**Evaluation of ESP Graduate Student Performance - Mandatory**

**ALL COMMITTEE MEMBERS MUST SUBMIT THIS FORM. Ratings are mandatory. Comments are optional.**

**Please return to MSN 5F2 or email it to** slister1@gmu.edu **and** rcjones@gmu.edu**.**

**Action being evaluated:**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The SACS mandates that all academic programs evaluate the performance of graduate students with regard to the stated learning outcomes/objectives of the respective programs. For the **M.S**. program in ESP, this will include a standardized measure of performance [for th](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)e comprehensive examination (for those not completing a thesis), the thesis or project research proposal, the thesis defense, selected seminar courses, and th[e ca](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)pstone course (EVPP 677) for students in the management concentration. For the **Ph. D**., this will include the qualifying examination, the dissertation proposal, the dissertation defense, and selected seminars. The standardized instrument for the evaluation of these activities will be a modification of Bloom’s Taxonom[y app](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)earing below:

**Activity Level Sample Verbs Examples Rating** [**Comm**](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)**ents**

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| --- | --- | --- | --- | --- |
| **Remembering:** Does the student recall or remember the information? | Define, duplicate, list, memorize, recall, repeat, reproduce, state | Ex: Reproduce chemical reaction formulae for carbon dioxide dissolved in water OR for photosynthesis AND respiration. |  |  |
| **Understanding:** Does the student explain ideas or concepts? | Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase | Ex: Discuss the key *abiotic* factors affecting the diversity of either terrestrial OR aquatic ecosystems. |  |  |
| **Applying**: Does the student use the information in a new way? | Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write. | Ex: Using an organism of your choice, illustrate 3 potential ecological tradeoffs and how that organism's adaptations have allowed it survive in the context of these tradeoffs. |  |  |
| **Analyzing**: Does the student distinguish between the different parts? | Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test. | Ex: Contrast the characteristics of r- vs. k- selected populations. |  |  |
| **Evaluating**: Does the student justify a stand or decision? | Appraise, argue, defend, judge, select, support, value, evaluate | Ex: Given two interacting species of your choice, argue first “for” then “against” their relationship being one of parasitism. |  |  |
| **Creating**: Does the student create new product or point of view? | Assemble, construct, create, design, develop, formulate, write. | Ex: Create a scenario whereby humanity does not go extinct once population growth consumes all freshwater resources onEarth. (Be sure to reference what you know about population dynamics and resource limits.) |  |  |

**RATING:** Faculty will evaluate student performance for each of the six hierarchical categories as **4, 3, 2, 1 or 0** – **4 being the highest** - (with quarter point increments for flexibility)

with the understanding that it will be progressively more difficult to earn a high grade as one proceeds up the hierarchy from “Remembering” to “Creating”.

Adapted by D. Sklarew (Oct. 2008) from <http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm>