

| | | | |
|------------------------------------|--------------------------|------------------|----------------------|
| Program: | Date: | | |
| Student Name: | Student's UM ID: | | |
| Rating of (circle one): | Qualifying Exam/Proposal | Progress Meeting | Dissertation Defense |
| For qualifying exams (circle one): | Pass | Fail | |

- 4 = Exceptional**
3 = Very Good
2 = Meets Expectations
1 = Needs Improvement

*A rating of NA, or "not assessed" may be given if the student has not had the opportunity to demonstrate this competency at this point in training.

**Is the numerical rating (1-5 or NA) appropriate (or "on target") for this stage of training?

| Knowledge of Discipline | 1 | 2 | 3 | 4 | N/A | On target? (Y/N)** |
|---|----------|----------|----------|----------|------------|-------------------------------|
| <ul style="list-style-type: none"> Critical knowledge of relevant literature | | | | | | |
| <ul style="list-style-type: none"> Quantitative/ Computational knowledge | | | | | | |

Comments:

| Responsible Conduct of Research (RCR) | 1 | 2 | 3 | 4 | N/A | On target? (Y/N)** |
|---|----------|----------|----------|----------|------------|-------------------------------|
| <ul style="list-style-type: none"> Appropriate handling of data integrity/ authorship/ collaboration etc | | | | | | |

Comments:

| Appropriate Methodology | 1 | 2 | 3 | 4 | N/A | On target? (Y/N)** |
|--|----------|----------|----------|----------|------------|-------------------------------|
| <ul style="list-style-type: none"> Technical/Experimental ability | | | | | | |
| <ul style="list-style-type: none"> Statistical knowledge | | | | | | |

Comments:

| Application of Knowledge/Methodology | 1 | 2 | 3 | 4 | N/A | On target? (Y/N)** |
|---|----------|----------|----------|----------|------------|-------------------------------|
| <ul style="list-style-type: none"> Ability to formulate hypotheses | | | | | | |
| <ul style="list-style-type: none"> Ability to design/analyze experiments | | | | | | |

Comments:

| Critical Thinking | 1 | 2 | 3 | 4 | N/A | On target? (Y/N)** |
|--|----------|----------|----------|----------|------------|-------------------------------|
| • Ability to present data clearly | | | | | | |
| • Ability to recognize significance of experimental findings | | | | | | |
| • Demonstration of critical thinking | | | | | | |
| • Ability to respond to questions | | | | | | |

Comments:

| Effective Written Communication | 1 | 2 | 3 | 4 | N/A | On target? (Y/N)** |
|---|----------|----------|----------|----------|------------|-------------------------------|
| • Quality of written progress report | | | | | | |
| • Overall organization of progress report | | | | | | |

Comments:

| Effective Oral Communication | 1 | 2 | 3 | 4 | N/A | On target? (Y/N)** |
|-------------------------------------|----------|----------|----------|----------|------------|-------------------------------|
| • Quality of oral presentation | | | | | | |
| • Quality of visual material | | | | | | |

Comments:

| Overall Quality | 1 | 2 | 3 | 4 | N/A | On target? (Y/N)** |
|------------------------|----------|----------|----------|----------|------------|-------------------------------|
| | | | | | | |

Comment on student's overall progress to date and state your degree of confidence that he or she is progressing successfully to the Ph.D. degree.