

There are three objectives defined by the Assessment Committee for MM students in the academic areas. Each student who completed degrees this spring must be assessed on each objective. Our divisions do that somewhat differently – some require comprehensive exams, some require a thesis, some require both. Please grade your students on all of the appropriate rubrics.

The objectives and rubrics are below. The grading sheet is on the last page.

**Objective 1. Students will demonstrate advanced content knowledge in their area of concentration. (Comprehensive exam and/or thesis)**

Exam Rubric

<b>Fail</b>	<b>Pass/Competent</b>	<b>Pass/Proficient</b>	<b>Pass/Exemplary</b>
Written responses do not demonstrate an understanding of the features of the exam topic(s) and are grossly lacking in detail.	Written responses demonstrate an understanding of several features of the exam topic(s) and are sufficiently detailed in these areas.	Written responses demonstrate an understanding of many relevant features of the exam topic(s) and contain an array of appropriate details throughout.	Written responses demonstrate a comprehensive understanding of the exam topic(s) and are richly detailed throughout

Thesis Presentation Rubric

<b>Fail</b>	<b>Pass/Competent</b>	<b>Pass/Proficient</b>	<b>Pass/Exemplary</b>
Presentation is poorly sequenced and does not adequately address the thesis topic. Student is unable to field questions appropriately	Presentation provides adequate coverage of the thesis topic. Student conveys ideas adequately, but may lack polish or struggle with the fielding of questions.	Presentation is logically sequenced, providing a broad overview of the thesis topic. Student is comfortable and well-spoken for most of the presentation, fielding questions adequately.	Presentation is logically sequenced and polished, providing a comprehensive overview of the thesis topic. Student is professional and articulate throughout the presentation, fielding questions with ease and accuracy

Thesis Rubric

<b>Fail</b>	<b>Pass/Competent</b>	<b>Pass/Proficient</b>	<b>Pass/Exemplary</b>
Thesis document is poorly written and edited. Thesis represents scholarship that is fundamentally flawed.	Thesis document is adequately written and edited. Thesis represents scholarship that is sound, but may have minor flaws.	Thesis document is well-written and well-edited. Thesis represents scholarship that is well-designed and implemented.	Thesis document is well-written and well-edited, approaching the standards of publication in the field of study. Thesis represents scholarship that is well-designed and implemented and contributes to the disciplinary literature.

**Objective 2. Students will demonstrate the ability to access, interpret, and synthesize information from a variety of sources in their area of concentration. (Comprehensive exams and/or thesis)**

Exam Rubric

<b>Fail</b>	<b>Pass/Competent</b>	<b>Pass/Proficient</b>	<b>Pass/Exemplary</b>
Written responses include few references related to the topic of study or sources are not integrated effectively to provide support for the themes explored.	Written responses include several references related to the topic of study. Sources are effectively integrated into the written response several times to provide support for the themes explored.	Written responses include a wide variety of references related to the topic of study. Sources are effectively integrated into the written response at many appropriate points to provide support for the themes explored.	Written responses include an exhaustive pool of references related to the topic of study. Sources are effectively integrated throughout the written responses to provide support for the themes explored.

Thesis Presentation Rubric

<b>Fail</b>	<b>Pass/Competent</b>	<b>Pass/Proficient</b>	<b>Pass/Exemplary</b>
Student references few relevant resources or sources are not effectively integrated into the presentations to provide support for the research topic.	Student references several relevant resources. Sources are effectively integrated into the presentation several times to provide support for the research topic.	Student references a wide variety of relevant resources. Sources are effectively integrated into the presentation at many appropriate points to provide support for the research topic.	Student references an exhaustive pool of relevant resources. Sources are effectively integrated throughout the presentation to argue persuasively the research topic.

Thesis Rubric

<b>Fail</b>	<b>Pass/Competent</b>	<b>Pass/Proficient</b>	<b>Pass/Exemplary</b>
Thesis includes few references related to the topic of study or sources are not integrated effectively to provide support for the themes explored.	Thesis includes several references related to the topic of study. Sources are effectively integrated into the written response several times to provide support for the themes explored.	Thesis includes a wide variety of references related to the topic of study. Sources are effectively integrated into the written response at many appropriate points to provide support for the themes explored.	Thesis includes an exhaustive pool of references related to the topic of study. Sources are effectively integrated throughout the written response to provide support for the themes explored.

**3. Students will demonstrate the ability to do independent research and disseminate the findings through written and oral communication. (Comprehensive exams and/or thesis)**

Exam Rubric

<b>Fail</b>	<b>Pass/Competent</b>	<b>Pass/Proficient</b>	<b>Pass/Exemplary</b>
Student fails convey ideas in logical and cohesive manner. Written responses are poorly written, poorly sequenced, or illogical.	Student is able to convey ideas adequately through written responses across several topics. Ideas are logical, but may lack cohesion or consistency across topics.	Student is able to convey ideas effectively through comprehensive written responses across several topics. Ideas are logical, well-sequenced, and cohesive.	Student is able to convey ideas eloquently and articulately through comprehensive written responses across several topics. Ideas are logical, well-sequenced, and cohesive, approaching the standards of publication in the field.

Thesis Presentation Rubric

<b>Fail</b>	<b>Pass/Competent</b>	<b>Pass/Proficient</b>	<b>Pass/Exemplary</b>
Student is unable to convey ideas adequately through an oral presentation. Presentation is illogical or poorly sequenced. Student is unable to field questions appropriately.	Student is able to convey ideas adequately through an oral presentation. Presentation is logical, but student may lack polish or struggle with the fielding of questions.	Student is able to convey ideas effectively through an oral presentation. Presentation is logical, well-sequenced, and cohesive. Student is comfortable and well-spoken for most of the presentation, fielding questions adequately	Student is able to convey ideas and eloquently and articulately through an oral presentation. Presentation is logical, well-sequenced, and cohesive. Student is professional and articulate throughout the presentation, fielding questions with ease and accuracy.

Thesis Rubric

<b>Fail</b>	<b>Pass/Competent</b>	<b>Pass/Proficient</b>	<b>Pass/Exemplary</b>
Student is unable to convey ideas adequately through a thesis document. Ideas are illogical or poorly sequenced.	Student is able to convey ideas adequately through a thesis document. Ideas are logical, but may lack cohesion or polish.	Student is able to convey ideas effectively through a well-written thesis document. Ideas are logical, well-sequenced, and cohesive	Student is able to convey ideas and eloquently and articulately through a well-written thesis document. Ideas are logical, well-sequenced, and cohesive, approaching the standards of publication in the field.

For each student:

- Add student’s name in line for “Objective 1”
- Grade that student on each objective (1, 2, 3) in the appropriate column(s) (Exam, Thesis Presentation, Thesis)
- Use “F” for fail  
     “P/C” for Pass/Competent  
     “P/P” for Pass/Proficient  
     “P/E” for Pass Exemplary

MM Academic

Student’s Name		Exam Rubric	Thesis Presentation	Thesis Rubric
	Objective 1			
	Objective 2			
	Objective 3			
	Objective 1			
	Objective 2			
	Objective 3			
	Objective 1			
	Objective 2			
	Objective 3			
	Objective 1			
	Objective 2			
	Objective 3			

Faculty Member Assigning Grades \_\_\_\_\_