

Assessment Rubric for Senior Thesis in Mathematics

Student Name: _____
 Reader Name: _____
 Term: _____

Learning Outcomes	Proficient 4 <i>demonstrates a high level of comprehension, ability and conscientiousness</i>	Competent 3 <i>demonstrates a sound grasp of most of the material and a solid ability to perform most of the tasks of exposition</i>	Inconsistent 2 <i>reveals major weaknesses in understanding and/or presentation</i>	Poor 1 <i>the student has not satisfactorily mastered the essential requirements of the work</i>	Score
I. Selection and use of subject matter and sources.	The student has identified appropriate and interesting aspects of the general thesis topic and has independently found and drawn upon suitable source materials.	The student had some difficulty focusing the topic or required extra guidance from the advisor in the research process, but ultimately produced an appropriate subject based on suitable sources.	There are some serious flaws in the size, level of difficulty, or selection of sources for the thesis.	The student was not able to focus the topic satisfactorily or use appropriate sources effectively, even with guidance from the advisor.	
II. Understanding of the mathematical content.	The student has independently recognized and worked through the key mathematical issues of the topic, producing one or more proofs and/or expositions that were not derived from the research sources used (although they may have occurred earlier in other sources).	The student has successfully derived and/or explained the key mathematical results in accordance with their presentation in research sources, and has presented them in his/her own words in a way that testifies to an understanding of the material.	The student has made some significant errors in understanding or explaining the mathematics, or has relied too slavishly on its presentation in research sources.	The student has not understood the key mathematical issues involved.	
III. Overall clarity of exposition and writing quality.	The writing quality and clarity are comparable or only slightly inferior to those of a published article in a mathematics publication accessible to undergraduates, such as the College Mathematics Journal or Mathematics Magazine.	The exposition and writing are typical of a B/B+ college term paper but would not be considered acceptable for publication.	There are large sections of the thesis where the exposition is hard for the reader to understand, where some core arguments are missing or misplaced, or where grammatical, spelling, or typographical errors seriously interfere with readability.	Much of the thesis is incomprehensible, and the overall work does not successfully convey what the author was trying to do.	

Achievement that falls somewhere in between two adjacent levels, e.g., “Proficient” and “Competent”, can be given an intermediate ranking, such as “Proficient/Competent”.