

**Revised 5/26/2021*

Assessment Criteria: 1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____

Student ID: _____

Evaluator Name/Role: _____

Date: _____

Instruction: This Rubric is intended to be used to evaluate Master's student who have chosen the option of proceeding to write a Master's Thesis Paper.

MASTER'S THESIS DEFENSE EVALUATION					
LEARNING OBJECTIVE: CRITICAL ANALYSIS AND RESEACH SKILLS					
Demonstrate skills in critical analysis of research literature and demonstrate the ability to design and conduct original research in the interdisciplinary field of Mexican American Studies and across relevant disciplines.					
Assessment Criteria	4 - Exceptional	3 - Strong	2 - Marginal	1 - Unacceptable	Score
1. Mastery of fundamental knowledge in the field of MAS. Demonstrate skills in critical analysis of research literature.	Command and understanding of the current research literature in the field of MAS and across relevant disciplines and is grounded in relevant theories. Consistently applies fundamental and advanced concepts to topics in subject area.	Relates and understands the current research literature in the field of MAS and across relevant disciplines and is grounded in relevant theories. Frequently applies fundamental and some advanced concepts to topics in subject area.	Somewhat applies fundamental concepts to topics in subject area. Aware of the research literature in the field.	Does not apply fundamental concepts to topics in subject area. Knowledge is unrelated to the current research literature in the field.	
2. Ability to design and implement an appropriate collection and analysis of data or ability to articulate a critical response to	Data interpretation is appropriate and creatively uses correct methodology; identifies weaknesses in interpretation; Demonstrates an advanced ability to	Data interpretation is appropriate and uses many correct methodologies; identifies some weaknesses in interpretation.	Data interpretation is appropriate and uses limited number of correct methodologies; identifies no weaknesses in interpretation. Demonstrates a limited ability to articulate a	Data interpretation is inappropriate and/or uses incorrect methodology; identifies no weaknesses in interpretation Demonstrates a lack of ability to articulate a	

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theory or a creative product.	articulate a critical response to theory or a creative product.	Demonstrates an ability to articulate a critical response to theory or a creative product.	critical response to theory or a creative product.	critical response to theory or a creative product.	
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 draw reasoned conclusions from a body of knowledge	Discussion was superior, accurate, and engaging; Conclusions/summaries and recommendations appropriate and clearly based on outcomes.	Discussion sufficient and with few errors; Greater foundation needed from past work in area; Conclusions/summary based on outcomes and appropriate, included some recommendations.	Major topics or concepts inaccurately described; Considerable relevant discussion missing; Conclusions/summary not entirely supported by findings/outcomes.	Little discussion of project findings/outcomes; Displayed poor grasp of material; Conclusion/ summary not supported by findings/outcomes.	
5. Impact of research on the field	Thesis is very relevant or has significant importance/ authenticity to field and will make an important contribution to field.	Thesis has fair relevance or significance/ authenticity to field and will make a good contribution to field.	Thesis has only moderate relevance or significance/ authenticity to field and will make a nominal contribution to field.	Thesis has little relevance. or significance/ authenticity to field and will make little contribution to field.	

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LEARNING OBJECTIVE: SOCIAL JUSTICE – APPLY MAS THEORIES IN SOCIAL CONTEXTS

Apply Mexican American studies theories to think critically about social justice in the social context of Mexican American/Mexican origin communities.

Assessment Criteria	4 - Exceptional	3 - Strong	2 - Marginal	1 - Unacceptable	Score
6. Developed Research with Community Impact	<p>Work ably identifies the community/communities', positions it/then 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>Impact may include knowledge production and the analysis, representation and inclusion of communities in research.</p>	<p>Work identifies the community/communities, 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>Research may have been designed with a community in mind, but rather the work may be more theoretical in approach so that practical application was not/is not an integral or significant part of research question.</p>	<p>Work does not emanate from a community. Identifying how the research might impact or serve the community was not clear or poorly articulated question.</p>	

LEARNING OBJECTIVE: DEMONSTRATE A HEMISPHERIC PERSPECTIVE

Contextualize and analyze the experiences of Mexican Americans within a broader hemispheric perspective –from pre-Columbian to contemporary—by applying relevant theories and principles from Mexican American Studies and other relevant disciplines in order to analyze the complex realities and issues faced in the hemispheric context of the Americas.

Assessment Criteria	4 - Exceptional	3 - Strong	2 - Marginal	1 - Unacceptable	Score
<p>7. Applies a Hemispheric Perspective to MAS <i>(To be assessed by MAS faculty only. Although a student's research may not be directly centered in a Hemispheric perspective, MAS faculty should pose questions in the orals to determine how well a student can contextualize their learning in MAS in relation to a hemispheric context.)</i></p> <p>Hemispheric perspectives may include migration, immigration, transnational issues, Indigeneity and Indigenous peoples.</p>	<ul style="list-style-type: none"> Applies relevant theories and principles from Mexican American Studies and relevant disciplines to understand the complex realities and issues faced in a hemispheric context. Demonstrates the ways that structures, processes, and cultures within and outside the US' political borders mutually influence each other Applies knowledge and skills to implement sophisticated, appropriate and workable solutions. The research reflects critical and grounded analysis and engages interconnected systems 	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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	relevant to a transnational perspective or application.				
Comments:					

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PART II: THESIS DEFENSE

Assessment Criteria	4=Exceptional	3=Strong	2=Marginal	1=Unacceptable	Score
8. Oral presentation and defense of thesis	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.	

Assessment Criteria	4=Exceptional	3=Strong	2=Marginal	1=Unacceptable	Score
9. Additional Assessment Criterion:					

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