

ASSESSMENT CRITERIA FOR ENGLISH DQE

The DQE is an oral examination consisting of two parts:

- (1) Discussion of the Dissertation Proposal
 (2) Discussion of the Contextual or Secondary Area, with Annotated Bibliography

For each assessment criterion, provide a rating of exceeds/meets/does not meet in the right column. The DQE's director should fill out this sheet after the exam period, in consultation with the other committee members.

STUDENT NAME: _____ **DQE OVERALL EVALUATION:** _____

<input type="checkbox"/> <u>Assessment</u> <input type="checkbox"/> <u>Criteria</u>	<u>Exceeds</u>	<u>Meets</u>	<u>Does Not Meet</u>	<u>Ratings</u>
	These exams are characterized by a superior quality of thought, scholarship, and oral defense and writing skills.	These exams are characterized by an adequate to competent quality of thought, scholarship, and oral defense and writing skills. <input type="checkbox"/>	These exams do not demonstrate an adequate quality of thought, scholarship, and oral defense and writing skills.	
	<input type="checkbox"/> <input type="checkbox"/> <i>These exams, via written description and oral discussion, will:</i>	<input type="checkbox"/> <input type="checkbox"/> <i>These exams, via written description and oral discussion, will:</i>	<input type="checkbox"/> <input type="checkbox"/> <i>These exams, via written description and oral discussion, will:</i>	<input type="checkbox"/> <input type="checkbox"/>
Dissertation Proposal & Discussion <i>Understanding of primary field</i>	-clearly define the primary field, which is the proposed topic of the dissertation <input type="checkbox"/>	-adequately to competently define the primary field, which is the proposed topic of the dissertation	-not define the primary field, which is the proposed topic of the dissertation <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Argument</i> (The DQE should demonstrate that a dissertation idea has moved from topic to thesis; this thesis may, of course, change during the course of writing the dissertation)	-clearly state problem/topic -offer clear thesis that enters an existing scholarly conversation - propose a coherent argument <input type="checkbox"/>	-adequately to competently state problem/topic -offer adequate to competent thesis that enters an existing scholarly conversation -propose a partially or mostly coherent argument <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	-unclearly state problem/topic -offer no thesis or vague thesis that does not enter existing scholarly conversation -propose an incoherent argument or no argument (i.e., just description) <input type="checkbox"/>	<input type="checkbox"/>
<i>Mastery of scholarly and critical methods</i>	-demonstrate superior knowledge and use of scholarly and critical methods	-demonstrate adequate to competent knowledge and use of scholarly and critical methods	-not demonstrate adequate knowledge and use of scholarly and critical methods	<input type="checkbox"/>
Contextual or Secondary Annotated Bibliography & Discussion <i>Understanding of contextual or secondary field</i>	-clearly define the secondary field, which is the more general context within which the dissertation is located -demonstrate superior knowledge and use of the relevant texts <input type="checkbox"/> <input type="checkbox"/>	-adequately to competently define the secondary field, which is the more general context within which the dissertation is located -demonstrate adequate to competent knowledge and use of the relevant texts <input type="checkbox"/>	- not adequately define the secondary field, which is the more general context within which the dissertation is located -not demonstrate adequate knowledge and use of the relevant texts	<input type="checkbox"/> <input type="checkbox"/>

Director: _____

Date: _____