Scoring Rubric for Committee Members for Graduate Milestones

Department of Anthropology, Texas A&M University

Student Name: _____   Date of Defense/Exam:_____

Committee Member Name: Print:_____   Sign:_____

Event: ☐ Master's defense   ☐ Preliminary Examination   ☐ Dissertation Defense

Scoring Summary (see following pages for rubric)

	Below Expectations	Meets Expectations	Above Expectations	Unable to Evaluate
1. Understanding	☐	☐	☐	☐
2. Problem Solving	☐	☐	☐	☐
3. Integrating Information	☐	☐	☐	☐
4. Communication.	☐	☐	☐	☐
5. Technology Proficiency	☐	☐	☐	☐
6. Theory	☐	☐	☐	☐
7. Ethics	☐	☐	☐	☐

Department of Anthropology, Texas A&M University Committee Member Scoring Rubric for PhD Dissertation and Oral Defense			
Academic Issue	**1. Below Expectations** Both oral and written participation evidences the following traits:	**2. Meets Expectations** Both oral and written participation evidences the following traits:	**3. Above Expectations** Both oral and written participation evidences the following traits:
Understanding *Exhibits a coherent understanding of discipline-specific knowledge.*	• Tone at times appears inappropriate for a scholarly audience. • Uses words that may be incorrect, vague, or inappropriate but generally are appropriate. • Sentences are often unclear and prose is not articulated.	• Tone suits a scholarly audience. • Some words may be incorrect or inappropriate, but most are correct and appropriate. • Sentence structure varies as appropriate for the content, purpose, and audience.	• Tone suits a scholarly audience and conveys a clear and consistent point of view. • Word choice is precise, artful, and appropriate. • Sentence structure varies as appropriate for the content, purpose, and audience and creates interest or readability.
Problem solving *Applies discipline-specific knowledge in a range of contexts.*	• Student exhibits lack of interest or initiative. • Assignments show a sloppy or incomplete formulation of the problems. • Answers betray a shallow research, or an incomplete assessment of the bibliography and data available. • Reasoning is flawed or illogic.	• Student identifies the problems and clearly states them. • Student shows a good understanding of methodologies used to address her/his problems • Uses supporting evidence is linked to claims in the form of examples, details, authority, and/or data.	• The problems are easily identified, clearly stated, consistent with the evidence, competently addressed. • Student shows a thorough understanding of the problems and methodologies • Proposes interesting and original ideas, and show independent reasoning. • Ample supporting evidence is linked to claims in the form of examples, details, authority, and/or data.
Integrating information *Uses a variety of sources and evaluates multiple points of view.*	• Student doesn't seek a variety of sources and viewpoints in the formulation of her/his problems. • Her/his reasoning sometimes sounds mechanical or awkward. • The arrangement of ideas is not clear and logical.	• Student seeks a variety of sources and viewpoints in the formulation of her/his problems. • Her/his reasoning is sound and logical. • The presentation of a diversity of possible approaches is clear and logical.	• Student seeks a variety of sources and viewpoints in the formulation of her/his problems with a critical and analytical mind • Her/his reasoning is sound and logical. • The presentation of a diversity of possible approaches is clear and logical, and presented with mastery, for instance using examples and hierarchizing premises or ideas.

Academic Issue	2. Below Expectations Both oral and written participation evidences the following traits	3. Meets Expectations Both oral and written participation evidences the following traits:	4. Above Expectations Both oral and written participation evidences the following traits:
Communication *Communicates effectively.*	• Student is not a good communicator: posture, voice, or presence do not convey a sense of mastery in the subjects presented. • Student makes errors that interfere with the message or damage presentation credibility.	• Student is a good communicator: posture, voice, or presence convey a sense of mastery in the subjects presented. • Student makes errors, but they don't interfere with the message nor damage the presentation credibility.	• Student is a natural communicator: posture, voice, or presence do transmit a sense of mastery in the subjects presented and enthusiasm the audience. • Student makes very few errors, and they don't interfere with the message nor damage the presentation credibility.
Technology proficiency *Demonstrates proficiency in technology.*	• Student exhibits a poor understanding of the technologies used in the field. • Student doesn't understand how technology dictates and shapes research questions and results.	• Student understands the main technologies used in the field. • Student understands the limitations and biases associated with technology.	• Student exhibits a good understanding of the technologies used in the field. • Student uses his understanding of the research means to develop working hypothesis and design experiments that explore the limits of the technology available.
Theory *Develops clear, hypothesis-driven research plans and conducts valid, data-supported and theoretically consistent research.*	• Student doesn't show much interest in theory-driven research, preferring practical and well-defined specific problems. • Student doesn't show initiative and fails to compile all the relevant data before addressing a problem.	• Student understands the main theories that frame the discipline of anthropology and her/his sub-discipline of interest. • Can develop hypothesis-driven research plans. • Understands the basic tenets of scientific research in the humanities. • Student conducts thorough research before defining problems and then addresses them with coherent and consistent method	• Student is proficient in the main theories of anthropology and those her/his sub discipline. • Can make synthesis and propose theory-driven research plans. • Student exhibits creativity in the data collection phase and develops research questions based on mature and well-thought frames. • Student shows deep understanding of problems being researched & uses coherent and consistent method to address them.
Ethics *Chooses ethical courses of action in research and practice.*	• Student cuts corners or chooses the shorter paths to mediocre results. • Shows little interest in ethical questions. • Doesn't understand moral and social implications and pitfalls of anthropological research. • Is main focus is getting a job, if possible well-paid.	• Student works diligently. • Shows interest in ethical questions. • Fully understands the moral and social implications and pitfalls of anthropological research, specifically, and academic research in general. • Her/his main focus is knowledge, competence, and acquisition of skills.	• Student is diligent and honest. • Shows interest in ethical questions and interest in becoming socially involved. • Fully understands the moral and social implications and pitfalls of anthropological research, specifically, and academic research in general and takes them in consideration in her/his research. • Is main focus is knowledge, competence, and the acquisition of skills