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| **Comprehensive Examinations Requirement** |
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| **Identified key theme(s) in the literature** | 1 No coherent theme identified | 2 | 3 Theme(s) identified and clearly stated | 4 | 5 Theme(s) and subsidiary, embedded, or implicit aspects of theme(s) are identified and clearly stated. |
| **Identified a key topic with policy and practice relevance** | 1 No coherent topic(s) identified | 2 | 3 Topic(s) identified and clearly stated | 4 | 5 Topic(s) and subsidiary, embedded, or implicit aspects of Topic(s) are identified and clearly stated. |
| **Identified key theories relevant to policy and practice** | 1 No themes/theories identified | 2 | 3 Themes/theories identified and clearly stated | 4 | 5 Themes/theories and subsidiary, embedded, or implicit aspects of gap(s) are identified and clearly stated. |
| **Considered related perspectives** | 1 Does not acknowledge other possible perspectives | 2 | 3 Acknowledges other possible perspectives, although not clearly stated | 4 | 5 Synthesizes other perspectives and considers implications |
| **Integrated Literature** | 1 Literature not integrated | 2 | 3 Literature somewhat integrated and synthesized | 4 | 5 Synthesizes literature across a diversity of areas |
| **Covered Breadth of Literature** | 1 No breadth | 2 | 3 Good coverage of breadth | 4 | 5 Excellent coverage of the breadth of literature |
| **Potential for publication** | 1 Low potential for publication | 2 | 3 Moderate potential for publication | 4 | 5 High potential for publication |
| **Comments:** |
| **Writing/Format** |
| **Organization** | 1 Unstructured; most paragraphs rambling, unfocused; no clear beginning or ending of paragraphs; inappropriate or missing sequence markers | 2 | 3 Structured; most paragraphs are focused; discernible beginning and ending paragraphs, some appropriate sequence markers | 4 | 5 Well-structured; paragraphs are clearly focused and organized around a central theme; clear beginning and ending paragraphs; appropriate, coherent sequences and sequence markers |
| **Technical Writing Skills (grammar, spelling, etc.)** | 1 Very poor | 2 | 3 Acceptable | 4 | 5 Exemplary/ Outstanding |
| **Documentation** | 1 Documentation generally inconsistent and incomplete; non- standard citation; citation information not incorporated into document | 2 | 3 Documentation is fairly consistent but incomplete; general use of standard citation; citation information is somewhat incorporated into document | 4 | 5 Documentation clear, consistent and complete; standard citation; cited information is incorporated effectively into document |
| **APA Format** | 1 Very poor | 2 | 3 Acceptable | 4 | 5 Exemplary/ Outstanding |
| **Comments:** |
| **Diversity & Individual Differences - ALL** |
| **Relevant psychometric issues (e.g., cross-cultural validity, norms)** | 1 Very poor | 2 | 3 Acceptable | 4 | 5 Exemplary/ Outstanding |
| **Relevant sociocultural issues (acculturation, language, SES, quality of education, etc.)** | 1 Very poor | 2 | 3 Acceptable | 4 | 5 Exemplary/ Outstanding |
| **Comments:** |
| **Oral Presentation - ALL** |
| **Presentation was clear and had a coherent theme** | 1 No coherent theme identified | 2 | 3 Theme(s) identified and clearly stated | 4 | 5 Theme(s) and subsidiary, embedded, or implicit aspects of theme(s) are identified and clearly stated. |
| **Presentation followed a logical format** | 1 No logical format | 2 | 3 Good logical format, or inconsistent logic | 4 | 5 Logical format was excellent and easy to follow |
| **Questions were addressed clearly, and clarifications of written material provided when relevant** | 1 Questions not addressed; clarifications of written material not provided | 2 | 3 Questions mostly addressed and some clarifications of written material were provided | 4 | 5 All questions were addressed clearly and clarifications of written material were provided whenever relevant |
| **Comments:** |
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