

Comprehensive Exam Rubric Research Design Question

Faculty Member: _____

Student: _____

Skill Assessment	1 Fail/Limited Proficiency	2 Some Proficiency	3 Proficiency	4 High Proficiency	Evaluator Rating
Research Objective <i>Are the research question(s) and/or objective clearly and explicitly stated?</i>	Research objective (e.g., to explore, describe, explain) and/or question are missing or poorly stated.	Research objective and/or question(s) are vague, implicit, or too broad.	Adequately states the objective of the research and the research question(s).	Explicitly states the research objective and clearly states the research question(s).	
Relevance to PS scholarship and theory <i>Does the research objective/question relate to issues of relevance to PS research and/or theory?</i>	The question <i>does not</i> address issues of relevance to PS research or theory. Citations of relevant scholarship or authorities in the field are missing or not relevant.	Articulates the issue(s) but <i>does not explicitly state its relevance</i> to PS scholarship or theory. Citations and references to authorities are vague or not clearly relevant to the topic.	<i>Adequately</i> articulates a specific issue(s) by connecting it to PS scholarship or theory. Citations and references to authorities are evident and relevant to the topic.	<i>Effectively</i> articulates a specific issue(s) and connects it to PS research or theory. Consistently cites relevant references in the field, resulting in a knowledgeable theoretical discussion.	
Research Design <i>Is the research design appropriate for the research question(s)?</i>	The research design is not appropriate for the question(s), is not described using standard terminology, or is missing.	The design is appropriate for the question(s), but is not clearly described with standard and/or accurate terminology.	The research design is appropriate for the question(s), and is described using standard terminology. Potential shortcomings are noted.	The design is appropriate for the question(s), and is <i>effectively & clearly</i> described using standard terminology. Shortcomings are fully discussed.	
Measurement & Sampling/ Case selection <i>Are measurement and sampling/ case selection described clearly using standard terminology?</i>	Discussion of measurement and sampling does not use standard terminology and/or is missing. No attention to reliability and validity of measures.	Limited discussion of measurement and sampling and/ or weak or inaccurate use of standard terminology. Limited attention to reliability and validity.	Discussion of measurement and sampling/ case selection using standard terminology. Some, but incomplete discussion of validity and reliability.	Clear and effective discussion of measurement and sampling/ case selection using standard terminology. Explicit discussion of validity and reliability.	
Grammar & Completeness <i>Is the answer grammatically correct and free of errors? Does it demonstrate ability to communicate effectively and completely?</i>	Persistent grammatical, punctuation, or spelling errors (>15 errors). Little or no organization of response. Little or no understanding of the question. Substantial parts of the question are not answered fully.	Numerous grammatical, punctuation, or spelling errors (10-15 errors). Limited organization. Some understanding of the question, but is incomplete. Few parts of the question are not answered fully.	Few major grammatical, punctuation, or spelling errors (5-9 errors). Clear organization is apparent. Adequate understanding of the question. All parts of the question are answered.	Very few or no grammatical, punctuation or spelling errors (0-4). Response is logical and well organized. Nuanced understanding of the question. All parts are thoroughly answered.	

Research Design Question Score: _____

Comprehensive Exam Rubric

Substantive Questions

Faculty Member: _____

Student: _____

Skill Assessment	1 Fail/Limited Proficiency	2 Some Proficiency	3 Proficiency	4 High Proficiency	Evaluator Rating #
Conceptual understanding <i>Does answer indicate understanding of relevant theories and concepts?</i>	Fails to identify or explain the key theories and/or concepts. Represents the key theories and/or concepts inaccurately.	Successfully identifies or explains some, but not all of the key theories and/or concepts. Does not explain key theories and/or concepts clearly and/or sufficiently.	Successfully identifies and explains all key theories and/or concepts in a sufficient and clear manner.	Successfully identifies and explains all key theories and/or concepts in a sufficient and clear manner, and notes their implications with regard to the literature.	Q1 ____ Q2 ____
Relevant literature <i>Does answer demonstrate knowledge of relevant scholarship and research?</i>	Citations of relevant research or references to authorities in the field are either missing or not relevant.	Citations or references to authorities are vague or not clearly relevant to the topic. Several key portions of the response are unsupported and/or incorrectly cited.	Citations or references to authorities are evident and accurate for key issues, but information is not always complete or consistently provided.	Consistently cites references or authorities in the field that support all key issues, resulting in a knowledgeable, scholarly, and thoughtful voice throughout the response.	Q1 ____ Q2 ____
Critical reflection <i>Does answer provide a critical analysis of issues/methods/findings? Does it discuss strengths and weaknesses of the literature?</i>	Fails to identify and explain how/why/which issues, methods or findings are relevant to the question at hand. No discussion of strengths and weaknesses.	Identifies some but not all issues, methods, or findings, but does not explain how/why/which are relevant to the question at hand. Inadequate discussion of strengths and weaknesses.	Successfully identifies and explains how/why/which issues, methods, or findings are relevant to the question at hand. Limited discussion of strengths & weaknesses.	Successfully identifies and explains how/why/which issues, methods, or findings are relevant to the question at hand. Fully describes strengths and weaknesses of the literature.	Q1 ____ Q2 ____
Grammar and clarity <i>Is answer grammatically correct and free of errors? Does it show ability to communicate effectively?</i>	Persistent grammatical, punctuation, or spelling errors (>15 errors). There is no or little organization in the response.	Numerous grammatical, punctuation, or spelling errors (10-15 errors). There is limited organization in the response.	Few major grammatical, punctuation, or spelling errors (5-9 errors). Clear organization is apparent.	Very few or no grammatical, punctuation or spelling errors (0-4). The response is very well organized and flows logically and smoothly.	Q1 ____ Q2 ____
Completeness <i>Does answer fully address the question?</i>	Response demonstrates little or no understanding of the question. Information is missing and substantial parts of the question are not answered fully.	Response demonstrates some basic understanding of the question, but is incomplete. Some information missing or a few parts of the question are not answered fully.	Response demonstrates adequate understanding of the question. Factual information is provided and all parts of the question are answered.	Response goes beyond factual information demonstrating nuanced understanding of the question. All parts of the question are thoroughly answered.	Q1 ____ Q2 ____

Question 1 Score: _____

Question 2 Score: _____