**National Taipei University- Evaluation of Learning Goals\_Achivement for Graduate Student in Master Program of College of Business**

**國立臺北大學 商學院碩士在職專班論文口試審查 學習目標成就評量表**

**Department of Accountancy 會計學系**

Date of the Oral Defense 口試日期:

Name of the Student 學生姓名 :

Student ID 學號 :

Name of the Advisor 指導教授 :

Name of the Evaluator 口試委員 :

Thesis Tittle (In Chinese) 論文題目 中文:

(In English) 論文題目 英文:

Notice填寫表格注意事項

* This is the Graduate Student Evaluation Form for Master Students Only. 本評量表格是針對碩士在職專班學生使用。
* All the Information and All the Data of this Form just for AOL (Assurance of Learning) use only. 本表格的所有資訊及所收集的資料僅為學生學習保證評量使用。
* This is not a Grade Report of a student, it just a Student Evaluation Form. 此評量結果並不會納入學生的成績計算。

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| --- | --- | --- | --- | --- | --- | --- |
|  | | Criteria | Excellent | Satisfactory | Unsatisfactory | Not Applicable |
| Communi- cation Ability  溝通能力 | Oral Skills  口頭  報告 | Content  內容 | □　The content of the presentation had well researched by the student and had been highly relevant to the topic  .  報告內容考證確實，且與研究主題高度切合 | □　The content of the presentation had fairly researched by the student but some parts of the presentation was irrelevant to the topic.  報告內容考證尚可，惟部份並未完全切中研究主題 | □　The student had no knowledge about the topic and there had no relation between topic and the student’s presentation.  報告內容與主題不符且缺少足夠知識 | * Can not judge based on what I observed.   根據觀察的資訊無法做出判定 |
| Mannerisms  台風/儀態 | □　The student had maintained dialogue confidently and coherently and made perfect interaction with the audience.  學生報告表現自信、條理清楚且與觀眾互動從容自然 | □　The student had fairly maintained dialogue and made some interaction with the audience.  學生報告表現尚可，並可與觀眾有些互動 | □　The student had been lack of confidence while delivering dialogue and had no interaction with the audience.  學生報告表現缺乏信心，與觀眾無互動 | □　Can not judge based on what I observed.  根據觀察的資訊無法做出判定 |
| Uses of business terms  使用商業語彙 | * The student had used business terms accurately.   學生能準確的使用商業語彙 | □　The student had tried to use the business terms correctly as much as he/she can.  學生嘗試著盡量使用正確的商業語彙 | □　The student had no enough knowledge about the business terms to use the terms correctly.  學生沒有足夠知識使用正確商業語彙 | □　Can not judge based on what I observed.  根據觀察的資訊無法做出判定 |
| Written Skills  論文  撰寫 | Overall picture of the paper  論文整體架構 | □　The paper had provided a clear, focused description of the topics and had been successfully integrated with it.  論文主題之陳述明確聚焦且可成功的整合成主題。 | □　The paper had provided fairly relevant description of the topics and had tried to integrated with it.  論文主題之陳述尚屬切題攸關，且嘗試著整合主題。 | □　Most of the descriptions provided in the paper were irrelevant to the topics.  論文主題之陳述大多不切題攸關 | □　Can not judge based on what I observed.  根據觀察的資訊無法做出判定 |
| Literacy  書寫能力 | □　The student had used correct grammar, sentence structure and spelling throughout the paper.  論文中使用正確的文法、架構和遣詞用字 | □　It had been shown occasional errors in grammar, sentence structure or spelling in the written paper.  論文中偶而出現文法、架構和遣詞用字的錯誤 | □　It had been shown multiple errors in grammar, sentence structure or spelling in the written paper.  論文中有多重的文法、架構和遣詞用詞的錯誤 | □　Can not judge based on what I observed.  根據觀察的資訊無法做出判定 |
| Discipline Proficiency 專業知能 |  | Identify the problem  辨識問題 | □　The student had enough ability to identify most of the problems in the research work.  學生能在研究個案中辨識大部分的問題 | □　The student had identified some problems in the research but not all of them.  學生能在研究個案中辨識部份的問題 | □　The student had never identified any problem in the research.  學生無法在研究個案中辨識任何問題 | □　Can not judge based on what I observed.  根據觀察的資訊無法做出判定 |
|  | Analytical ability  分析能力 | □　The student had been able to analyze each case methodically and summed up effectively.  學生能有條理的分析個案並做有效率的總結 | □　The student had tried to analyze each case and summed up.  學生嘗試著分析個案並做總結 | □　The student had been lack of analytical skills and ability of summary.  學生缺乏分析個案並做總結之能力 | □　Can not judge based on what I observed.  根據觀察的資訊無法做出判定 |