

# Comprehensive Examination Rubric Form D

Student Name: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

This form is to be used to evaluate both the written and oral comprehensive examination. A check in any box in the “Does Not Meet Expectations” column, for any attribute(s), constitutes a failing evaluation.

I vote to pass \_\_\_\_\_'s written exam. \_\_\_\_\_ Date: \_\_\_\_\_  
*Committee Member Signature*

I vote to pass \_\_\_\_\_'s oral defense. \_\_\_\_\_ Date: \_\_\_\_\_  
*Committee Member Signature*

Attribute	Does Not Meet Expectations	Meets Expectation	Exceeds Expectations
<p><b>Background/rationale</b> The student ...</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of the field by situating the study in the relevant peer-reviewed literature.</li> <li>• Evaluates the warrant for the study by discussing strengths and weaknesses in the authors' establishment of problem area and research need.</li> </ul>	<input type="checkbox"/> Displays limited understanding of the field, including major relevant figures, trends, arguments, studies. <input type="checkbox"/> Makes occasionally incorrect, incoherent, or inadequately unsupported arguments that lack reasoning and/or evidence. <input type="checkbox"/> Rarely or never provides adequate substantiation of claims with specific examples from the study or sources from the peer-reviewed literature. <input type="checkbox"/> Displays insufficient evidence of critical thought.	<input type="checkbox"/> Displays adequate or better understanding of the field, including major relevant figures, trends, arguments, studies. <input type="checkbox"/> Makes mostly correct, coherent, and clear arguments supported by adequate reasoning and evidence. <input type="checkbox"/> Often provides adequate substantiation of claims with specific examples from the study or sources from the peer-reviewed literature. <input type="checkbox"/> Displays evidence of adequate or better critical thought.	<input type="checkbox"/> Displays exceptional understanding of the field, including major relevant figures, trends, arguments, studies. <input type="checkbox"/> Makes correct, coherent, and clear arguments supported by superior reasoning and high-quality evidence. <input type="checkbox"/> Almost always provides adequate substantiation of claims with specific examples from the study or high-quality sources from the peer-reviewed literature. <input type="checkbox"/> Demonstrates superior critical thinking, creativity, and insight.
	Comments:		
<p><b>Theoretical Framework/Conceptual Framework</b> The student ...</p>	<input type="checkbox"/> Displays superficial or limited knowledge of historic, philosophic, and worldview assumptions and paradigmatic underpinnings.	<input type="checkbox"/> Displays adequate or better knowledge of historic, philosophic, and worldview assumptions and paradigmatic underpinnings.	<input type="checkbox"/> Displays exceptional knowledge of historic, philosophic, and worldview assumptions and paradigmatic underpinnings.

