

Evaluation of ESP Graduate Student Performance

Action being evaluated:

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 the comprehensive examination (for those not completing a thesis), the thesis or project research proposal, the thesis defense, selected seminar courses, and the capstone 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 Taxonomy appearing below:

Activity Level	Sample Verbs	Examples	Rating	Comments
Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce, state	<u>Ex:</u> Reproduce chemical reaction formulae for carbon dioxide dissolved in water OR for photosynthesis AND respiration.		
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase	<u>Ex:</u> Discuss the key <i>abiotic</i> factors affecting the diversity of either terrestrial OR aquatic ecosystems.		
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.	<u>Ex:</u> 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: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.	<u>Ex:</u> Contrast the characteristics of r- vs. k-selected populations.		
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate	<u>Ex:</u> Given two interacting species of your choice, argue first “for” then “against” their relationship being one of parasitism.		
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.	<u>Ex:</u> Create a scenario whereby humanity does not go extinct once population growth consumes all freshwater resources on Earth. (Be sure to reference what you know about population dynamics and resource limits.)		

Faculty name:

Student name:

Date of evaluation:

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

Faculty will evaluate student performance for each of the six hierarchical categories as 4, 3, 2, 1 or 0 (with quarter pt 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”.