

GES THESIS REVIEW PANEL EVALUATION FORM

Your Name: _____

Date: _____

Name of Student: _____

Check One: First evaluation Second evaluation

Title of Thesis: _____

	LOW		HIGH
1. Question	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 3
Does the introduction clearly articulate the student's hypothesis and research goals?	Faculty are encouraged to assign a zero to any thesis that does not meet a "1" level performance.	The student articulates a research question and the goals of the project, but may be unclear, inconsistent, or is disorganized.	The student articulates a research question and the goals of the project, but at times is a bit unclear. The student clearly and explicitly articulates a research question and the goals of the project.
2. Question	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 3
Are the research methods adequately described and referenced?	Faculty are encouraged to assign a zero to any thesis that does not meet a "1" level performance.	The student describes the research methods, but some may not be at an appropriate level of detail (too much or too little). Inconsistent or inadequate references.	The student describes the research methods at an appropriate level of detail, and adequately references them. The student clearly describes and thoroughly references research methods used in the thesis.
3. Question	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 3
Does the thesis provide a comprehensive, understandable description of the results (or lack of results)? Results should be described in text and figures.	Faculty are encouraged to assign a zero to any thesis that does not meet a "1" level performance.	The thesis presents a brief description and interpretation of results, and mentions inconsistencies, ambiguities, limitations, but does not explain the implications of these potential problems.	The thesis presents a clear description and interpretation of results, identifies inconsistencies, ambiguities, limitations, but may not explain the implications of these potential problems. Results are clearly and completely described in the text and figures. Data analysis is accurate and unbiased. The interpretation of results is insightful and the thesis explains the implications of inconsistencies, ambiguities, alternatives and/or limitations.
4. Question	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 3
Are the tables, graphs, and figures clear, effective, and informative?	Faculty are encouraged to assign a zero to any thesis that does not meet a "1" level performance.	The tables, figures and legends are appropriate, but some are incomplete, unclear, or missing important elements.	In general, the tables, figures and legends are clear and appropriate, but one or more have minor problems and could benefit from revision. The student makes appropriate choices about how to present his/her data and presents a logical sequence of evidence to support the claims. The tables and figures are exceptionally well-constructed, and the legends and titles clearly describe the visual elements.

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	LOW			HIGH
5. Question	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Are the citations sufficient and presented consistently throughout the text and in the list of works cited?	Faculty are encouraged to assign a zero to any thesis that does not meet a "1" level performance.	The thesis uses a citation format and presents the list of works cited, but there are minor inconsistencies or errors. Claims which should be referenced are not.	The thesis uses a citation format and presents the list of works cited in a professional manner, but there may be minor inconsistencies or errors. A few claims which should be referenced are not.	The student makes excellent use of scholarly sources to back up his/her claims and contextualize the research project. The thesis uses a consistent and appropriate citation format and presents the list of works cited in a professional manner.
6. Question	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Is the writing style appropriate for the target audience of upper division undergraduates and faculty in the general field of environmental sciences?	Faculty are encouraged to assign a zero to any thesis that does not meet a "1" level performance.	The writing is usually direct and concise but some areas need improvement. Wording is ambiguous or not objective in some parts of the thesis. Terminology is sometimes used inappropriately. The author assumes too much knowledge on the part of the audience.	The writing is direct with minimal unnecessary words. Through most of the thesis, wording is unambiguous and objective; scientific terminology is almost always used appropriately, with most terms defined as needed. The author assumes a scientific audience but not an expert level of knowledge on the thesis topic.	The writing is direct and to the point, employing no unnecessary words. Wording is unambiguous and objective; scientific terminology is used appropriately, with terms defined as needed. The author assumes a scientific audience but not an expert level of knowledge of the thesis topic.
7. Question	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Is the thesis free of writing errors (grammar, spelling, scientific conventions such as italicizing species names, etc.)?	Faculty are encouraged to assign a zero to any thesis that does not meet a "1" level performance.	The thesis contains some errors or is presented in a manner that does not adhere to professional standards.	The thesis contains very few errors and is presented in a manner that adheres to professional standards.	The thesis is virtually free of obvious errors.
8. Question	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Is the thesis clearly and appropriately organized? Does each section contain appropriate information (e.g. possible implications of the results are in the discussion section, not the results section)? Is the information in each section cohesive and logically	Faculty are encouraged to assign a zero to any thesis that does not meet a "1" level performance.	The thesis is somewhat organized, and not all sections contain the appropriate information. The writing within paragraphs is usually logical and easy to follow in most cases. The thread of the scientific narrative is a bit difficult to follow and could be improved.	The thesis is organized, and most sections contain the appropriate information. The writing within paragraphs is usually logical and easy to follow in most cases. The thread of the scientific narrative is generally clear and easy to follow.	The thesis is well organized, and sections contain the appropriate information. The writing within paragraphs is logical and easy to follow. The background, results and discussion build a logical and scientifically contextualized narrative.
9. Comments				