

Student Name: \_\_\_\_\_ Degree: \_\_\_\_\_

Year/Semester of Defense: \_\_\_\_\_ Assessor Name: \_\_\_\_\_

Training Area: \_\_\_\_\_

(Ecology; Environmental Toxicology; Evolutionary & Population Biology; Fisheries; Wildlife)

I. Assessment of Content Knowledge: \_\_\_\_\_

Rating		Indicators
0 = Developing	<input type="checkbox"/>	Defense demonstrates significant gaps in comprehension of, and/or ability to apply, knowledge relevant to the training area that compromises the quality of the thesis/dissertation.
1 = Adequate	<input type="checkbox"/>	Defense shows no significant gaps in comprehension of, or ability to apply, knowledge relevant to the training area that compromises the quality of the thesis/dissertation.
2 = Proficient	<input type="checkbox"/>	Defense demonstrates that the student fully comprehends and can apply knowledge relevant to the training area, and already has integrated that knowledge into the thesis/dissertation.

II. Assessment of Zoological Literature: \_\_\_\_\_

Rating		Indicators
0 = Developing	<input type="checkbox"/>	Defense demonstrates significant gaps in student's ability to access, comprehend, and apply concepts from primary literature relevant to the training area. This deficiency may compromise the quality of the thesis/dissertation.
1 = Adequate	<input type="checkbox"/>	Defense shows no significant gaps in student's ability to access, comprehend, and apply concepts from primary literature relevant to the training area that would compromise the thesis/dissertation.
2 = Proficient	<input type="checkbox"/>	Defense demonstrates that the student is fully competent to access, comprehend, and apply concepts from primary literature relevant to the training area, and has analyzed & evaluated that literature in the thesis/dissertation.

III. Assessment of Ability to Plan and Conduct Research: \_\_\_\_\_

Rating	Indicators
0 = Developing <input type="checkbox"/>	Defense demonstrates significant weaknesses in the student's ability to plan and conduct research in the training area such that the quality of the thesis/dissertation may be compromised.
1 = Adequate <input type="checkbox"/>	Defense shows no significant weaknesses in the student's ability to plan and conduct research in the training area that would compromise the thesis/dissertation.
2 = Proficient <input type="checkbox"/>	Defense demonstrates that the student is fully capable of planning and conducting research in the training area such the thesis/dissertation results are of publication quality for a top-tier journal in the discipline.

IV. Assessment of Ability to Communicate About Science: \_\_\_\_\_

Rating	Indicators
0 = Developing <input type="checkbox"/>	Defense demonstrates significant weakness in the student's ability to write clearly and effectively about information relevant to the training area such that the quality of the thesis/dissertation may be compromised.
1 = Adequate <input type="checkbox"/>	Defense shows no significant weakness in the student's ability to write clearly and effectively about information relevant to the training area that would compromise the quality of the thesis/dissertation.
2 = Proficient <input type="checkbox"/>	Defense demonstrates that the student has superior skill in writing clearly and effectively about information relevant to the training area, such that the text of the thesis/dissertation is ready for submission for publication.

V. Assessment of Ability to Use Relevant Technology: \_\_\_\_\_

Rating	Indicators
0 = Developing <input type="checkbox"/>	Defense demonstrates significant weakness in the student's ability to use technology relevant to the training area that may compromise the quality of the thesis/dissertation.
1 = Adequate <input type="checkbox"/>	Defense shows no significant weakness in the student's ability to use technology relevant to the training area that would compromise the quality of the thesis/dissertation.
2 = Proficient <input type="checkbox"/>	Defense demonstrates that the student has superior skill in using technology relevant to the training area that has greatly enhanced the quality of the thesis/dissertation.

VI. Assessment of Professional Dispositions: \_\_\_\_\_

VII. Rating	Indicators
0 = Developing <input type="checkbox"/>	Performance in the graduate program demonstrates significant weakness in the student's professionalism, ability to collaborate with diverse peers, and/or commitment to professional growth.
1 = Adequate <input type="checkbox"/>	Performance in the graduate program demonstrates no significant weakness in professionalism, ability to collaborate, and/or commitment to professional growth. Membership & participation in professional organizations.
2 = Proficient <input type="checkbox"/>	Performance in the graduate program demonstrates superior professionalism, ability to collaborate, and commitment to professional growth. Extensive participation in professional organization activities.