**Comprehensive Exam Rubric**

This rubric is designed to guide faculty in evaluating a student’s comprehensive examination papers and oral defense as an assessment of the student’s readiness for dissertation level scholarship.

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| **Section** | **Fail** | **Pass** | **Exceeds expectations** |
| 1. Describe theories used to explain the topics

Rating: \_\_\_\_\_\_\_\_\_\_\_ | The theoretical framework is unclear and/or not adequately grounded in relevant literature. | Empirical and theoretical research cited to ground the study in relevant areas of literature but additional development, editing, and/or literature are needed to strengthen the theoretical framework. | Sufficient empirical and theoretical research cited to ground the study and a strong theoretical framework is articulated. The literature review is carefully focused on research directly relevant to the study |
| 2. Critical evaluation of the evidence base in the extant literatureRating: \_\_\_\_\_\_\_\_\_\_\_ | Research studies are reviewed without critically evaluating the quality of research studies. | Student demonstrates ability to evaluate the quality of research studies and draw appropriate conclusions based on the study methodology.  | Student demonstrates consistent ability to critique research studies and this information is integrated into conclusions and recommendations for future research.  |
| 3. Discuss the generalizability of findings across relevant diverse groups (e.g., gender, race/ethnicity, age…)Rating: \_\_\_\_\_\_\_\_\_\_\_ | Limitations of generalizability are poorly described | Student demonstrates an understanding of the need to include diverse groups in research and can discuss the limits of generalizability within the literature. | Student demonstrates a sophisticated understanding of issues of inclusion of diverse groups in research, consistently describes limitations of generalizability of studies, and draws appropriate conclusions based on study participants.  |
| 4. Conclusions and future directionsRating: \_\_\_\_\_\_\_\_\_\_\_ | The conclusions and future directions are poorly articulated and/or not warranted based on the conceptual framework and quality of the relevant literature.  | Student demonstrates the ability to integrate and synthesize information into a cohesive message based on the quality of the relevant literature informing directions for future research but does not consistently do so. | Student demonstrates the consistent ability to integrate and synthesize information into a cohesive message based on the quality of the relevant literature informing directions for future research. |
| 5. Writing and organization Rating: \_\_\_\_\_\_\_\_\_\_\_ | The writing detracts from the comprehensibility of the manuscript. Poor organization, weak transitions and/or apparent logic gaps occur between topics being addressed. Major errors in spelling, grammar, sentence structures that make reading difficult and interfere with comprehensibility | Although there may be minor errors, the writing is generally clear. Transitions and organizational structures such as subheadings are used effectively to help the reader move from one point to another. Although there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Documents are near page limits. | Although there may be minor errors, writing is clear. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic. The paper is essentially error free in grammar, punctuation and spelling. Writing is concise and stays near page limits. |

**Overall Rating of Comprehensive Exam Questions**

Pass – All categories 1-4 are at Pass or above across written work and/or oral defense. Category 5 at Pass or above for written work

Has the student passed the Comprehensive exam?

 □ Yes □ No

If “No,” describe the revisions necessary for the student to pass the Comprehensive Exam: