

Assessment Criteria	Points					
	6 points	5 points	4 points	3 points	2 points	1 points
1. Knowledge of conceptual and theoretical frameworks in sociology, anthropology, or social development in general (not specifically related to the thesis topic) (30 points)	<p>- <u>Demonstrates general foundational knowledge</u> of sociological and anthropological frameworks and theories (e.g., power, modernity, postmodernism, structural functionalism, feminism, Marxism), <u>with the ability to answer all questions thoroughly and clearly</u>;</p> <p>or</p> <p>- <u>Demonstrates general foundational knowledge</u> of social development theories and frameworks (e.g., modernization theory, post-development, human development, sustainable development), <u>with the ability to answer all questions thoroughly and clearly</u></p> <p>- <u>Able to illustrate clear and meaningful connections</u> between sociological, anthropological, or social development theories/frameworks and contemporary phenomena, policies, or social development practices, <u>with explanations that clearly and insightfully demonstrate how the theories are interrelated</u>. Shows a <u>comprehensive understanding, with nuanced analysis, and makes sophisticated connections across theories</u>.</p>	<p>- <u>Demonstrates general foundational knowledge</u> of sociological and anthropological frameworks and theories (e.g., power, modernity, postmodernism, structural functionalism, feminism, Marxism), <u>with the ability to answer most questions clearly and in detail</u>;</p> <p>or</p> <p>- <u>Demonstrates general foundational knowledge</u> of social development theories and frameworks (e.g., modernization theory, post-development, sustainable development), <u>with the ability to answer most questions clearly and in detail</u></p> <p>- <u>Able to illustrate clear and meaningful connections</u> between sociological, anthropological, or social development theories/frameworks and contemporary phenomena, policies, or social development practices, <u>with explanations that clearly demonstrate how the theories are interrelated</u>. Shows strong understanding, <u>with relevant examples or reasoning that connect theories in a meaningful way</u>.</p>	<p>- <u>Demonstrates general foundational knowledge</u> of sociological and anthropological frameworks and theories (e.g., power, modernity, postmodernism, structural functionalism, feminism, Marxism), <u>with the ability to answer most questions, though some answers may be incomplete</u>;</p> <p>or</p> <p>- <u>Demonstrates general foundational knowledge</u> of social development theories and frameworks (e.g., modernization theory, post-development, human development, sustainable development), <u>with the ability to answer most questions, though some answers may be incomplete</u></p> <p>- <u>Able to identify and describe connections</u> between sociological, anthropological, or social development frameworks/theories and contemporary phenomena, policies, or development issues, <u>with explanations that adequately demonstrate how the theories are interrelated</u>. Shows basic understanding, but <u>connections may be partially explained, generalized, or lack detail</u></p>	<p>- <u>Demonstrates general foundational knowledge</u> of sociological and anthropological frameworks and theories (e.g., power, modernity, postmodernism, structural functionalism, feminism, Marxism), <u>with the ability to answer some questions clearly, though several answers remain unclear or insufficient</u>;</p> <p>or</p> <p>- <u>Demonstrates general foundational knowledge</u> of social development theories and frameworks (e.g., modernization theory, post-development, human development, sustainable development), <u>with the ability to answer some questions clearly, though several answers remain unclear or insufficient</u></p> <p>- <u>Shows limited ability to connect</u> sociological, anthropological, or social development frameworks/theories with contemporary phenomena, social policies, or development issues, <u>with explanations that somewhat demonstrate interrelation between the theories</u>. Connections are <u>unclear, underdeveloped, or contain minor inaccuracies, reflecting a limited grasp of the theories</u></p>	<p>- <u>Demonstrates only limited foundational knowledge</u> of sociological and anthropological frameworks and theories (e.g., power, modernity, postmodernism, structural functionalism, feminism, Marxism), and is <u>able to answer only a few questions, with several responses being incomplete or unclear</u>;</p> <p>or</p> <p>- <u>Demonstrates only limited foundational knowledge</u> of social development frameworks and theories (e.g., modernization theory, post-development, human development, sustainable development), and is <u>able to answer only a few questions, with several responses being incomplete or unclear</u></p> <p>- <u>Shows minimal ability to connect</u> sociological, anthropological, or social development theories/frameworks with contemporary phenomena, policies, or development issues, <u>with explanations that do not demonstrate how the theories are interrelated</u>. The response is <u>confused, superficial, or off-topic, showing little to no understanding of the theoretical relationships</u></p>	<p>- <u>Demonstrates very limited foundational knowledge</u> of sociological and anthropological frameworks and theories (e.g., power, modernity, postmodernism, structural functionalism, feminism, Marxism), <u>with little to no ability to respond to questions clearly or accurately</u>;</p> <p>or</p> <p>- <u>Demonstrates very limited foundational knowledge</u> of social development frameworks and theories (e.g., modernization theory, post-development, human development, sustainable development), <u>with little to no ability to respond to questions clearly or accurately</u></p> <p>- <u>Unable to demonstrate any meaningful connection</u> between sociological, anthropological, or social development frameworks/theories and contemporary phenomena, policies, or development issues</p>

Assessment	Points				
	4 points	3 points	2 points	1 points	
2. The application of theoretical frameworks in student's research	<ul style="list-style-type: none"> - <u>Demonstrates advanced expertise</u> in the theoretical and conceptual frameworks applied in the dissertation, <u>with the ability to explain the frameworks used in a detailed, accurate, and well-structured manner.</u> - <u>Clearly articulates the relationship</u> between the theoretical framework and the phenomenon studied, <u>including a compelling explanation of why the selected theory was chosen over other possible alternatives.</u> 	<ul style="list-style-type: none"> - <u>Demonstrates strong knowledge</u> of the theoretical and conceptual frameworks applied in the dissertation, <u>with the ability to explain them fairly clearly, though some aspects may lack detail.</u> - <u>Shows a reasonable ability</u> to link the chosen theoretical framework to the research phenomenon, <u>though the explanation may lack clarity in fully justifying the choice over other possible theories.</u> 	<ul style="list-style-type: none"> - <u>Demonstrates moderate knowledge</u> of the theoretical framework used in the dissertation, <u>with a basic explanation that lacks clarity in certain areas.</u> - <u>Attempts to link the theoretical framework to the research phenomenon, but the explanation is incomplete or only loosely connected.</u> <p>Provides limited reasoning for choosing the framework, <u>with some awareness of alternative options, though not fully justified.</u></p>	<ul style="list-style-type: none"> - <u>Demonstrates limited to very limited understanding</u> of the theoretical framework applied in the dissertation, <u>with either unclear explanations or conceptual misunderstandings.</u> - <u>Unable to show any meaningful connection</u> between the theoretical framework and the research phenomenon, and <u>cannot explain the rationale for selecting the framework over other theoretical options.</u> 	
	3 points	2 points	1 points	0 points	
3. Progress in thesis work	<ul style="list-style-type: none"> - <u>Demonstrates clear progress</u> in thesis work consistent with the expected timeline of study (as confirmed by the advisor); and - <u>Actively participates</u> in departmental thesis progress monitoring activities and attends academic seminars or events that support thesis development <u>at least once per year</u> (as confirmed by the advisor) 	<ul style="list-style-type: none"> - <u>Demonstrates clear progress</u> in thesis work consistent with the expected timeline of study, but does not participate in departmental thesis monitoring activities or attend relevant academic seminars (as confirmed by the advisor); or - <u>Shows limited progress in thesis work but actively participates</u> in departmental thesis monitoring activities and attends supportive seminars at least once per year (as confirmed by the advisor) 	<ul style="list-style-type: none"> - <u>Shows no significant progress</u> in thesis work relative to the study timeline - <u>Does not participate</u> in departmental thesis monitoring or academic seminars that could support thesis progress - <u>Occasionally meets with the advisor</u>, even though the thesis progress does not align with the expected timeline 	<ul style="list-style-type: none"> - <u>Shows no progress</u> in thesis work consistent with the expected timeline - <u>Does not participate</u> in departmental monitoring activities or relevant academic seminars that could support thesis progress - <u>Never meets</u> with the advisor 	

Assessment	Points					
	2 points	1 points	0 points			
4. Ability to use academic Thai or foreign language in answering questions and providing explanations (including use of academic vocabulary, logical flow, and reasoning)	<ul style="list-style-type: none"> - Clarity and reasoning: <u>Able to clearly explain and answer questions in Thai or English with logical flow and ease of understanding</u> - Academic vocabulary: <u>Uses relevant academic terminology accurately</u> in relation to the theoretical framework or dissertation topic - Organization and delivery: <u>Presents information in a structured, academically sound, and easily comprehensible manner</u> - Response to questions: <u>Can clarify or ask follow-up questions appropriately when unclear, and respond effectively to discussion prompts or feedback</u> - Confidence and conciseness: <u>Communicates confidently and directly, staying on topic and avoiding wordiness, while using examples and rationale to support explanations</u> - Storytelling technique: <u>Utilizes engaging narrative strategies such as identifying a pain point (problem-focused storytelling) or vertical takeoff</u> 	<ul style="list-style-type: none"> - Clarity and reasoning: <u>Explains clearly in some parts, but others are still difficult to understand</u> - Academic vocabulary: <u>Uses some relevant academic terms, but with occasional inaccuracies</u> - Organization and delivery: <u>Information is somewhat organized but lacks clarity and academic precision</u> - Response to questions: <u>Occasionally asks clarifying questions when unsure, but inconsistently</u> - Confidence and conciseness: <u>Some answers are clear and focused, while others may be hesitant or overly wordy; examples and reasoning may be partial</u> - Storytelling technique: <u>Demonstrates some attempt at engaging narrative strategies, such as hinting at a pain point or attempting a vertical takeoff, but execution is inconsistent or lacks clarity, resulting in only partial audience engagement.</u> 	<ul style="list-style-type: none"> - Clarity and reasoning: <u>Unable to explain or answer clearly in Thai or English; responses are hard to follow or illogical</u> - Academic vocabulary: <u>Uses academic terms inaccurately or without understanding their meaning</u> - Organization and delivery: <u>Fails to structure explanations clearly; lacks academic accuracy</u> - Response to questions: <u>Does not ask for clarification or engage when questions are unclear</u> - Confidence and conciseness: <u>Hesitant delivery, uses excessive words, misses the main point, lacks supporting examples or rationale</u> - Storytelling technique: <u>No use of storytelling or attention-grabbing techniques, making the explanation difficult to follow and less engaging</u> 			

Assessment	Points					
	2 points	1 points	0 points			
5. Receptiveness to feedback, demeanor, response to questions, and emotional self-regulation	<ul style="list-style-type: none"> - Demonstrates <u>respectful and receptive behavior</u> toward others' opinions - <u>Displays confidence and subject knowledge</u> when responding to questions - <u>Knows when to remain silent and listen attentively</u> to others - <u>Able to present counterarguments with clear and logical reasoning</u> - <u>Uses appropriate non-verbal communication</u>, such as maintaining eye contact, using gestures moderately, not looking down, smiling, and appearing relaxed 	<ul style="list-style-type: none"> - Demonstrates <u>respectful and receptive behavior</u> toward others' opinions - <u>Appears hesitant or lacks confidence</u> when responding, though shows some knowledge - <u>Sometimes remains silent and shows some attentiveness when others speak</u> - <u>Attempts to present counterarguments, but reasoning is partially clear</u> - <u>Demonstrates some non-verbal communication skills</u>, such as occasional eye contact or limited gestures, but may also look down, appear tense, or inconsistently express engagement. 	<ul style="list-style-type: none"> - <u>Shows signs of disrespect or unwillingness</u> to accept others' opinions - <u>Lacks confidence and appears uncertain</u> when responding to questions - <u>Fails to recognize when to listen or remain silent</u> - <u>Displays negative emotions</u> during conversation - <u>Fails to present counterarguments or does so with unclear or illogical reasoning</u> - <u>Lacks appropriate non-verbal communication</u>; avoids eye contact, rarely gestures, frequently looks down, or appears overly nervous or disengaged 			
	3 points	2 points	1 points	0 points		
6. Creative Thinking and Problem-Solving (Based on questions related to social issues and problem-solving approaches)	<ul style="list-style-type: none"> - <u>Identifies key issues by referencing relevant social data to support new ideas or approaches</u> - <u>Proposes innovative and feasible solutions with comprehensive coverage</u> - <u>Presents a multi-dimensional, step-by-step plan for solving the problem</u> - <u>Explains more than one possible course of action, clearly identifying limitations of available resources and potential risks</u> that need to be addressed 	<ul style="list-style-type: none"> - Proposes <u>new and feasible solutions</u> - <u>Presents a step-by-step plan for solving the problem</u> - <u>Identifying limitations of available resources</u> involved in the implementation 	<ul style="list-style-type: none"> - Proposes <u>new solutions, but they remain general or vague</u> - <u>Attempts to present a step-by-step plan</u> for solving the problem, <u>but steps are partially detailed, not fully logical, or missing clear connections between stages</u> - <u>Fails to consider or explain the limitations</u> of available resources required for implementation 	<ul style="list-style-type: none"> - <u>Fails to present any new ideas or approaches</u> to solve the problem 		

Note: The score obtained will be multiplied by 5 to make a total of 100 points.