<ul style="list-style-type: none"> <li>Identifies philosophic, and worldview assumptions and paradigmatic underpinnings of the study as appropriate and evaluates their suitability to the study question and methodology.</li> <li>Describes and evaluates the application of theoretical or conceptual frameworks in the study.</li> <li>When theory use is not explicit, identifies one or more implicit <i>or</i> alternative theories suitable to the study and describes their usefulness or potential usefulness.</li> <li>Demonstrates ability to apply relevant support from the peer-reviewed literature in discussion of theory.</li> </ul>	<input type="checkbox"/> Provides superficial or limited description and evaluation of the role or potential role of theory in the study. <input type="checkbox"/> Provides inadequate substantiation of claims, including specific examples from the study and sources from the peer-reviewed literature. <input type="checkbox"/> Displays insufficient evidence of critical thought.	<input type="checkbox"/> Provides adequate or better description and evaluation of the role or potential role of theory in the study. <input type="checkbox"/> Substantiates most discussion with examples from the study or sources from the peer-reviewed literature. <input type="checkbox"/> Displays evidence of adequate or better critical thought.	<input type="checkbox"/> Provides exceptional description and evaluation of the role or potential role of theory in the study. <input type="checkbox"/> Substantiates nearly all discussion with examples from the study or high-quality sources from the peer-reviewed literature. <input type="checkbox"/> Displays superior critical thinking, creativity, and insight.
Comments:			
<b>Research Design</b> <b>The student ...</b> <ul style="list-style-type: none"> <li>Describes the study design, including individual elements (e.g., methods of sampling and control, methods and measures of data collection/generation).</li> <li>Evaluates the <u>suitability</u> of the design to the study's research purpose, question, and if applicable, hypothesis(es).</li> <li>Critiques the <u>internal congruency</u> among study design elements.</li> <li>Proposes one or more suitable, alternative study design(s) or design elements and discusses specific comparative benefits and drawbacks of the alternative approaches.</li> <li>Demonstrates ability to apply relevant support from the peer-reviewed methodological literature.</li> </ul>	<input type="checkbox"/> Displays inadequate or erroneous understanding of elements of study design and rationale for their use in the assigned study. <input type="checkbox"/> Provides insufficient evaluation of internal congruency (among study design elements or between elements and research purpose/questions). <input type="checkbox"/> Provides no or inadequate discussion of alternative study design or design elements. <input type="checkbox"/> Rarely or never substantiates claims with specific examples from the study or sources from the peer-reviewed literature. <input type="checkbox"/> Displays insufficient evidence of critical thought.	<input type="checkbox"/> Displays correct understanding of elements of study design and the rationale for their use in the assigned study. <input type="checkbox"/> Provides sufficient evaluation of internal congruency (among study design elements or between elements and research purpose/questions). <input type="checkbox"/> Provides reasonable discussion of alternative study designs or design elements. <input type="checkbox"/> Substantiates most claims with specific examples from the study and sources from the peer-reviewed literature. <input type="checkbox"/> Displays evidence of adequate or better critical thought.	<input type="checkbox"/> Displays exceptional understanding of elements of study design and the rationale for their use in the assigned study. <input type="checkbox"/> Provides superior evaluation of internal congruency (among study design elements or between elements and research purpose/questions). <input type="checkbox"/> Provides superior discussion of alternative study designs or design elements. <input type="checkbox"/> Substantiates almost all claims with specific examples from the study and sources from the peer-reviewed literature. <input type="checkbox"/> Displays critical thinking, creativity, and insight.
Comments:			

<p><b>Data Analysis</b> The student ...</p> <ul style="list-style-type: none"> <li>Evaluates the analysis of data in the study as to correctness and effectiveness.</li> <li>Proposes one or more alternative analytic approaches and explains benefits and drawbacks of using the alternative approaches in the study.</li> <li>Demonstrates ability to apply relevant support from the peer-reviewed methodological literature to the discussion of the analytic approach in the study.</li> </ul>	<input type="checkbox"/> Displays inadequate or erroneous understanding of correctness of the analysis and/or the effectiveness and suitability of the analytic approach, tests, or methods used in the study. <input type="checkbox"/> Provides no or inadequate discussion of alternative analytic approaches, tests, or methods. <input type="checkbox"/> Offers no examples from the study or sources from the peer-reviewed literature to support discussion of analysis in the study. <input type="checkbox"/> Displays insufficient evidence of critical thought.	<input type="checkbox"/> Displays an adequate or better understanding of correctness of the analysis and/or the effectiveness and suitability of the analytic approach, tests, or methods used in the study. <input type="checkbox"/> Provides adequate discussion of the advantages/drawbacks of at least one alternative analytic approach, test, or method, supported by examples from the study and/or sources in the peer-reviewed literature. <input type="checkbox"/> Displays evidence of adequate or better critical thought.	<input type="checkbox"/> Displays exceptional understanding of the correctness of the analysis and the effectiveness and suitability of the analytic approach, tests, or methods used in the study. <input type="checkbox"/> Provides superior discussion of the advantages/drawbacks of at least one alternative analytic approach, test, or method with support from high-quality sources in the peer-reviewed literature. <input type="checkbox"/> Displays critical thinking, creativity, and insight.
<p>Comments:</p>			
<p><b>Results &amp; Discussion</b> The student ...</p> <ul style="list-style-type: none"> <li>Evaluates the accuracy, clarity, consistency, and parsimony of the <b>results</b> and evaluates their <b>presentation</b> in the text (e.g., use of tables, quotes, figures).</li> <li>Evaluates the <b>discussion</b> of study findings and describes at least one alternative or additional way to situate the findings in relation to the literature (i.e., discussion).</li> </ul>	<input type="checkbox"/> Provides inaccurate or superficial assessment of the study <b>results</b> . <input type="checkbox"/> Provides inaccurate or superficial assessment of the <b>presentation</b> of results. <input type="checkbox"/> Provides no or inadequate consideration of the <b>discussion</b> of findings. <input type="checkbox"/> Provides no or an inadequate discussion of an alternative strategy for presentation and/or discussion. <input type="checkbox"/> Offers no examples from the study or sources from the peer-reviewed literature to support discussion of results and discussion. <input type="checkbox"/> Displays insufficient evidence of critical thought.	<input type="checkbox"/> Provides adequate or better assessment of the study <b>results</b> . <input type="checkbox"/> Provides adequate or better assessment of the <b>presentation</b> of results. <input type="checkbox"/> Provides consideration of the <b>discussion</b> of findings. <input type="checkbox"/> Provides adequate or better discussion of an alternative strategy for presentation and/or discussion. <input type="checkbox"/> Offers examples from the study or sources from the peer-reviewed literature to support discussion of results and discussion. <input type="checkbox"/> Displays evidence of adequate or better critical thought.	<input type="checkbox"/> Provides superior assessment of the study <b>results</b> . <input type="checkbox"/> Provides superior assessment of the <b>presentation</b> of results. <input type="checkbox"/> Provides consideration of the <b>discussion</b> of findings. <input type="checkbox"/> Provides superior discussion of an alternative strategy for presentation and/or discussion. <input type="checkbox"/> Offers examples from the study or sources from the peer-reviewed literature to support discussion of results and discussion. <input type="checkbox"/> Displays critical thinking, creativity, and insight.
<p>Comments:</p>			
<p><b>Implications &amp; Conclusion</b> The student ...</p>	<input type="checkbox"/> Demonstrates inadequate understanding or superficial discussion of implications of the study, or simply re-lists implications from the study.	<input type="checkbox"/> Demonstrates adequate or better understanding and discussion of specific implications of the study.	<input type="checkbox"/> Demonstrates superior understanding and discussion of specific implications of the study.

<ul style="list-style-type: none"> <li>• Identifies the implications of the study to the relevant area of research.</li> <li>• Identifies one or more paradigmatic implications of the study: for person, health, environment, nursing.</li> <li>• Discusses the study's limitations and what might be done to remedy them.</li> <li>• Discusses how study findings might be translated into nursing clinical, educational, or public health practice, and/or into health care policy.</li> <li>• Briefly describes one or more subsequent studies to which the results point.</li> </ul>	<input type="checkbox"/> Displays lack of thought about the implications of the study to paradigmatic concerns of nursing. <input type="checkbox"/> Provides inadequate discussion of study limitations and potential remedies. <input type="checkbox"/> Neglects to address translation of findings to nursing or health care, broadly considered. <input type="checkbox"/> Displays insufficient evidence of critical thought.	<input type="checkbox"/> Displays adequate or better understanding of implications of the study to paradigmatic concerns of nursing. <input type="checkbox"/> Provides adequate discussion of study limitations and potential remedies. <input type="checkbox"/> Provides adequate or better consideration of translation of findings to some aspect of nursing or health care, broadly considered. <input type="checkbox"/> Displays evidence of adequate or better critical thought.	<input type="checkbox"/> Displays exceptional understanding of implications of the study to paradigmatic concerns of nursing. <input type="checkbox"/> Provides thoughtful discussion of limitations and potential remedies that goes beyond the article's presentation. <input type="checkbox"/> Provides exceptional understanding how findings might be translated to some aspect of nursing practice, etc. <input type="checkbox"/> Displays critical thinking, creativity, and insight.
Comments:			
<b>Overall Quality of Writing</b>	<input type="checkbox"/> Develops ideas inadequately or unevenly. <input type="checkbox"/> Presents arguments that lack structure; organization of the paper overall is poor. <input type="checkbox"/> Displays numerous, patterned grammatical and spelling errors. <input type="checkbox"/> Provides minimal or inconsistent source documentation. <input type="checkbox"/> Uses incorrect or inconsistent formatting (i.e., parts, headings, source documentation, reference list).	<input type="checkbox"/> Provides consistently adequate development of ideas. <input type="checkbox"/> Presents arguments adequate structure; organization of the paper overall is sufficient. <input type="checkbox"/> Displays some but not many patterned grammatical and spelling errors. <input type="checkbox"/> Provides consistent source documentation. <input type="checkbox"/> Uses mostly correct and consistent formatting (i.e., parts, headings, source documentation, reference list).	<input type="checkbox"/> Develops ideas exceptionally well. <input type="checkbox"/> Arguments are well-structured and the paper overall is well-organized. <input type="checkbox"/> Very few or no patterned grammatical or spelling errors <input type="checkbox"/> Source documentation is consistent and correct. <input type="checkbox"/> Style (i.e., parts, headings, format of source documentation, references) is nearly always correct and consistent.
Comments:			
<b>Overall Quality of Oral Presentation &amp; Defense</b>	<input type="checkbox"/> Presentation is inadequately or ineffectively organized or lacks sufficient discussion of one or more main areas of the exam. <input type="checkbox"/> Delivery is inaudible, poorly paced/timed, or poorly enunciated/unclear. <input type="checkbox"/> Slides and handouts are ineffectively organized and/or lacking in clarity. <input type="checkbox"/> Student exhibits insufficient	<input type="checkbox"/> Presentation is effectively organized and offers sufficient discussion of main areas of the exam. <input type="checkbox"/> Delivery is audible, adequately paced/timed, and adequately enunciated/clear. <input type="checkbox"/> Slides and handouts are effectively organized and clear. <input type="checkbox"/> Student exhibits sufficient or better comprehension of study, research area,	<input type="checkbox"/> Presentation is exceptionally well-organized with sufficient discussion of main areas of the exam. <input type="checkbox"/> Delivery is audible, well-paced/timed, and well-enunciated/clear. <input type="checkbox"/> Slides and handouts are organized, clear, and exceptionally well-designed. <input type="checkbox"/> Student exhibits outstanding comprehension of study, research area,

	<p>comprehension of study, research area, and/or methodological issues in response to committee queries.</p> <p><input type="checkbox"/> Student exhibits insufficient thoughtfulness, creativity, and critical insight in response to committee queries.</p> <p><input type="checkbox"/> Student's delivery, self-presentation, or demeanor lacks professionalism at points during the presentation and defense.</p>	<p>and methodological issues in response to committee queries.</p> <p><input type="checkbox"/> Student exhibits sufficient or better thoughtfulness, creativity, and critical insight in response to committee queries.</p> <p><input type="checkbox"/> Student is adequately professional in delivery and demeanor during the presentation and defense.</p>	<p>and methodological issues in response to committee queries.</p> <p><input type="checkbox"/> Student exhibits exceptional thoughtfulness, creativity, and critical insight in response to committee queries.</p> <p><input type="checkbox"/> Student is poised, polished, and professional in delivery and demeanor during the presentation and defense.</p>
<p>Comments:</p>			

Approved: Fac Mtg 5/8/2019