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:____

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Assessment Criteria	<u>Exceeds</u>	Meets	Does Not Meet	<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.	These exams do not demonstrate an adequate quality of thought, scholarship, and oral defense and writing skills.	
	These exams, via	These exams, via	These exams, via	
	1	1	lwritten description and	
	oral discussion, will:	oral discussion, will:	oral discussion, will:	
Dissertation Proposal	-clearly define the	-adequately to	-not define the primary	
& Discussion	primary field, which is	competently define the		
	the proposed topic of	primary field, which is	proposed topic of the	
Understanding of	the dissertation	the proposed topic of	dissertation	
primary field		the dissertation		
Angumant	alaarly stata	adaguataly to	unalaarky stata	
Argument	-clearly state problem/topic	-adequately to competently state	-unclearly state problem/topic	
(The DQE should	problem/topic	problem/topic	problem/topic	
demonstrate that a	-offer clear thesis that	problem topic	-offer no thesis or	
dissertation idea has	enters an existing	-offer adequate to	vague thesis that does	
moved from topic to	scholarly conversation		not enter existing	
thesis; this thesis may,		enters an existing	scholarly conversation	
of course, change	- propose a coherent	scholarly conversation		
during the course of	argument		-propose an incoherent	
writing the		-propose a partially or	argument or no	
dissertation)		mostly coherent	argument (i.e., just	
M	1	argument	description)	
Mastery of scholarly and critical methods	-demonstrate superior	-demonstrate adequate	-not demonstrate	
ana criticai methoas	knowledge and use of scholarly and critical	to competent knowledge and use of	adequate knowledge and use of scholarly	
	methods	scholarly and critical	and critical methods	
	inculous	methods	una criticai memous	
Contextual or	-clearly define the	-adequately to	- not adequately define	
Secondary Annotated		competently define the		
Bibliography &	is the more general	secondary field, which		
Discussion	context within which	is the more general	general context within	
	the dissertation is	context within which	which the dissertation	
	located	the dissertation is	is located	
Understanding of		located		
contextual or	-demonstrate superior		-not demonstrate	
secondary field	knowledge and use of	-demonstrate adequate	adequate knowledge	
	the relevant texts	to competent knowledge and use of	and use of the relevant	
		the relevant texts	texts	
		me relevant texts		

Director:	Date: