

Appendix 4: Adviser Evaluation Form for Oral Exam

Evaluate the student in the following areas using an absolute scale of 1 to 5 where the various levels are defined as follows:

1. Truly exceptional (used only rarely)
2. Good to very good
3. Satisfactory, solid, no obvious problems
4. Need for improvement
5. Poor, area needs serious attention

Since a numerical rating system is not likely to be applied uniformly by the entire faculty, it is essential that the adviser provide a one or two sentence explanation for each rating, using the space provided below each category.

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| 1. Ability to design feasible experiments, interpret results, and plan new experiments. | 1 | 2 | 3 | 4 | 5 |
| 2. Ability to think and work independently. | 1 | 2 | 3 | 4 | 5 |
| 3. Quality of laboratory work and attention to detail. | 1 | 2 | 3 | 4 | 5 |
| 4. Level and range of laboratory skills. | 1 | 2 | 3 | 4 | 5 |
| 5. Time spent on scientific pursuits | 1 | 2 | 3 | 4 | 5 |

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| 6. Overall productivity. | 1 | 2 | 3 | 4 | 5 |
| 7. Effort and motivation. | 1 | 2 | 3 | 4 | 5 |
| 8. Knowledge of current literature. | 1 | 2 | 3 | 4 | 5 |
| 9. Writing skills. | 1 | 2 | 3 | 4 | 5 |
| 10. Verbal communication skills. | 1 | 2 | 3 | 4 | 5 |
| 11. Contribution to overall atmosphere of the laboratory, including helping others with their projects. | 1 | 2 | 3 | 4 | 5 |
| 12. Ability to contribute intellectually to laboratory discussions and group meetings. | 1 | 2 | 3 | 4 | 5 |