**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: ____________**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dissertation Proposal &amp; Discussion</strong></td>
<td>These exams are characterized by a superior quality of thought, scholarship, and oral defense and writing skills.</td>
<td>These exams are characterized by an adequate to competent quality of thought, scholarship, and oral defense and writing skills.</td>
<td>These exams do not demonstrate an adequate quality of thought, scholarship, and oral defense and writing skills.</td>
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<tr>
<td>Understanding of primary field</td>
<td>-Clearly define the primary field, which is the proposed topic of the dissertation</td>
<td>-Adequately to competently define the primary field, which is the proposed topic of the dissertation</td>
<td>-Not define the primary field, which is the proposed topic of the dissertation</td>
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<tr>
<td><strong>Argument</strong></td>
<td>-Clearly state problem/topic</td>
<td>-Adequately to competently state problem/topic</td>
<td>-Unclearly state problem/topic</td>
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<tr>
<td><em>(The DQE should demonstrate that a dissertation idea has moved from topic to thesis; this thesis may, of course, change during the course of writing the dissertation)</em></td>
<td>-Offer clear thesis that enters an existing scholarly conversation</td>
<td>-Offer adequate to competent thesis that enters an existing scholarly conversation</td>
<td>-Propose an incoherent argument or no argument (i.e., just description)</td>
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<td>-Propose a coherent argument</td>
<td>-Propose a partially or mostly coherent argument</td>
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<td><strong>Mastery of scholarly and critical methods</strong></td>
<td>-Demonstrate superior knowledge and use of scholarly and critical methods</td>
<td>-Demonstrate adequate to competent knowledge and use of scholarly and critical methods</td>
<td>-Not demonstrate adequate knowledge and use of scholarly and critical methods</td>
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<tr>
<td><strong>Contextual or Secondary Bibliography &amp; Discussion</strong></td>
<td>-Clearly define the secondary field, which is the more general context within which the dissertation is located</td>
<td>-Adequately to competently define the secondary field, which is the more general context within which the dissertation is located</td>
<td>-Not adequately define the secondary field, which is the more general context within which the dissertation is located</td>
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<tr>
<td>Understanding of contextual or secondary field</td>
<td>-Demonstrate superior knowledge and use of the relevant texts</td>
<td>-Demonstrate adequate to competent knowledge and use of the relevant texts</td>
<td>-Not demonstrate adequate knowledge and use of the relevant texts</td>
<td></td>
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