

DEPARTMENT OF WOOD SCIENCE & ENGINEERING

FINAL EXAM RUBRIC

This rubric is to be implemented on the day of the oral defense. All committee members should fill out the final exam assessment sheet based off this rubric. Consider the student's thesis/dissertation and the oral portion of the defense when evaluating using this rubric.

Criteria	Does Not Pass	Passes Exam	
	Unsatisfactory	Satisfactory	Exemplary
Problem Definition	Research/project goal is not clearly stated and not organized into well-defined objectives and outcomes.	Research/project goal is adequately stated and organized into well-defined objectives.	Research/project goal is clearly stated and organized into objectives with well-defined outcomes.
Literature Review & Previous Work	Disorganized and too brief review; widely known references are missing or not germane to the topic at hand.	Logically crafted review that adequately explores the topic; some references known to experts may be missing.	Well-synthesized exploration of the topic and illustration of the state of the knowledge in the field; references are complete.
Impact of Proposed Research	A contribution that does little to advance knowledge. Weak methodological (i.e., data collection) and analytical skills. Only a few major assumptions and limitations are stated. Work is impossible or illogical.	A contribution that advances knowledge. Adequate methodological (i.e., data collection) and analytical skills. Several major assumptions and limitations are stated. Work provides a solid contribution.	A contribution that strongly advances knowledge. Strong methodological (i.e., data collection) and analytical skills. Most major assumptions and limitations are clearly stated. Work is practical and provides an excellent contribution.
Solution Plan/Methods	Methods are not appropriate to attain the desired objective. Methods are not defined in detail and not organized into logical subsection to encourage repeatability.	Methods are appropriate to achieve the objectives and are adequately described.	Methods are well described in enough detail to ensure repeatability.
Results	Conclusions do not flow logically from analysis performed; significance and impact of work is minimal.	Conclusions flow logically from analysis performed; significance and impact of work is satisfactory.	Conclusions flow logically from analysis performed; significance and impact of work is expertly conveyed.
Quality of Written Communication	Writing style is laborious to read with several errors, poor sentence construction and/or poor document structuring.	Writing style is academic and presents information in a concise organized manner; minor grammatical and/or spelling errors.	Writing style is scholarly, precise, and flows naturally; voice is active and devoid of bias; no grammatical or spelling errors.

DEPARTMENT OF WOOD SCIENCE & ENGINEERING

FINAL EXAM RUBRIC

Quality of Oral Communication	Disorganized and low-quality presentation; poor communication skills; answers show lack of knowledge and poor critical thinking skills.	Adequately organized presentation; good communication skills; answers show adequate knowledge and critical thinking skills.	Highly engaging conference quality presentation; excellent communication skills; answers show expertise and well-developed critical thinking.
Critical Thinking	Ideas are poorly organized, confusing, or unclear; making arguments difficult to understand. Lacks analysis or engages only superficially with the material; minimal evidence of understanding multiple perspectives.	Most ideas are clearly presented, with occasional lapses in organization or precision; arguments are generally easy to follow. Provides a thorough analysis of issues, considering different perspectives, though some may lack depth.	Consistently presents ideas in a clear, organized, and precise manner; arguments are thoroughly developed and easy to follow. Demonstrates exceptional depth in analyzing issues from multiple perspectives; evidence of deep engagement with the material.
Broader Impact	Minimal acknowledgement of context and any bias, fails to consider own position, does not consider implications and consequences, poorly evaluates information, and makes few insightful conclusions.	Some acknowledgement of context and any bias, adequate consideration of own position, adequate consideration of implications and consequences, adequately evaluates information, and makes some insightful conclusions.	Clear sense of context and any bias, strongly considers own position, strongly considers implications and consequences, effectively evaluates information, and makes several insightful conclusions.
Subject Mastery	Science/Engineering/Arts principles underlying Research Hypothesis and Objectives not clearly identified. Lack of awareness of assumptions and limitations.	Science/Engineering/Arts principles underlying Research Hypothesis and Objectives identified and discussed. Major assumptions clearly stated.	Science/Engineering/Arts principles underlying Research Hypothesis and Objectives identified and discussed. Major assumptions clearly stated; as appropriate math models and associated predictions developed.