis, and procedures with some degree of wagueness.procedures with little degree of vagueness.analysis, procedures wagueness.diversity (e.g., religion, language, etc.).mention of diversity (e.g., diversity (e.g.,mention of diversity (e.g., diversity (e.g.,procedures with procedures with usesanalysis, procedures with little degree of vagueness.analysis, procedures vagueness.diversity (e.g., language, etc.).diversity (e.g., diversity (e.g.,procedures with vagueness.analysis, procedures vagueness.		and/or	analysis and		analysis, and	
No mention of diversity (e.g., gender, culture, religion, language, etc.).large degree of vagueness.procedures with some degree of vagueness.little degree of vagueness.procedures (recipe style).No mention of diversity (e.g., language, etc.).Minimal or no diversity (e.g., diversity (e.g.,No mention of diversity (e.g., diversity (e.g.,Iittle degree of vagueness. Some diversity issuesIittle degree of vagueness. Some diversity issues		procedures.	•			-
diversity (e.g., gender, culture, religion,vagueness. mention ofsome degree of vagueness.vagueness. Some attention to(recipe style).diversity (e.g., language, etc.).mention of diversity (e.g.,Mention of diversity (e.g.,diversity issues pertaining toattention to diversity issues			-	•		-
gender, culture, religion,Minimal or no mention ofvagueness. Mention ofattention to diversity issuesSpecific attention to diversity issueslanguage, etc.).diversity (e.g.,diversity (e.g., diversity (e.g.,pertaining todiversity issues						
religion, mention of diversity issues attention to diversity (e.g., diversity (e.g., diversity (e.g., diversity issues))				-		
language, etc.). diversity (e.g., diversity (e.g., pertaining to diversity issues						
		-			•	
Writing does   gender, culture,   gender, culture,   topic (e.g.,   pertaining to		Writing does	gender, culture,	gender, culture,	topic (e.g.,	pertaining to

	not flow well,	religion,	religion,	gender, culture,	topic (e.g.,
	is not clear,	language, etc.).	language, etc.),	religion,	gender, culture,
	concise,	poor writing	but not clearly	language, etc.).	religion,
	comprehensive,	that does not	linked to the	Good writing	language, etc.).
	nor does it use	flow well: is	topic. Adequate	that flows well:	Exemplary
	proper	not clear,	writing that	clear, concise,	writing that
	transitions.	concise,	flows well:	comprehensive,	flows well:
	Poor use of	comprehensive	clear, concise,	and uses clear	clear, concise,
	proper	nor does it use	and	transitions. Uses	comprehensive,
	grammar and	proper	comprehensive,	proper grammar	and uses clear
	spelling.	transitions.	and clear	and spelling.	transitions.
		Uses proper	transitions.		Uses proper
		grammar and	Uses proper		grammar and
		spelling.	grammar and		spelling.
			spelling.		
Results	Statistics are	Provides only	Appropriate	Appropriate and	Excellent,
	inadequate to	descriptive	and adequate	good analysis	appropriate and
	research	statistics.	analysis and	and descriptive	advanced
	question.	Reporting of	descriptive	reporting of	analysis and
	Reporting of	results is	reporting of	results that are	descriptive
	results is not	clearly related	results that are	clearly related to	reporting of
	related to	to research	clearly related	research question	results that are
	research	question and	to research	and hypothesis.	clearly related
	question(s)	hypothesis.	question and	Good use of	to research
	and/or	Adequate and	hypothesis.	diagrams and	question and
	hypothesis.	minimal use of	Adequate and	tables. Good	hypothesis.
	Minimal to no	diagrams and	minimal use of	writing that	Excellent use of
	use of diagrams	tables.	diagrams and	flows well: clear,	diagrams and
	and tables. Poor	Adequate to	tables.	concise,	tables.
	writing that	poor writing	Adequate	comprehensive,	Exemplary
	may not flow	that may not	writing that	and uses clear	writing that
	smoothly, isn't	flow well, be	flows well:	transitions. Uses	flows well:
	clear, concise,	clear, concise,	clear, concise,	proper grammar	clear, concise,
	comprehensive,	comprehensive,	comprehensive,	and spelling.	comprehensive,
	or uses clear	nor uses clear	and uses clear		and uses clear
	transitions.	transitions.	transitions.		transitions.
	Poor use of	Uses proper	Uses proper		Uses proper
	proper	grammar and	grammar and		grammar and
	grammar and	spelling.	spelling.		spelling.
Discussion and	spelling. Fails to	Poor	Adequata	Good	Sophisticated
			Adequate		-
Recommendati	provide	summary,	summary,	summary,	summary,
ons	adequate	critic, and	critic, and	critic, and	critic, and
	summary,	recommendati	recommendati	recommendatio	recommendati
	recommendati	ons for	ons for	ns for	ons for
	on	implementatio	implementatio	implementation	implementatio
	and/conclusio	n and further	n and further	and further	n and further
	ns. Grammar	research.	research.	research. Well	research.
	structure poor.	Grammar	Grammar	written: uses	Exemplary
		structure	structure	proper	writing that
		adequate.	adequate.	grammar and	flows well:
				spelling; clear	clear, concise,
				transitions.	and
				transitions.	comprehensiv
L					comprehensiv

