

**Department of Mathematics and Statistics**  
**CSS Dissertation Examination Summary**

Student Name:

Date:

Committee Member Name:

Committee  
Member Role:

	Major Advisor
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	Dept. Rep.
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	Grad. School Rep.
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	Thesis Advisor
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Components	Rating (0 – 10)
Introduction and Problem Statement	
Literature Discussion	
Statement of Results	
Mathematical and/or Statistical Approach	
Proof and Justification of Results	
Conclusion	

Are there any specific areas of excellence or difficulty during the examination?

		Quality Levels			
		No/Limited Proficiency (0 – 1)	Some Proficiency (2 – 5)	Proficiency (6 – 8)	High Proficiency (9 – 10)
<b>Components</b>	Introduction and Problem Statement	Problem statement is wrong or trivial; no context or background is given	Provides some context; doesn't explain new results	Clearly states new results in a readable manner, but may not distinguish between new and background results	Problem is well-stated; its relevance is clearly explained and the introduction provides an excellent guide to the thesis
	Literature Discussion	Inadequate coverage of the literature; student misses relevant issues; conventions used in different articles are not synthesized	Problem is placed in context with an overview of the important issues from the literature	Problem is placed in context but with some minor details missing	Student presents their work in the context of original results and shows a clear understanding of where their results fit in
	Statement of Results	Trivial or incorrect results; poor use of notation; results are not explained well	Results are explained correctly, but with some minor discrepancies or poor terminology	Results are explained clearly, but with little interest	Results are explained clearly; the results are interesting and easy to understand
	Methodology	Unclear or wrong approach is used; explanation is too messy for the reader to determine its correctness	Uses standard approach, although in an unoriginal or unnecessarily complicated way	Methods used are clearly appropriate and explained well	Methods used are original and innovative; student improves upon existing ideas; results are clearly useful elsewhere
	Proof and Justification of Results	No justification given for the approach; deductions are made incorrectly	Justification is correct, but not well-presented; thesis can benefit from rewriting	Results are clear; student uses methods precisely; proper notation is used	Results are presented cleanly; difficult ideas are still easy to follow; no unnecessary assumptions are used
	Conclusion	Completely inappropriate or useless conclusion is reached	Conclusion is justified and some possibilities for future work are provided	Student provides a solid summary of results; future directions and implications are discussed, along with limitations to overcome	Immediate applications and implications are well-explained; student provides convincing summary of genuinely new results