



Thesis/Dissertation Writing Assessment

(to be completed by each committee member prior to defense)



This instrument is to be used for outcomes assessment only. It is not intended as part of your evaluation of this student's qualifications. It will not become part of their student records. Records of your responses will be kept anonymous with respect to the student. Please return the completed form to the Academic Program Coordinator. Thank you for your cooperation in assessing our educational effectiveness.

Evaluator's Name			
Student's Name			
Month/Year Student Entered Program		Month/Year of Assessment	
Degree Program of Student	M.S.		
	(Crops Emphasis)	(Soil Emphasis)	Ph.D. (Crop Science) Ph.D. (Soil Science)

		LEVEL OF ACHIEVEMENT			
Score	CATEGORY	1	2	3	4
A	Mechanics	Many grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctuation errors	No grammatical, spelling, or punctuation errors.
B	Sources	Some sources are not accurately documented.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented in the desired format.
C	Quality of Information	Information has little or nothing to do with the main topic.	Information clearly relates to the main topic. No details and/or examples are given.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. It includes several supporting details and/or examples.
D	Stated Research Hypothesis/ Objectives	Not discernible from the text, or so confused so as to violate scientific principles.	Discernible, but not stated in testable form; contextual connections vague.	Recognized and well stated; contextual connections clear.	Clearly stated and well crafted in an elegantly testable form; hypothesis/objectives made with very clear contextual connection.
E	Analysis Techniques Applied	Do not describe the results; do not indicate levels of confidence in the experimental results, and/or are inappropriate for data being analyzed (i.e., some assumptions of the technique are violated).	Describe the results, but do not appropriately indicate levels of confidence, or are inappropriate for the data being analyzed.	Clearly describes the results, appropriately indicate levels of confidence in the results, and are appropriate for the data being analyzed.	Elegantly used to clearly describe results and to indicate levels of confidence. Methods used are appropriate for the data being analyzed, and no assumptions of the quantitative methods are violated.

			LEVEL OF ACHIEVEMENT			
Score		CATEGORY	1	2	3	4
	F	Introductory Section	Does not adequately review the historical literature and/or does not introduce the specific research problem by contextual framework.	Adequately reviews the historical literature, but does not introduce the specific research problem in a contextual framework.	Is well written with adequate review of the historical literature. The specific research problem is placed in a contextual framework of previous work.	Is very well written and provides a comprehensive review of the literature. The specific research problem is clearly and elegantly presented in the context of previous work and represents a logical extension of the research problem.
	G	Materials and Methods Section	Procedures are vague, disorganized, and/or are filled with irrelevant information.	Procedures are unclear, but interpretable. Some irrelevant information interferes.	Procedures are easily interpreted. Relevant information dominates.	Procedures are so clear that they require no additional interpretation and could be used directly as protocol. Appropriate details are provided.
	H	Discussion Section	Merely a restatement of the results and is devoid of comparison to previously published findings.	Weakly integrates current results with previous findings.	Integrates current results with previous findings. Results are compared to conceptual framework of previously published research, but lacks sufficient detail.	Clearly integrates current results with finding of previous research. Results are compared in a well constructed and detailed conceptual framework of previously published research.