					· '	
					e. Uses proper	
					grammar and	
					spelling; clear	
					transitions.	
APA style &	Little or no	Many	Some minor	Few APA	Exemplary	
format	conformation	substantial	consistent	errors, none	APA format /	
ioimat	to APA	consistent	APA errors	consistent	style	
			AI A CHOIS	consistent	•	
	format / style	APA errors			throughout	
Ethical and	Little or no	Substantial	Some	Adequate	Exemplary	
Legal Standards	application of	misapplication	misapplication	application of	application of	
and Human	standards.	of ethical &	of ethical or	all ethical &	all ethical &	
Subjects Review	Failed to	legal	legal	legal standards.	legal	
	submit/gain	standards.	standards.	Submit proper	standards.	
	for Human	Submit	Submit	request for	Submit	
	Subjects	appropriate	adequate	Human	exemplary	
	Approval	forms for	request for	Subjects	request for	
		Human	Human	5	Human	
	appropriate.			Approval.		
		Subjects	Subjects		Subjects	
		Approval.	Approval.		Approval.	
Writing Quality	Lacks clarity;	Many	Evidence of	Evidence of	Written with	
• •	sentences are	sentences	adequate	competent	clarity and	
	poorly	poorly	knowledge of	writing skills.	precision.	
	constructed;	structured,	research	Logical and	Writing is	
	confusing;	excessive	resources.	coherent	cogent and	
	contain		Evidence of		logical.	
		errors,		writing evident.	U U	
	frequent	grammar	basic writing	Correct use of	Provides	
	errors in word	lacks	skills with	APA format.	complete	
	choice,	scientific	statistical	Provides	documentatio	
	grammar,	structure;	research.	adequate	n with	
	punctuation,	application of	Citing of	documentation.	appropriate	
	and spelling	basis	resources		appendices.	
	1 0	coherence is	appropriately		11	
		not evident	used.			
		not evident	useu.			
					Total→	
<b>Comments:</b>						

ORAL DEFEN	ISE					
Delivery	Lacks clear articulation of thesis; delivery is filled with pauses and unconscious fillers	Minimal standards in the acquisition and application of professional knowledge, skills, and behaviors included in program's academic and practice curricula.	Adequate standards in the acquisition and application of professional knowledge, skills, and behaviors included in program's academic and practice curricula.	High standards in the acquisition and application of professional knowledge, skills, and behaviors included in program's academic and practice curricula.	Exemplary standards in the acquisition and application of professional knowledge, skills, and behaviors included in program's academic and practice curricula.	
Organization	Fails to demonstrate creative, critical, or reflective thinking/pract ice.	Poor creative, critical, and reflective thinking/practi ce.	Adequate creative, critical, and reflective thinking/practi ce.	Good creative, critical, and reflective thinking/practic e.	Exemplary creative, critical, and reflective thinking/practi ce.	
Response	Lacks understanding of subject and sufficient coping abilities.	Problems with understanding and coping abilities, as reflected in responses.	Adequate judgment and coping abilities reflected in responses.	Mature judgment; good coping abilities.	Exemplary and mature judgment; outstanding coping abilities.	
Accuracy	Fails to adequately demonstrate	Several notable problems with	Adequate demonstration of empathy,	Good demonstration of empathy,	Exemplary and consistent demonstration	

	empathy, respect, and congruence; poor interpersonal skills.	empathy, respect, and congruence; poor interpersonal skills.	respect, and congruence; adequate interpersonal skills.	respect, and congruence; good interpersonal skills.	of empathy, respect, and congruence; exemplary interpersonal skills.	
Summation	Fails to explain topic relationships to solve problems or make decisions.	Poor skills in creating connective relationships to solve problems and make decisions.	Adequate skills in creating connective relationships to solve problems and make decisions.	Strong skills in creating connective relationships to solve problems and make decisions.	Exemplary skills in creating connective relationships to solve problems and make decisions.	
					Total→	

Additional Comments:

Signature of Evaluating Committee Member: \_\_\_\_\_

60-65 Total Points: Exceptional 50-59 Total Points: Acceptable 40-49 Total Points: Major Revision Required Below 39 Total Points: Failure

If there is a category you are unable to assess, please place NA in the points section. However, no points will be counted for that category.