	The School of Electrical Engineering and Computer Science Graduate Thesis/Dissertation	
Evaluator:	Student Name:	

Learning Outcome #2: Critical Thinking Technical contribution of thesis/dissertation						
Score	Criteria	1	2	2 3		5
Score	Criteria	Poor	Fair	Good	Very Good	Excellent
	Scope and context	Does not adequately	Describes the	Adequately	Extensively describes	Comprehensively
	of the question is	describe the scope	scope and context	describes the scope	the scope and	describes the scope
	well defined	and context of the	of the question in	and context of the	context of the	and context of the
		question; critical	some detail; a few	question; sufficient	question; level of	question; level of
		details are missing	details are missing	level of detail is	detail provides great	detail offers
				provided	insights	greatest insights
	Demonstrates	Does not adequately	Demonstrates	Adequately	Extensively describes	Comprehensively
	mastery of open	demonstrate	some knowledge of	demonstrates	existing and	describes existing
	literature in the	knowledge of	existing and	knowledge of	emerging research	and emerging
	research area	existing and	emerging research	existing and	on the topic; level of	research on the
		emerging research	on the topic; a few	emerging research	detail provides great	topic; level of detail
		on the topic; critical	details are missing	on the topic;	insights	offers additional
		details are missing		sufficient level of		breadth, depth,
				detail is provided		and/or greatest
						insights
	Identifies	Does not adequately	Evaluates some	Adequately	Extensively evaluates	Comprehensively
	appropriate	evaluate the scope of	analytical tools and	evaluates the scope	the scope of	evaluates the scope
	methods and tools;	analytical methods	selected an	of analytical	analytical methods or	of analytical
	makes appropriate	and tools and/or did	appropriate one	methods and tools	tools and selected	methods or tools
	selection	not select the most	among those	and selected the	the most appropriate	and selected the
		appropriate one;	considered; some	most appropriate	one.	most appropriate
		some viable options	options were	one; all obvious		one; new or
		were not considered	overlooked	options were		optional analytical
		or the best was not		considered and the		tools were also
		chosen		best was chosen		considered and the
						best was chosen

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Score	Criteria	Poor	Fair	Good	Very Good	Excellent
	Analyzes the topic	Does not adequately	Topic is analyzed	Adequately analyzes	Extensively analyzes	Comprehensively
	at an appropriate	analyze the topic at	near the	topic at the	the topic at the	analyzes topic at the
	level (PhD or MS)	the appropriate level;	appropriate level;	appropriate level;	appropriate level;	appropriate level;
		important aspects of	some aspects of	sufficient level of	extensive analysis or	level of analysis or
		analysis or evaluation	analysis or	analysis or	evaluation is	evaluation offers
		is missing	evaluation is	evaluation is	provided	additional breadth,
			missing	provided		depth, and/or new
						insights
	Interprets results	Does not adequately	Interprets most	Adequately	Extensively interprets	Comprehensively
	within appropriate	interpret results	results within the	interprets results	results within the	interprets results
	scope and context	within the scope and	scope and context	within the scope	scope and context of	within the scope
		context of the	of the defined	and context of the	the defined question;	and context of the
		defined question;	question;	defined question;	interpretation is	defined question;
		interpretation is	interpretation is	interpretation is	complete and	interpretation is
		incomplete or lacks	mostly complete	complete and	rational and offers	complete, rational,
		rationale	and rational.	rational	some additional	and offers
					insight.	additional breadth,
						depth, and/or new
						insights.
	Makes	Does not make	Makes a	Makes	Makes	Makes
	recommendations	recommendations or	recommendation	recommendations	recommendations	recommendations
	and/or identifies	identify next steps or	or next step or	and identifies next	and identifies some	and identifies
	next steps	recommendations	some	steps that are	next steps beyond	numerous steps
		and next steps are	recommendations	commensurate with	the scope of the	beyond the scope of
		not justified based on	and next steps are	results	project, but which	the project, but
		results	not justified based		have other relevance	which have other
			on results			relevance
Loovein	a Outcome #2 Coore	/20				

