Providing brief comments will give additional feedback to the student as well as inform the post-defense deliberation among committee members.

A student who attains *honors* will typically receive a rating of at least *satisfactory* (4) on each of the dimensions below and on the rubrics connected with other facets of the thesis and defense. This is not an inviolable rule. The post-defense discussion should carefully consider the range and pattern of ratings, the rationale behind each committee member’s ratings, and the relative importance of each dimension. Likewise, the ratings of a student who receives *highest honors* are almost always all *outstanding* (6).

1. Relationship with the advisor

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

- Assesses own knowledge, skills, and abilities accurately
- Perseveres toward attaining mutually agreed upon goals
- Displays high standards of attendance and punctuality
- Responds thoughtfully to feedback
- Sets, reflects upon and adjusts priorities in order to balance professionalism

Comments:

2. Relationship with the project

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

- Clearly understands the big picture while attending to the details of the specific project
- Works independently; is a consistent “self-starter”
- Reliably recognizes the existence of a problem, identifies potential causes, and implements possible solutions
- Seeks and evaluates information using multiple criteria for topics/issues under consideration

Comments:

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1 Adapted, with permission, from the rubric of the Washington State University Honors College.
3. Assessment of the thesis project

- **Originality of thesis**
  Was the thesis idea developed by the student?
  Does the work done for the thesis represent an original perspective?

- **Contribution of thesis to disciplinary or interdisciplinary scholarship**
  Does the thesis introduce new knowledge or analysis?
  Will the thesis serve to stimulate other research or scholarship?

- **Publishability of thesis**
  Is the thesis likely to result in a peer-reviewed journal article?
  Is the thesis likely to result in a presentation at a professional meeting?
  Is the thesis suitable for publication in a student journal or presentation at a student session?

- **Comparison of thesis work to master’s level work in field**
  Does the thesis work compare favorably to masters thesis work in the field?
  Does the thesis work compare favorably to first-year master’s student work in the field?