

Doctoral Student: _____ Date of Oral Exam: _____ Date of Written Exam: _____

Comprehensive Examinations Evaluation

Oral

Area	High Pass (2)	Pass (1)	Unacceptable/Fail (0)	Score/comments
Quality of Response Question# _____ Evaluator: _____	Thoughtful and well stated in all sections; clear, persuasive, interesting; credible with verifiable ideas; convincing with clear thesis and argument; answered very thoroughly; appropriately difficult; representative of experts in the topical area; relevant and accurate in content; very insightful and inclusive of new ideas; very competent in demonstrating understanding of research design	Thorough and relevant; competent in the development of argument and information; thoughtful and reflective; adequate in evidence; adequately original; generally insightful and inclusive of new ideas; adequate in demonstrating understanding of research design	Overly simplified in thesis; insufficient in development of ideas; weak in textual evidence; inadequate in demonstrating understanding of research design	
Knowledge of the Literature Question# _____ Evaluator: _____	Significant with ideas, claims and methods supported with publications from peer-reviewed journals and other respected scholarly sources; thorough and competent in documenting sources; very insightful in identifying where gaps in the literature exist	With only a few exceptions, significant with ideas, claims and methods that are supported with publications from peer reviewed journals and other respected scholarly sources; adequate in identifying where gaps in the literature exist	Either unsupported or support provided comes from less reliable sources; inadequate in reviewing relevant literature	
Organization and Presentation Question# _____ Evaluator: _____	Very clearly focused with identifiable thesis; exceptionally organized with very apparent structures and transitions; on topic; coherent; highly appropriate style/tone	Generally focused and logical with identifiable thesis; generally well organized with apparent structures and transitions; accurate with clearly stated ideas; appropriate style/tone	Somewhat unfocused or unclear; weak; not related to thesis; abrupt in transition; disconnected with random thoughts with no discernable point; sketchy with important details missing; inaccurate with erroneous information provided	

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Comprehensive Examinations Evaluation

Written

Area	High Pass (2)	Pass (1)	Unacceptable/Fail (0)	Score/comments
<p>Quality of Response</p> <p>Question# _____</p> <p>Evaluator: _____</p>	Thoughtful and well stated in all sections; clear, persuasive, interesting; credible with verifiable ideas; convincing with clear thesis and argument; answered very thoroughly; appropriately difficult; representative of experts in the topical area; relevant and accurate in content; very insightful and inclusive of new ideas; very competent in demonstrating understanding of research	Thorough and relevant; competent in the development of argument and information; thoughtful and reflective; adequate in evidence; adequately original; generally insightful and inclusive of new ideas; adequate in demonstrating understanding of research	Overly simplified in thesis; insufficient in development of ideas; weak in textual evidence; inadequate in demonstrating understanding of research	
<p>Knowledge of the Literature</p> <p>Question# _____</p> <p>Evaluator: _____</p>	Significant with ideas, claims and methods supported with publications from peer-reviewed journals and other respected scholarly sources; thorough and competent in documenting sources; very insightful in identifying where gaps in the literature exist	With only a few exceptions, significant with ideas, claims and methods that are supported with publications from peer reviewed journals and other respected scholarly sources; adequate in identifying where gaps in the literature exist	Either unsupported or support provided comes from less reliable sources; inadequate in reviewing relevant literature	
<p>Organization and Presentation</p> <p>Question# _____</p> <p>Evaluator: _____</p>	Very clearly focused with identifiable thesis; exceptionally organized with very apparent structures and transitions; (e.g., introduction, middle, conclusion, other organizational headings); on topic; written with intact paragraphs; coherent; highly appropriate style/tone	Generally focused and logical with identifiable thesis; generally well organized with apparent structures and transitions; accurate with clearly stated ideas; appropriate style/tone	Somewhat unfocused or unclear; weak; not related to thesis; abrupt in transition; disconnected with random thoughts with no discernable point; sketchy with important details missing; inaccurate with erroneous information provided	
<p>Quality of Writing</p> <p>Question# _____</p> <p>Evaluator: _____</p>	Precise, interesting, specific, and accurate; excellent in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); generally ready for publishing with minor touch-ups APA Style - In excellent compliance	Readable and the writer's meaning on a general level is clear; adequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); moderately ready for publication APA Style – In good compliance	Limited in vocabulary; unclear; inadequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); not ready for publication APA Style – Inadequate compliance	

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