Learning Outcome #2 Score: _____/30

	Learning Outcome #3a: Written Communication					
Caarra	1		2	3	4	
Score	Criteria	Poor	Fair	Good	Very Good	
	Objective	Little focus on the	Moderate focus on the	Strong focus on the	Thorough focus on the	
	and Context	audience, objective of the	audience, objective of the	audience, objective of the	audience, objective of the	
		document, and context.	document, and context.	document, and context.	document, and context.	
	Content	Content is relevant and	Content is relevant and	Uses appropriate, relevant,	Uses appropriate, relevant,	
		centered around simple	centered around complex	and compelling content to	and compelling content to	
		concepts that are	concepts that are	explore ideas within the	illustrate mastery of the	
		inconsistently developed	consistently developed	context of the discipline	subject, conveying the	
		throughout the work.	throughout the work	and shape the whole work.	writer's understanding, and	
					shaping the whole work.	
	Conventions	A basic structure is	Implements an appropriate	Consistently employs	Conventions are employed	
		employed to drive	document organizational	conventions of the field to	extensively and	
		document organization	structure	drive document	appropriately in forming	
				organization	document organization and	
					stylistic expression	
	Logical Flow	Content is presented in a	Content is organized in a	Content is organized is a	Content is organized in an	
		haphazard way; chapters	moderately logical way;	very logical way; chapters	expertly logical way;	
		and sections do not	chapters and sections	and sections always relate	chapters and sections are	
		generally relate to each	generally relate to each	and flow from one idea to	expertly chosen to lead the	
		other	other and flow from one	the next.	reader on a logical journey	
			idea to the next.		from background to the	
					conclusion.	
	Sources	Sources are drawn	Uses moderate quality and	Strong use of high quality	Expert use of highest	
		haphazardly from the open	mostly credible sources	and credible sources that	quality and credible	
		literature of varying quality	that are relevant to the	are relevant to the subject	sources that are relevant to	
		and credibility. Many of	subject matter	matter	the subject matter.	
		the sources do not apply to				
		the subject matter.				
	Mechanics	Explanation is difficult to	Explanation is generally	Solid explanation of the	Expertly explains the	
		understand with little	understandable with	message with mostly clear	message with clarity and	
		clarity; errors are present	moderate clarity; some	word choices and few	fluency with minimal	
		in critical locations.	errors are present	errors	errors.	
Learning Outcome #3a Score:/24						

	Learning Outcome #3b: Oral Communication					
Canna	Criteria	1 2		3	4	
Score	Criteria	Fair	Good	Very Good	Excellent	
	Logical	No discernible logical	A Logical organizational	A Logical organizational	A Logical organizational	
	Organization	organization used	structure is employed	structure is employed	structure is employed	
		throughout the	intermittently throughout	clearly and consistently	clearly and consistently;	
		presentation	the presentation	throughout the	structure is expertly	
				presentation	employed	
	Language	Confusing and obscure	Mundane language is used	Thoughtful language is	Language is imaginative,	
	Clarity	language is used that is not	that partially supports the	used that generally	memorable and compelling	
		aligned with the audience.	presentation. Language is	supports the presentation.	that enhances comprehen-	
			aligned with the audience.	Language is well-aligned	sion; language is expertly	
				with the audience	tailored to the audience.	
	Presentation	Presentation techniques	Presentation techniques	Presentation techniques	Presentation techniques	
		(eye contact, gestures, etc)	(eye contact, gestures, etc)	(eye contact, gestures, etc)	(eye contact, gestures, etc.)	
		distract from the goals of	minimally support the goals	strongly support the goals	strongly support a	
		the presentation; presenter	of the presentation; the	of the presentation; the	compelling presentation;	
		is uncertain.	presenter is hesitant.	presenter is comfortable.	the presenter is confident	
					and professional	
	Slides	Slides poorly support the	Slides adequately support	Slides strongly support the	Slides are well crafted and	
		goals of the presentation	the goals of the	goals of the presentation,	comprehensively justify the	
		and detract from the	presentation, and	and establishes the	goals of the presentation;	
		credibility of the presenter.	marginally supports the	credibility of the presenter.	the credibility of the	
		Figures, tables, and other	credibility of the presenter.	Figures, tables, and other	presenter is placed on a	
		artifacts are of poor	Figures, tables, and other	artifacts are of high quality	strong foundation; figures,	
		quality, but are properly	artifacts are of average	and properly cited.	tables, and other artifacts	
		cited.	quality, and properly cited.		are of publication quality,	
					and properly cited.	
	Central	The central message is	The central message is	The central message easily	The central message is	
	Message	discernible with some	reasonably discernible but	discernible and well	comprehensively	
		effort	is not memorable.	supported by the slides	established and strongly	
					supported.	
Learning Outcome #3b Score:						