

Department of Chemistry Thesis/Dissertation Rubric

Student
Name:

Exam
Date:

Committee: 1.
(chair)

2.

3.

4.

	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Poor (1 pt)	Score
Background Knowledge	Demonstrates the ability to apply fundamental concepts to advanced topics in chemistry and in-depth knowledge of the current literature. Correctly identifies and illustrates the importance of unanswered questions in the field and presents the proposal within the context of these questions.	Demonstrates sufficient knowledge of the current literature and chemical principles. Correctly identifies and understands the importance of unanswered questions in the field.	Demonstrates adequate knowledge of chemical principles and an awareness of the current literature, but does not identify unanswered questions in the field.	Demonstrates limited knowledge of chemical principles and the current literature.	
Quality and Impact of Research	Applied sound research methods to understand unanswered problems in the field and described the results effectively. Demonstrated the potential value of the findings in advancing knowledge within the area of study.	Applied sound research methods, but did not describe the results effectively or did not describe potential value of the findings.	Applied sound research methods, but did not describe the results effectively and did not describe potential value of the findings.	Did not apply proper methods to understand unanswered problems.	
Analysis	The document places the research and the results in the broader context of the field. A meaningful discussion of the impact of the results within or outside of the field is included.	The document places the research and the results in the broader context of the field.	The document references, but does not analyze the context of the work performed.	The document does not or does not adequately reference the context of the work performed.	
Syntax and Mechanics	Only minor grammatical or spelling errors are present. Citations are in consistent format.	A few spelling and grammatical errors or formatting errors of citations are present.	Spelling and grammatical errors make it difficult to follow the intended meaning of some passages.	Grammatical and spelling errors obscure the intended meaning of substantial passages of text. Citations are absent or do not match the published literature.	

	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Poor (1 pt)	Score
Organization	The document is cohesive, and is written to convey a message. The text follows a logical progression. Non-text elements including figures, schemes and tables are in logical order and referred to in order to support the text.	The document conveys a cohesive message, while containing minor discrepancies in logical progression. Non-text elements are referred to.	Parts of the document do not integrate into the overall message. Some ideas are referred to before being introduced. Non-text elements are not adequately referenced in the text.	The message of the document is obscured by frequent changes in topic. Different parts of the text and non-text elements do not relate to each other.	
Development	The text articulates the problem to be solved, describes the approach in sufficient detail to be reproduced, describes how results were obtained from experiments and sources, discusses validity of results, and makes conclusions following from results.	The text contains minor deficiencies in 1-2 of the aforementioned topics.	The text contains minor deficiencies in 3 or more of the aforementioned topics.	The text does not adequately address one or more of the aforementioned topics.	
Style of Writing	Writing is consistently clear and conveys the intended meaning with precise language. Appropriate technical terms are used throughout and properly defined.	Writing is mostly clear and generally conveys the intended meaning. Appropriate technical terms are used throughout; some may not be defined.	In places the writing is unclear and fails to convey the intended meaning, or language is not precise. Technical terms may not be used appropriately.	The writing is frequently unclear and often fails to convey the intended meaning. Technical terms are often missing or are used incorrectly.	

Comments:

Student Signature: _____ **Chair Signature:** _____

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