

Non-Thesis Masters in Biology

Assessment of Student Academic Achievement Objectives/BGES Graduate Program

This evaluation is to be completed by each member of the student's Advisory Committee, upon completion of the exam or defense. Return form to the department secretary. Please check the appropriate box in each row, leaving blank anything that does not apply. Evaluation is with respect to discipline norms for the Masters level.

Student's Name: _____

Occasion (Exam)

Date: _____

Outcome voted by evaluator (circle one): Pass/Retry/Fail

Person completing evaluation: _____

Objectives/Criteria for Evaluation	Level of Achievement		
	Excellent	Satisfactory	Unsatisfactory
The objectives are to develop in the student:			
1. Essential knowledge and critical perspective pertaining to the major substantive area of biology that the student has selected			
a. Depth of knowledge	9 Student shows excellent understanding of fundamental principles in the area; good working knowledge of literature: readily cites many relevant articles.	9 Student displays good understanding of fundamentals; generally familiar with key literature.	9 Understanding of fundamental principles directly related to the area is weak; unfamiliar with important literature.
b. Breadth of knowledge	9 Student shows good understanding of related subjects.	9 Knowledge of related subjects is adequate.	9 Knowledge of related subjects is weak.
c. Knowledge of standard methods	9 Student shows excellent understanding of experimental methods, their uses and limitations.	9 Knowledge of methods is adequate: familiar with standard methods and their application.	9 Knowledge of methods is weak, liable to lead to inappropriate usage and interpretations.
d. Critical perspective on literature	9 Excellent understanding; Can critique articles and explain their place in the field as a whole	9 Can cite key findings and some weaknesses of individual articles; can explain some relationships.	9 Unable to critique literature and relate one finding to another.
2. Ability to critically read and evaluate the original scientific literature, as evidenced by the library research paper			
a. Adequacy of the scope of the literature research paper	9 Work has examined several facets of the problem	9 Amount of work is adequate, perhaps limited to one aspect.	9 Amount of work done is inadequate.
b. Adequacy of the depth of the literature research paper	9 Work has probed deeply the chosen problem; logically compelling; raises novel questions.	9 Work addressed some basic questions of the problem.	9 Work only touched the surface of the problem.

c. Critical perspective on literature	9 Excellent understanding; Can critique articles and explain their place in the field as a whole	9 Can cite key findings and some weaknesses of individual articles; can explain some relationships.	9 Unable to critique literature and relate one finding to another.
d. Novelty of the treatment	9 Student independently raises novel questions and relationships.	9 Student contributed some original material and interpretations.	9 The student essentially followed directions from his/her advisor.
3. Effective communication in written and oral form.			
a. Quality of the writing style	9 Written sentences are complete and grammatical, stylistically pleasing. Words are chosen for their precise meaning.	9 Writing is grammatically correct. Paragraphs and sentences may not flow together perfectly.	9 Writing contains many grammatical errors.
b. Organization of the research paper	9 Logically organized and easy to follow.	9 Organization is clear.	9 Poorly organized.
c. Organization of the presentation	9 Presentation is clear, logical and organized. Listener can follow line of reasoning. Pacing is correct for the audience.	9 Listener can follow and understand the presentation.	9 Presentation is poorly organized. Speaker jumps from topic to topic.
d. Clarity of language usage	9 Comfortable delivery, easily audible and understandable by all.	9 Generally understandable. May have some grammatical errors, incomplete sentences, or imprecise formulations.	9 Pronunciation, grammatical errors, or delivery make speaker difficult to understand or hear.
e. Ability to answer questions	9 Answered questions directly, clearly and to the point.	9 Student can answer questions, but with some difficulty. May need some prompting.	9 Difficulty understanding questions and/or unable to answer important questions, even with prompting.
f. Quality of visual presentation	9 Visual aids enhance the presentation and are prepared in a professional manner.	9 Visual aids are adequate for the presentation.	9 Visual aids are inadequate (writing too small, too much or too little information per slide).