

Student Name: _____ Date: _____

Evaluator Name: _____

Critical Thinking [1]	Capstone (4), Milestones (2-3), Benchmark (1), No Evidence (0)	Score	Weight	Weighted Score
<i>Influence of context and assumptions</i>	4. Thoroughly analyzes assumptions and carefully evaluates relevance of contexts 3. Identifies assumptions and several relevant contexts 2. Questions some assumptions; identifies several relevant contexts 1. Shows emerging awareness of assumptions; begins to identify some contexts		x2	
<i>Conclusions (and implications)</i>	4. Conclusions/implications are logical and reflect informed evaluation and priorities 3. Conclusion logically tied to range of information; implications are clearly identified 2. Conclusion is logically tied to selected information; some implications identified 1. Conclusion inconsistently tied to some information; implications are oversimplified		x2	
Critical Thinking				/16
Inquiry and Analysis [2]	Capstone (4), Milestones (2-3), Benchmark (1), No Evidence (0)	Score	Weight	Weighted Score
<i>Analysis</i>	4. Organizes & synthesizes evidence to reveal insightful patterns, differences/similarities 3. Organizes evidence to reveal important patterns, differences/similarities 2. Organizes evidence, but ineffective in revealing important patterns, differences/similarities 1. Lists evidence, but it is not organized and/ or is unrelated to topic		x2	
<i>Conclusions</i>	4. States a conclusion that is a logical extrapolation from the inquiry findings 3. States a conclusion that arises specifically from the inquiry findings 2. States a general conclusion that also applies beyond the scope of the inquiry 1. States an ambiguous, illogical, or unsupportable conclusion		x2	
Inquiry and Analysis				/16

PhD Qualifying Exam Rubric

Integrative Learning [3]	Capstone (4), Milestones (2-3), Benchmark (1), No Evidence (0)	Score	Weight	Weighted Score
<i>Transfer</i>	Skills, abilities, theories, or methodologies gained in one situation are... 4. Adapted & applied to new situations to solve difficult probs/explore complex issues 3. Adapted & applied to new situations to solve problems or explore issues 2. Used in a new situation to contribute to understanding of problems or issues 1. Used in a basic way in a new situation		X1	
Integrative Learning				/4
Written Comm. [4]	Capstone (4), Milestones (2-3), Benchmark (1), No Evidence (0)	Score	Weight	Weighted Score
<i>Context of and Purpose for Writing</i>	4. Demonstrates thorough understanding of context, audience, and purpose 3. Demonstrates adequate consideration of context, audience, and purpose 2. Demonstrates awareness of context, audience, and purpose 1. Demonstrates minimal attention to context, audience, and purpose		X1	
<i>Control of Syntax and Mechanics</i>	Uses language that... 4. Skillfully communicates meaning with clarity & fluency; almost error-free 3. Straightforwardly conveys meaning with clarity; few errors 2. Generally conveys meaning; some errors 1. Sometimes impedes meaning because of errors in usage		X1	
Written Communication				/8
Oral Comm. [5]	Capstone (4), Milestones (2-3), Benchmark (1), No Evidence (0)	Score	Weight	Weighted Score
<i>Organization</i>	Organization is... 4. Clearly & consistently observable presentation is cohesive 3. Clearly and consistently observable within the presentation 2. Intermittently observable within the presentation 1. Not observable within the presentation		X1	
<i>Delivery</i>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness)... 4. make the presentation compelling; speaker appears polished and confident 3. make the presentation interesting; speaker appears comfortable 2. make the presentation understandable; speaker appears tentative 1. detract from the understandability; speaker appears uncomfortable		X1	
Oral Communication				/8
TOTAL				/52

- [1] Critical Thinking entries adapted from AACU Critical Thinking VALUE Rubric; two of five entries are adapted here
 - [2] Inquiry and Analysis entries adapted from AACU Inquiry and Analysis VALUE Rubric; three of six entries are adapted here
 - [3] Integrative Learning entries adapted from AACU Inquiry and Analysis VALUE Rubric; one of five entries is adapted here
 - [4] Written Comm. entries adapted from AACU Written Communication VALUE Rubric; two of five entries are adapted here
 - [5] Oral Comm. entries adapted from AACU Oral Communication VALUE Rubric; two of five entries are adapted here
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Please provide any feedback on areas of strength and recommendations for areas of improvement. This feedback will be provided to the student and retained on the student file.

Comments: