

Student ID: _____

Evaluator Name/Role: _____

Date: _____

DISSERTATION DEFENSE EVALUATION**PART I: Written Dissertation Defense**

| Assessment Criteria | 4 - Exceptional | 3 - Strong | 2 - Marginal | 1 - Unacceptable | Score |
|--|--|---|--|---|--------------|
| 1. Mastery of fundamental knowledge in the field of MAS. Develop and apply a theoretical lens of transdisciplinary Mexican American studies that draws on, and is grounded in, relevant frameworks, such as gendered dynamics, racialization, and decoloniality: Apply Mexican American studies theories to think critically about social justice in the context of Mexican American/Mexican origin communities. | Consistently applies fundamental and advanced concepts to topics in subject area. | Frequently applies fundamental and some advanced concepts to topics in subject area. | Somewhat applies fundamental concepts to topics in subject area. | Does not apply fundamental concepts to topics in subject area. | |
| 2. Articulate and demonstrate an understanding and analysis of Mexican American/Latina/o historic and contemporary issues, social movements and related theories: Ability to access and integrate | Command and understanding of the current research literature in the field of MAS and across relevant disciplines and is grounded in relevant theories. | Relates and understands the current research literature in the field of MAS and across relevant disciplines and is grounded in relevant theories. | Aware of the research literature in the field. | Knowledge is unrelated to the current research literature in the field. | |

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| information into a cohesive overview of current knowledge; ability to critically evaluate the meaning, value, and contribution of published literature in the field of MAS and across relevant disciplines and is grounded in relevant theories. | | | | | |
| 3. Imagination and originality of thought | Problem/purpose of study very creative or original with new and innovative ideas; Explored original topic and discovered new outcomes. | Problem/purpose of study original or creative; Design/approach appropriate or innovative. | Problem/purpose of study moderately original or creative; Design/approach moderately appropriate or innovative. | Problem/purpose of study lacked creativity or not new; Duplication of previous work. | |
| 4. Ability to design and implement an appropriate collection and analysis of data or ability to articulate a critical response to theory or a creative product. | Data interpretation is appropriate and creatively uses correct methodology; identifies weaknesses in interpretation; Demonstrates an advanced ability to articulate a critical response to theory or a creative product. | Data interpretation is appropriate and uses many correct methodology; identifies some weaknesses in interpretation Demonstrates an ability to articulate a critical response to theory or a creative product. | Data interpretation is appropriate and uses limited number of correct methodology; identifies no weaknesses in interpretation Demonstrates a limited ability to articulate a critical response to theory or a creative product. | Data interpretation is inappropriate and/or uses incorrect methodology; identifies no weaknesses in interpretation Demonstrates a lack of ability to articulate a critical response to theory or a creative product. | |
| 5. Ability to draw reasoned conclusions | Discussion was superior, accurate, and engaging; | Discussion sufficient and with few errors; Greater | Major topics or concepts inaccurately described; | Little discussion of project findings/outcomes; | |

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| from a body of knowledge | Conclusions/summaries and recommendations appropriate and clearly based on outcomes. | foundation needed from past work in area; Conclusions/summary based on outcomes and appropriate, included some recommendations. | Considerable relevant discussion missing; Conclusions/summary not entirely supported by findings/outcomes. | Displayed poor grasp of material; Conclusion/summary not supported by findings/outcomes. | |
| 6. Impact of research on the field | Thesis or dissertation is very relevant or has significant importance/ authenticity to field and will make an important contribution to field. | Thesis or dissertation has fair relevance or significance/authenticity to field and will make a good contribution to field. | Thesis or dissertation only moderate relevance or significance/ authenticity to field and will make a nominal contribution to field. | Thesis or dissertation has little relevance or significance/ authenticity to field and will make little contribution to field. | |
| 7. Applies a Hemispheric Perspective to MAS | <p>Applies relevant theories and principles from Mexican American Studies and relevant disciplines in order to understand the complex realities and issues faced in a hemispheric context of the Americas.</p> <p>Applies knowledge and skills to implement sophisticated, appropriate and workable solutions. The research reflects critical analysis and is grounded in engagement with interconnected systems relevant to a</p> | Plans and evaluates relevant theories and principles from Mexican American Studies and relevant disciplines in order to understand the complex realities and issues faced in a hemispheric context of the Americas using a multi-disciplinary perspective. Identifies a range of relevant actions. | Formulates practical yet elementary solutions and challenges to the topic in a hemispheric context of the Americas with at least two interdisciplinary perspectives. Organization of evidence and analysis reflects clear relationships of theories and literature that contextualizes the research within the field of Mexican American Studies in a broader hemispheric perspective with minor lapses in critical assessment and validity of evidence. | Defines relevant challenges related to the research from a hemispheric perspective in basic ways, including a limited number of perspectives and solutions. Alternatively, applying a hemispheric perspective is missing but would have been relevant to this analysis and application of knowledge. | |

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| | transnational perspective or application. | | | | |
| 8. Social Justice and Community Impact: Developed Research with Community Impact | <p>Work ably identifies the community, positions it as an integral or significant part of research question, research design, identifying how the impact of the research impacts or serves the community in question either through policy or practice or both.</p> <p>Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/ discipline to social justice and to one's own participation in community life, politics, and government.</p> | <p>Work identifies the community, but its role in forming part of the research (as an integral or significant part of research question, research design) is not as clearly defined as "exceptional." As such, identifying how the impact of the research impacts or serves the community in question may not be strongly articulated.</p> <p>Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to social justice and to one's own participation in community life, politics, and government.</p> | <p>Research may have been designed with a community in mind, but the work may be more theoretical in approach so that practical application was not an integral or significant part of research question.</p> <p>Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline to social justice and to one's own participation in community life, politics, and government.</p> | <p>Work does not emanate from a community</p> <p>Identifying how the research might impact or serve the community was not clear or poorly articulated question.</p> | |
| COMMENTS: | | | | | |

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PART I: Oral Dissertation Defense

| Assessment Criteria | 4 - Exceptional | 3 - Strong | 2 - Marginal | 1 - Unacceptable | Score |
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| 9. Oral presentation and defense of thesis/dissertation | Masterfully defends research by providing clear and insightful answers to questions; Uses presentation resources as a guide, gives detailed explanations, is easily understandable, and keeps appropriate eye contact with the audience. | Competently defends research by providing very helpful answers to questions; may occasionally manifest need for further reflection on minor points; Uses presentation resources as a guide, is easily understandable, and keeps eye contact with the audience with the audience. | Adequately defends research; answers questions, but often with little insight; frequently shows a need for deeper reflection on minor points; Relies too much on presentation and has difficulty speaking freely to the audience, and is somewhat comfortable with the topic. | Does not adequately defend research; does not answer key questions; frequently shows a need for deeper reflection on vital points; Reads the material from presentation to make the report and is clearly not comfortable with the topic. | |
| 10. Additional Assessment Criterion: | | | | | |
| ADDITIONAL COMMENTS: | | | | | |