

Student Name:

Form CoT GEC 13

Rubric for Evaluating MS Directed Project Proposal

(This page should be filled out by the student or Committee Chairman/advisor prior to distribution to Committee)

Chair of Evaluation Committee _____ Date of Proposal Review _____

Research Proposal Title _____

Committee Members and Department

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

After evaluating the Directed Project Proposal, **each committee member should fill out the response sheets provided.** For each attribute which a committee member feels is somewhat or very deficient, a short explanation should be provided. A **Comment** sections at the bottom of the rubric is provided for explanations of the reasoning behind the overall evaluation of the examinee’s performance on the research proposal if desired. Completed forms are to be **turned in to the Chair of the Evaluation Committee (or Advisor)**, not the student.

A summary of **written comments** from committee members as well as any edited copies of the research proposal submitted by committee members **WILL** be provided to the student by the chair of the examining committee (or advisor) and; a verbal summarization of the overall evaluation of the research proposal by the committee **WILL** be provided to the student by the chair of the examining committee (or advisor) or during a prescheduled meeting of the advisory committee.

All evaluation documents including rubrics and written comments must be completed.

A copy of the completed forms (both rubrics and written comments) must be sent to the Associate Dean for Graduate Programs within 1 week of the completion of the Directed Project Proposal review process.

Directed Project Proposal Rubric – Completed by: _____ Date: _____

Attribute	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Overall quality of science	<input type="checkbox"/> Arguments are incoherent or flawed <input type="checkbox"/> Objectives are poorly defined <input type="checkbox"/> Demonstrates rudimentary critical thinking skills <input type="checkbox"/> Reflects poor understanding of subject matter and associated literature <input type="checkbox"/> Demonstrates poor understanding of theoretical and applied concepts <input type="checkbox"/> Displays limited creativity and insight <input type="checkbox"/> Little potential for success of directed project	<input type="checkbox"/> Arguments are coherent and clear <input type="checkbox"/> Objectives are clear <input type="checkbox"/> Demonstrates average critical thinking skills <input type="checkbox"/> Reflects understanding of subject matter and associated literature <input type="checkbox"/> Demonstrates understanding of theoretical and applied concepts <input type="checkbox"/> Displays creativity and insight <input type="checkbox"/> Good potential for success of directed project	<input type="checkbox"/> Arguments are superior <input type="checkbox"/> Objectives are well defined <input type="checkbox"/> Exhibits mature, critical thinking skills <input type="checkbox"/> Reflects mastery of subject matter and associated literature. <input type="checkbox"/> Demonstrates mastery of theoretical and applied concepts <input type="checkbox"/> Displays exceptional creativity and insight <input type="checkbox"/> Excellent potential for success of directed project
Contribution to discipline	<input type="checkbox"/> Limited potential for applied research <input type="checkbox"/> Limited expansion upon previous applied research <input type="checkbox"/> Limited theoretical or applied significance <input type="checkbox"/> Limited publication potential	<input type="checkbox"/> Some potential for applied research <input type="checkbox"/> Builds upon previous applied research <input type="checkbox"/> Reasonable theoretical or applied significance <input type="checkbox"/> Reasonable publication potential	<input type="checkbox"/> Exceptional potential for applied research <input type="checkbox"/> Greatly extends previous applied research <input type="checkbox"/> Exceptional theoretical or applied significance <input type="checkbox"/> Exceptional publication potential
Responsible Conduct of Research	<input type="checkbox"/> Demonstrates unacceptable originality <input type="checkbox"/> Lacks regulatory compliance <input type="checkbox"/> Documentation is inadequate	<input type="checkbox"/> Demonstrates acceptable originality <input type="checkbox"/> Considers regulatory compliance <input type="checkbox"/> Documentation is adequate	<input type="checkbox"/> Demonstrates exceptional originality <input type="checkbox"/> Demonstrates regulatory compliance <input type="checkbox"/> Documentation is excellent
Quality of writing	<input type="checkbox"/> Writing is weak <input type="checkbox"/> Numerous grammatical and spelling errors apparent <input type="checkbox"/> Organization is poor	<input type="checkbox"/> Writing is adequate <input type="checkbox"/> Some grammatical and spelling errors apparent <input type="checkbox"/> Organization is logical	<input type="checkbox"/> Writing is publication quality <input type="checkbox"/> No grammatical or spelling errors apparent <input type="checkbox"/> Organization is excellent
Overall Assessment	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

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Directed Project Proposal Presentation Rubric – Completed by: _____ **Date:** _____

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Summary of Individual Committee Member comments for student concerning performance on Directed Project Proposal:

Chair of Examining Committee Signature _____ Date: _____