

Grading Rubric Worksheet for Written Component

Student's Name _____ Date _____

Grade the applicant on a scale from **1 (strongly negative)** to **4 (strongly positive)** on each of the criteria below, and add comments. The grade benchmark is first-year graduate students who have gone on to complete the Ph.D. degree. Such students would be expected to score at least 3 (weakly positive) on average. Thus, an average grade of 3 (weakly positive) should be the minimum expectation at the Ph.D. level.

Factors to be considered in assigning a grade include the student's (1) depth of understanding of the research topic and its significance, (2) breadth of understanding of principles across the student's discipline, (3) ability to integrate fundamental principles in the quantitative analysis of a complex problem, and (4) effectiveness of written communication.

The student's future research plan is not a part of the Qualifying Exam and should not be considered in the grading.

Organization (20%)

Topics, sections organized into logical sequence: _____:

Appropriate space allocated to each topic: _____:

Diverse content organized into meaningful themes: _____:

Average organization score: _____

Content (60%)

Significance of research topic described: _____:

Depth and breadth of technical understanding demonstrated: _____:

Underlying fundamental principles explained, analyzed: _____:

Leading research papers on topic critically evaluated: _____:

Evaluative literature appropriately cited: _____:

Relevant knowledge base and knowledge gaps summarized: _____:

Research problem logically argued from the literature review: _____:

Novel, compelling, research problem quantitatively defined: _____:

Average content score: _____

Presentation (20%)

Writing clear, concise, at appropriate technical level: _____:

Grammar, spelling, punctuation correct: _____:

Figures, tables, equations used effectively: _____:

Document gives professional impression: _____:

Average presentation score: _____

Composite score (0.2*organization score + 0.6*content score + 0.2*presentation score): _____

Additional comments about the written component can be given on back of this sheet

Grading Rubric Worksheet for Oral Examination

Student's Name _____ Date _____

Grade the applicant on a scale from **1 (strongly negative) to 4 (strongly positive)** on each of the criteria below, and add comments. The grade benchmark is first-year graduate students who have gone on to complete the Ph.D. degree. Such students would be expected to score at least 3 (weakly positive) on average. Thus, an average grade of 3 (weakly positive) should be the minimum expectation at the Ph.D. level.

Factors to be considered in assigning a grade include the student's (1) depth of understanding of the research topic and its significance, (2) breadth of understanding of principles across the student's discipline, (3) ability to integrate fundamental principles in the quantitative analysis of a complex problem, and (4) effectiveness of the oral communication.

The student's future research plan is not a part of the Qualifying Exam and should not be considered in the grading.

Organization (20%)

Topics, sections organized into logical sequence: _____:

Appropriate time allocated to each topic: _____:

Diverse content organized into meaningful themes: _____:

Average organization score: _____

Content (60%)

Significance of research topic described: _____:

Depth and breadth of technical understanding demonstrated: _____:

Underlying fundamental principles explained, analyzed: _____:

Relevant knowledge base and knowledge gaps summarized: _____:

Novel, compelling, research problem clearly defined: _____:

Research problem follows logically from literature review: _____:

Broad understanding of principles across discipline demonstrated: _____:

Questions on research topic and broad understanding handled well: _____:

Average content score: _____

Presentation (20%)

Delivery mechanics effective (enunciation, speed, volume): _____:

Slide formatting, grammar, spelling, punctuation correct: _____:

Figures, tables, equations used effectively: _____:

Presentation gives professional impression: _____:

Average presentation score: _____

Composite score (0.2*organization score + 0.6*content score + 0.2*presentation score): _____

Additional comments about the oral presentation can be given on back of this sheet

Score Summary Worksheet

Student Name: _____ Date _____

Examiner I

Written Component

Average Organization Score _____ x 0.2 = _____

Average Content Score _____ x 0.6 = _____

Average Presentation Score _____ x 0.2 = _____

Composite Score (Sum of weighted average scores) = _____

Oral Exam

Average Organization Score _____ x 0.2 = _____

Average Content Score _____ x 0.6 = _____

Average Presentation Score _____ x 0.2 = _____

Composite Score (Sum of weighted average scores) = _____

Examiner 3 Grade (Average of Written and Oral Composite Scores) = _____

Pass or Fail (Please circle one. A pass requires a Grade ≥ 3.0)

Examiner 2

Written Component

Average Organization Score _____ x 0.2 = _____

Average Content Score _____ x 0.6 = _____

Average Presentation Score _____ x 0.2 = _____

Composite Score (Sum of weighted average scores) = _____

Oral Exam

Average Organization Score _____ x 0.2 = _____

Average Content Score _____ x 0.6 = _____

Average Presentation Score _____ x 0.2 = _____

Composite Score (Sum of weighted average scores) = _____

Examiner 3 Grade (Average of Written and Oral Composite Scores) = _____

Pass or Fail (Please circle one. A pass requires a Grade ≥ 3.0)

Examiner 3

Written Component

Average Organization Score _____ x 0.2 = _____

Average Content Score _____ x 0.6 = _____

Average Presentation Score _____ x 0.2 = _____

Composite Score (Sum of weighted average scores) = _____

Oral Exam

Average Organization Score _____ x 0.2 = _____

Average Content Score _____ x 0.6 = _____

Average Presentation Score _____ x 0.2 = _____

Composite Score (Sum of weighted average scores) = _____

Examiner 3 Grade (Average of Written and Oral Composite Scores) = _____

Pass or Fail (Please circle one. A pass requires a Grade ≥ 3.0)

Overall QEC Grade: Pass or Fail (Please circle one)

(A pass requires a passing grade from two of the three QEC members.)

Summary of Qualifying Exam Committee's Evaluation

Student Name _____ **Date** _____

Grade (Pass or Fail) _____

The purpose of the Qualifying Exam is to determine if the student is qualified to proceed in the doctoral program and to identify any weaknesses that may exist in background knowledge or skills needed to succeed in independent research. Criteria in grading the Qualifying Exam are (1) depth of understanding of the research topic and its significance; (2) breadth of understanding of principles across the student's discipline; (3) ability to integrate fundamental principles in the analysis of a complex problem; and (4) effectiveness of oral and written communication. Prepare the summary with "Strengths" and "Weaknesses" in respect to the above four criteria.

Depth of Understanding of the Research Topic:

Strengths:

Weaknesses:

Breadth of Understanding of Principles across the Student's Discipline:

Strengths:

Weaknesses:

Ability to Integrate Fundamental Principles in Analysis of a Complex Problem:

Strengths:

Weaknesses:

Effectiveness of Presentations (Written and Oral)

Strengths:

Weaknesses: