

Senior Project Assessment

Each faculty member on the student's Senior Project Committee should complete this assessment independently. Please select the appropriate descriptor for each item. Please select "unable to rate" in those cases where your work with the student on the Senior Project did not provide enough information for you to assess the area in question.

Confidentiality and Reporting

More information regarding the confidentiality and reporting of this data can be found [here](#)

Student Name *

First Last

Student ID

Course

Faculty Name *

First Last

Faculty ID

Role

Department for which you are evaluating this student:

1. Disciplinary Proficiency

Students with excellent disciplinary proficiency demonstrate the depth and breadth of knowledge and skills necessary to complete independent, creative work in the discipline(s) in which the senior project is situated while adhering to the highest standards of quality and professional ethics. Given this general standard, how would you rate this student's disciplinary proficiency as demonstrated in the senior project?

1 = "Not Demonstrated", 4 = "Satisfactory" and 7 = "Outstanding", U/R = "Unable to Rate": *

	1	2	3	4	5	6	7	U/R
Disciplinary Proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Independent Project Planning and Development

Students who excel in planning and working independently require little guidance in identifying a specific, significant problem; proposing alternative methods for resolving the problem; designing an appropriate project to address the problem; working effectively within the context of the plan; and adjusting the plan as needed as more information becomes available. Given this general standard, how would you rate this student's ability to plan and work independently as demonstrated in the senior project?

1 = "Not Demonstrated", 4 = "Satisfactory" and 7 = "Outstanding", U/R = "Unable to Rate": *

	1	2	3	4	5	6	7	U/R
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Independent Project Planning and Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3. Locating Information

Students who excel in locating information conduct a thorough yet not excessive search, locate a sufficient amount and appropriate range of source material for their project, and consult primary sources as needed. Given this general standard, how would you rate this student's ability to locate information as demonstrated in the senior project?

1 = "Not Demonstrated", 4 = "Satisfactory" and 7 = "Outstanding", U/R = "Unable to Rate": *

	1	2	3	4	5	6	7	U/R
Locating Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Evaluation and Use of Information

Students who excel in the evaluation and use of information critically evaluate both the information and its sources, incorporate appropriate information into their work and interpret information to draw reasonable and defensible conclusions. Given this general standard, how would you rate this student's ability to evaluate critically and use information as demonstrated in the senior project?

1 = "Not Demonstrated", 4 = "Satisfactory" and 7 = "Outstanding", U/R = "Unable to Rate": *

	1	2	3	4	5	6	7	U/R
Evaluation and Use of Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Integrative Thinking

Students with excellent integrative thinking skills carefully consider multiple perspectives, models and/or theories; synthesize and reconcile opposing arguments (when appropriate); and clearly present and justify their own perspective, model and/or theory. Given this general standard, how would you rate this student's integrative thinking ability as demonstrated in the senior project?

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	1	2	3	4	5	6	7	U/R
Integrative Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Reasoning

Students who have excellent reasoning abilities activate prior knowledge in completing new tasks, express their reasoning and strategies for problem-solving, apprehend the implications of results or outcomes of their activities, seek to create coherent meaning from individual components, identify inconsistencies and confusion in their own thought processes, and are persistent in their quest for comprehension. Given this general standard, how would you rate this student's reasoning ability as demonstrated in the senior project?

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	1	2	3	4	5	6	7	U/R
Reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Written Communication

Excellent writing is clear, interesting, logically organized (both as a unified whole and within its constituent parts), concise and articulate. Assertions are specific, precisely stated, and persuasively supported. Arguments are carefully crafted and cohesive. The author employs the conventions and citation protocols of the discipline correctly. The document is free of the sorts of errors that careful proofreading catches. Given this general standard, how would you rate this student's writing ability as demonstrated in the final version of the senior project?

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	1	2	3	4	5	6	7	U/R
Written Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Oral Communication

Excellent oral communication is clear, organized, interesting, and focused on a specific claim that is appropriate to the context. Assertions are specific, precisely stated, and persuasively supported. Arguments are carefully crafted and cohesive. Excellent oral communication is also characterized by consistent professionalism, sincerity, enthusiasm, and confidence. Given this general standard, how would you rate this student's oral communication in the senior project? Note that this assessment should be based on the oral defense of the senior project (however "oral defense" is defined by the relevant department).

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	1	2	3	4	5	6	7	U/R
Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Intellectual Development

During the period of time they spend completing the senior project, students develop to various degrees. In thinking about this student's senior project from start (e.g., pre-comp oral and/or initial proposal) to finish (e.g., final written version and/or oral defense/presentation), how would you rate this student's degree of intellectual development over the course of the senior project?

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	1	2	3	4	5	6	7	U/R
Intellectual Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Faculty email address (for confirmation email)