HELPS PhD Comprehensive Exam Rubric

CRITERIA	Met	Met	Met	Did not meet	Did not meet
	(exceeded expectations)	(without conditions)	(with conditions)	(needs improvement)	(unacceptable)
	5	4	3	2	1
CONTENT KNOWLEDGE	Candidate demonstrates advanced understanding of concepts learned in core courses.	Candidate demonstrates advanced understanding of concepts learned in core courses.	understanding of concepts	Candidate demonstrates limited understanding of concepts learned in core course.	Candidate did not demonstrate understanding of concepts learned in core courses.
	Concepts are integrated into the candidate's own insights.	Concepts are integrated into the candidate's own insights.	into the candidate's own insights.	Only a few concepts are integrated into the candidate's own insights.	No concepts are integrated into the candidate's own insights.
	Candidate provides conclusions that show analysis and synthesis of ideas.	Some of the candidate's conclusions are not supported in the response.	Some of the candidate's conclusions are not supported in the response.	None of the candidate's conclusions are supported in the response.	None of the candidate's conclusions are supported in the response.
PROFESSIONAL SKILL	Candidate demonstrates strong acumen for pressing issues facing vulnerable, marginalized, or underrepresented college students, MSIs and/or higher education.	Candidate demonstrates strong acumen for pressing issues facing vulnerable, marginalized, or underrepresented college students, MSIs and/or higher education.	Candidate demonstrates sufficient acumen for pressing issues facing vulnerable, marginalized, or underrepresented college students, MSIs and/or higher education.	Candidate demonstrates limited acumen for pressing issues facing vulnerable, marginalized, or underrepresented college students, MSIs and/or higher education.	Candidate does not demonstrate acumen for pressing issues facing vulnerable, marginalized, or underrepresented college students, MSIs and/or higher education.
	Candidate provides a stance or statement of position on the dilemma of practice.	Candidate provides a stance or statement of position on the dilemma of practice.	Candidate provides a stance or statement of position on the dilemma of practice.	Candidate does not provide a stance or statement of position on the dilemma of practice.	Candidate does not provide a stance or statement of position on the dilemma of practice.
		Candidate provides consideration of problems, issues, approaches, and impacts relevant to vulnerable, marginalize, or underrepresented communities, but some do not align with their stance or position.	Candidate provides consideration of problems, issues, approaches, and impacts relevant to vulnerable, marginalize, or underrepresented communities but they do not align with their stance or position.	Candidate does not provide consideration of problems, issues, approaches, and impacts relevant to vulnerable, marginalize, or underrepresented communities.	Candidate does not provide consideration of problems, issues, approaches, and impacts relevant to vulnerable, marginalize, or underrepresented communities

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	Candidate uses at least 5	Candidate uses at least 5	Candidate uses at least 5	Candidate uses fewer than 5	Candidate does not use
SCHOLARLY	current sources, including 3	current sources, including 3 or	current resources but fewer	current sources, or fewer than	current sources.
WRITING	or more peer-reviewed	more peer-reviewed journal	than 3 are peer-reviewed	2 are peer-reviewed journal	
	journal articles or scholarly books.	articles or scholarly books.	journal articles or scholarly books.	articles or scholarly books.	Candidate does not include research from scholars and
	DOOKS.	Candidate includes research	DOOKS.	Candidate does not include	activists from under-
	Candidate includes research	from scholars and activists	Candidate includes research	research from scholars and	represented communities.
	from scholars and activists	from under-represented	from scholars and activists	activists from under-	represented communities.
	from under-represented	communities.	from under-represented	represented communities.	Candidate does not tie
	communities.	Candidate ties together	communities.	Candidate sometimes ties	together information from
		information from sources		together information from	sources.
	Candidate ties together	without disjointedness.	Candidate mostly ties together	sources and disjointedness is	
	information from all sources	-	information from sources with	apparent.	Candidate does not cite
	without disjointedness.	Candidate cites all data	some disjointedness.		data obtained from other
		obtained from other sources.		Candidate cites some data	sources.
	Candidate cites all data	APA citation style is used in	Candidate cites most data	obtained from other sources.	
	obtained from other sources.	both text and bibliography.	obtained from other sources.	Citation style is either	Unacceptable number of
	APA citation style is used in	N. 1 11:	APA citation style is used in	inconsistent or incorrect.	spelling or grammar
	both text and bibliography.	Minimal spelling or grammar mistakes.	both text and bibliography.	Unacceptable number of	mistakes.
	No spelling or grammar	mistakes.	Noticeable spelling or	spelling or grammar mistakes.	
	mistakes.		grammar mistakes.	spennig of graninal mistakes.	
	Candidate clearly describes	For the most part, candidate	For the most, candidate	To a limited extent, candidate	Student does not
	and explains the theoretical	clearly describes and explains	describes and explains the	describes and explains the	adequately describe and
	assumptions that inform and	the theoretical assumptions	theoretical assumptions that	theoretical assumptions that	explain the theoretical
RESEARCH	contextualize the research	that inform and contextualize	inform and contextualize	inform and contextualize the	assumptions that inform
ANALYSIS	question and methodology.	the research question and	the research question and	research question and	and contextualize the
		methodology.	methodology.	methodology.	research question and
	Candidate effectively	F 4			methodology; student
	evaluates the extent to	For the most part, candidate	Candidate somewhat	Candidate ineffectively evaluates the extent to which	ineffectively evaluates the extent to which the
	which the literature review addresses the theoretical	effectively evaluates the extent to which the literature review	effectively evaluates the extent to which the literature		literature review addresses
	framework and the research	addresses the theoretical	review addresses the		the theoretical framework
	at hand.	framework and the research at	theoretical framework and	the research at hand.	and the research at hand.
		hand.	the research at hand.	the research at hand.	and the research at hand.
	Candidate clearly identifies			Candidate significantly omits	The student significantly
	all aspects of the	Candidate clearly all identifies	Candidate identifies some	aspects of the methodology	omits aspects of the
	methodology that are	most aspects of the	aspects of the methodology	that are included in the article.	
	included in the article.	methodology that are included	that are included in the		included in the article,
		in the article.	article.	Student's analysis of the	including identification of

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	Candidate's analysis of each section of the methodology reflects a significant understanding based on acceptable research practice. Candidate effectively discusses how well data interpretations answer research questions or hypotheses. Candidate effectively discusses how findings are extended to a broader context; how implications and limitations are presented; and how questions for further	Candidate's analysis of each section of the methodology reflects a significant understanding based on acceptable research practice. Candidate effectively discusses how well data interpretations answer research questions or hypotheses. Candidate effectively discusses how findings are extended to a broader context; how implications and limitations are presented; and how questions for further research are posed.	Candidate's analysis of the methodology, for the most part, reflects an emerging understanding based on acceptable research practice. Candidate adequately discusses how well data interpretations answer research questions or hypotheses. Candidate adequately discusses how findings are extended to a broader context; how implications and limitations are presented; and how questions for further	methodology demonstrates the student does not understand the methodology based on acceptable research practice.	the principal methodology; the design; the statement of the problem; research questions/hypotheses; population/target population; description of the sample/participants/data sources; instrumentation; procedures; data analyses; and limitations. Student's analysis of the methodology demonstrates the student does not understand the methodology based on acceptable research practice.
	research are posed.		research are posed.		The student inadequately discusses data interpretations; findings;
					implications and limitations; and questions for further research.