



Assessment of Thesis Examination*

1. Knowledge

Knowledge

1: <input type="checkbox"/> Remembering Level	2. <input type="checkbox"/> Understanding Level
3: <input type="checkbox"/> Applying Level	4. <input type="checkbox"/> Creating Level

2. Research Skills

Experimental Design

1: <input type="checkbox"/> Unable to design methods to solve problems	2. <input type="checkbox"/> Able to design methods to solve problems but do not lead to results
3: <input type="checkbox"/> Designs effective methods that solve problems	4. <input type="checkbox"/> Designs effective, innovative methods that solve problems

Thesis Data Analysis

1: <input type="checkbox"/> Unable to analyze data	2. <input type="checkbox"/> Able to analyze most data
3: <input type="checkbox"/> Able to analyze all data and able to draw proper conclusion	4. <input type="checkbox"/> Level 3 + Able to apply information for further study

Drawing Reasoned Conclusion

1: <input type="checkbox"/> Little discussion of findings/outcomes. Conclusions are not supported by findings/outcomes.	2. <input type="checkbox"/> Major topics or concepts are inaccurately described. Conclusions are not entirely supported by findings/outcomes
3: <input type="checkbox"/> Discussion is sufficient and with few errors. Conclusions are based on outcomes	4. <input type="checkbox"/> Discussion is superior, accurate, and engaging. Conclusions are appropriate and clearly based on outcomes.

Response to Questions

1: <input type="checkbox"/> Responses are incomplete or require prompting. Responses do not meet level of degree program of graduate.	2. <input type="checkbox"/> Respondent exhibits adequate knowledge in subject area but with some incomplete response
3: <input type="checkbox"/> Arguments are skillfully presented but with minor incomplete response.	4. <input type="checkbox"/> Respondent exhibits superior knowledge in subject area

Thinking Skills

1: <input type="checkbox"/> Reveal ability to interpret & understand information	2. <input type="checkbox"/> Level 1 + Reveal analytical thinking ¹
3: <input type="checkbox"/> Level 2 + Reveal critical thinking ²	4. <input type="checkbox"/> Level 3 + Reveal synthetic thinking and creativity ³

3. Communication Skills

Presentation Content & Organization

1: <input type="checkbox"/> Hard to follow; jumpy sequence of information	2. <input type="checkbox"/> Most of information presented in sequence
3: <input type="checkbox"/> All information presented in logical sequence; easy to follow	4. <input type="checkbox"/> All information presented in logical sequence as interesting story; easy to follow; main points summarized

Slide Design

1: <input type="checkbox"/> Information presented in inappropriate format	2. <input type="checkbox"/> Information presented in appropriate format, BUT fonts/figures are hard to read
3: <input type="checkbox"/> Information presented in appropriate format, AND	4. <input type="checkbox"/> Appropriate format, AND fonts/figures are easy to

Note : * Independent study / Special Project Study / Special Research Study / Thesis /Dissertation Defense

fonts/figures are easy to read	read, AND presentation design is beautiful and attractive
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English Skills

1: <input type="checkbox"/> Incorrect pronunciation and/or incorrect grammar	2. <input type="checkbox"/> Incorrect pronunciation and/or incorrect grammar of some terms
3: <input type="checkbox"/> Incorrect pronunciation and/or incorrect grammar of few terms	4. <input type="checkbox"/> Correct, precise pronunciation and grammar of all terms

4. Scientific Writing Skills

Content Organization

1: <input type="checkbox"/> Hard to follow; jumpy sequence of information	2. <input type="checkbox"/> Most of information presented in sequence
3: <input type="checkbox"/> All information presented in logical sequence; easy to follow	4. <input type="checkbox"/> All information presented as interesting story in logical, easy to follow sequence; summarize main points

English competency

1: <input type="checkbox"/> Numerous grammatical and spelling errors	2. <input type="checkbox"/> Some grammatical and spelling errors
3: <input type="checkbox"/> Clear, with minimal errors in grammar	4. <input type="checkbox"/> Concise, clear, with consistently proper grammar and spelling

5. Ethical Sense and Responsibility (Advisor only)

Community Responsibility

1: <input type="checkbox"/> Unaware of ethical standard	2. <input type="checkbox"/> Aware of ethical standard & moderately responsible
3: <input type="checkbox"/> Aware of ethical standard & usually responsible	4. <input type="checkbox"/> Aware of ethical standard & highly responsible

Plagiarism

1: <input type="checkbox"/> Unaware of ethical standard regarding plagiarism	2. <input type="checkbox"/> Moderately aware of ethical standard regarding plagiarism
3: <input type="checkbox"/> Usually aware of ethical standard regarding plagiarism	4. <input type="checkbox"/> Highly aware of ethical standard regarding plagiarism

Data Fabrication

1: <input type="checkbox"/> Unaware of ethical standard regarding data fabrication	2. <input type="checkbox"/> Moderately aware of ethical standard regarding data fabrication
3: <input type="checkbox"/> Usually aware of ethical standard regarding data fabrication	4. <input type="checkbox"/> Highly aware of ethical standard regarding data fabrication

6. Teamwork (Advisor only)

Contributions

1: <input type="checkbox"/> Rarely provides useful ideas when participating in the group; May refuse to participate	2. <input type="checkbox"/> Sometimes provides useful ideas when participating in the group; A satisfactory group member who does what is required
3: <input type="checkbox"/> Usually provides useful ideas when participating in the group; A strong group member who tries hard.	4. <input type="checkbox"/> Routinely provides useful ideas when participating in the group; A leader who contributes a lot of effort

Working with others

1: <input type="checkbox"/> Rarely listens to, shares with, and supports the efforts of others	2. <input type="checkbox"/> Often listens to, shares with, and supports the efforts of others
3: <input type="checkbox"/> Usually listens to, shares with, and supports the efforts of others	4. <input type="checkbox"/> Always listens to, shares with and support the efforts of others

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7. Objective-Based management (Advisor only)

Establishing own goals related to thesis work

1: <input type="checkbox"/> Does not define own goals and objectives, or acts without relation to them.	2. <input type="checkbox"/> Establishes inappropriate goals or is not committed to them.
3: <input type="checkbox"/> Able to set own goals appropriately.	4. <input type="checkbox"/> Establishes own goals well and is committed to meeting them.

Systematically revising plan and modifying it as needed to improve it

1: <input type="checkbox"/> No revising plan.	2. <input type="checkbox"/> Is inconsistent in revising plan.
3: <input type="checkbox"/> Regularly analyzes and adjusts plan.	4. <input type="checkbox"/> Systematically analyzes and adjusts plan, incorporated suggestions by advisors.

8. Overall Comments

..... Assessor
(.....)
...../...../.....