

Comprehensive Exam Scoring Rubric

Category/Area	Criterion	Does not meet minimal standards; major deficiencies identified	Meets minimal standards; minor deficiencies identified	Exceeds minimal standards; no deficiencies identified
1. Introduction	Provides background narrative, citing literature as appropriate, which directs the reader's attention to the study's purpose on a relevant and meaningful educational issue			
	Clearly states the research question(s) that the study seeks to address			
	Rationalizes the practical significance (e.g. for practitioners and policymakers) of your research question(s)			
	Rationalizes the scholarly significance of the research question(s)			
Overall Assessment - Introduction				
2. Literature Review	Placed the topic or problem in the broader scholarly literature			
	Distinguishes what has been done in the field from what needs to be done			
	Identifies the main research methodologies/techniques that have been used in the field of research on your topic			
	Articulates important variables and phenomena relevant to the topic, citing existing research			
Overall Assessment – Literature Review				
3. Research Design/ Methodology	Starts with identifying the broad research design that will be used in the proposed study (qualitative, quantitative, mixed methods)			
	Discusses the advantages and disadvantages of the possible research methodologies/techniques and justifies the			

	<p>selection of methodology that will be used in the proposed study</p> <p>Data collection procedures (i.e., interview protocols, survey instruments, gaining access to existing panel data), and variable operationalization (if quantitative) are described with adequate detail such that another researcher could replicate the study</p> <p>Data analysis procedures are described with adequate detail such that another researcher could replicate the study</p> <p>Overall Assessment – Research Design/Methodology</p>			
<p>4. Potential Implications & Summary</p>	<p>Document details specific implications for advancing theory, research, and practice and articulates relevance to other fields if any</p> <p>Document addresses what would/could/might be different in theory, research and practice if the proposed research design followed through</p> <p>Document provides summary or statement of significance of the proposed research</p>			
<p>Overall Assessment – Practical Implications & Summary</p>	<p>Comprehensive Exam submission document is written with a coherent and clear structure</p> <p>Document is in APA 6th format</p> <p>There is evidence that the author of the document has acquired the vocabulary of the subject and topic</p> <p>Document is free of grammatical and spelling errors</p> <p>Overall Assessment – Entire Comprehensive Exam</p>			

Students will receive three potential ratings as explained below --

- a. A pass with honors is defined as exceeding minimal standards; no minor deficiencies need to be addressed
- b. A pass is defined as meeting minimal standards; with minor deficiencies that must be addressed to the satisfaction of the committee members. The minor deficiencies must be addressed within two weeks. If the deficiencies are not addressed within two weeks it converts to a fail.

- c. A fail would require the student to retake the failed sections of the exam within an agreed deadline set by the program committee. The student cannot retake the exam in the same semester in which they initially failed the exam.

Instructions: Please provide an overall assessment of each category/area of the student's exam in the rubric. Individual faculty may also provide a more detailed assessment by completing all the sub-criteria listed under each one of the major categories.