

**Assessment Rubric for Senior Theses in Linguistics**

\*NB: This rubric is used primarily for program assessment and does not directly determine student grades.

**Student (author) name:** \_\_\_\_\_

**Subfield(s) represented in thesis** (circle all that apply):

|               |                  |              |            |
|---------------|------------------|--------------|------------|
| syntax        | semantics        | phonetics    | phonology  |
| historical lx | documentary lx   | socio lx     | applied lx |
| morphology    | computational lx | Other: _____ |            |

|                                                                    | <b>0<br/>deficient<br/>unacceptable</b>                                              | <b>1<br/>passable<br/>minimal</b>                                               | <b>2<br/>average<br/>acceptable</b>                                           | <b>3<br/>excellent<br/>very good</b>                                               | <b>4<br/>exceptional<br/>outstanding</b>                                                   | <b>score</b> |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------|
| <b>field-specific factual knowledge and professional standards</b> |                                                                                      |                                                                                 |                                                                               |                                                                                    |                                                                                            |              |
| <b>fundamentals</b>                                                | many significant gaps in understanding of basic concepts and literature              | many minor gaps in understanding of basic concepts and literature               | a few minor gaps in understanding of basic concepts and literature            | nearly comprehensive understanding of basic concepts and literature                | completely fluent understanding of basic concepts and literature                           |              |
| <b>tools and methods</b>                                           | insufficient use of theory, technology, jargon, notation                             | minimally acceptable use of theory, technology, jargon, notation                | competent use of theory, technology, jargon, notation                         | fluent use of theory, technology, jargon, notation                                 | masterful use of theory, technology, jargon, notation                                      |              |
| <b>ethics</b>                                                      | insufficient understanding of responsible interactions with speakers and communities | minimal understanding of responsible interactions with speakers and communities | solid understanding of responsible interactions with speakers and communities | very clear understanding of responsible interactions with speakers and communities | professional-level understanding of responsible interactions with speakers and communities |              |

| <b>general scientific methodology</b>       |                                                                                      |                                                                                     |                                                                                                 |                                                                                                      |                                                                                                           |  |
|---------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--|
| <b>data collection and presentation</b>     | grossly inadequate and/or highly disorganized data                                   | barely sufficient data, not usefully organized into appropriate paradigms           | sufficient data, generally organized into appropriate paradigms demonstrating relevant patterns | more than sufficient data, well-organized into appropriate paradigms demonstrating relevant patterns | exhaustive data, masterfully organized into appropriate paradigms clearly demonstrating relevant patterns |  |
| <b>analysis</b>                             | careless hypotheses, with no testing against plausible alternatives                  | weak hypotheses, with little/no testing against plausible alternatives              | reasonable hypotheses, tested against most salient plausible alternatives                       | carefully constructed hypotheses, tested against most salient plausible alternatives                 | many carefully constructed hypotheses, rigorously tested against many alternatives                        |  |
| <b>critical thinking skills</b>             |                                                                                      |                                                                                     |                                                                                                 |                                                                                                      |                                                                                                           |  |
| <b>advanced literature</b>                  | insufficient evaluation of crucial concepts and analyses from relevant advanced work | problematic evaluation of crucial concepts and analyses from relevant advanced work | good evaluation of crucial concepts and analyses from relevant advanced work                    | excellent evaluation of crucial concepts and analyses from relevant advanced work                    | insightful evaluation of crucial concepts and analyses from relevant advanced work                        |  |
| <b>innovation</b>                           | no attempt at innovation                                                             | minimal or problematic attempt at innovation                                        | one solidly innovative insight into the data, theory, or literature                             | multiple innovative insights into the data, theory, or literature                                    | revolutionary insights into the data, theory, or literature                                               |  |
| <b>quality of prose</b>                     |                                                                                      |                                                                                     |                                                                                                 |                                                                                                      |                                                                                                           |  |
| <b>coherence, structure, fluidity, etc.</b> | incoherent, ill-structured, and awkward; difficult to read                           | minimally coherent and somewhat ill-structured; somewhat difficult to read          | mostly coherent and logically structured; fairly easy to read                                   | fully coherent, logically structured, and fluidly written; publishable with some revision            | beautifully coherent, structured, and fluid; publishable with minimal revision                            |  |

**Did the student's thesis show the following (circle one):**

- |                                              |                           |
|----------------------------------------------|---------------------------|
| 1. Critical Thinking                         | Yes / No / Not Applicable |
| 2. Depth of Knowledge                        | Yes / No / Not Applicable |
| 3. Capacity for Individual Research          | Yes / No / Not Applicable |
| 4. Mastery of Analytic and Expressive Skills | Yes / No / Not Applicable |