

Master of Science in Education

Comprehensive Examination Rubric

	Category	0 - Not Evident	1 - Minimally Evident	2 - Proficient	3 - Exceptional
Goal 1	Evaluate and synthesize high-quality research to solve educational issues. <i>(Evaluate in Q1)</i>	Limited or no evidence of capability to review and synthesize research to solve relevant educational issues.	Minimal evidence of capability to review and synthesize research to solve relevant educational issues.	Demonstrates proficient capability to review and synthesize research to solve relevant educational issues.	Demonstrates an exceptional level of capability to review and synthesize research to solve relevant educational issues.
Goal 2	To integrate theory into practice to become an effective educator. <i>(Evaluate in Q1)</i>	No or very little integration of theory and practice is present. No or very little evidence of higher-order thinking skills such as applying, analyzing, evaluating, or creating.	Integration of theory and practice is present, yet sometimes weak. There is some evidence of higher-order thinking skills such as applying, analyzing, evaluating, or creating.	Integration of theory and practice is present. At least two different higher-order thinking skills such as applying, analyzing, evaluating, or creating are evident.	Integration of theory and practice is strong. Use of higher-order thinking skills such as applying, analyzing, evaluating, or creating demonstrates depth and breadth of knowledge.
Goal 3	To apply a specialized body of knowledge in an area of emphasis. <i>(Evaluate in Q2)</i>	Limited or no evidence of knowledge or inaccurate knowledge in an advanced educational area.	Knowledge demonstrated in an advanced educational area lacks depth.	Demonstrates proficient knowledge in an advanced educational area.	Demonstrates an exceptional level of knowledge in an advanced educational area.
Goal 4	To implement formative and summative assessments for improved teaching and learning. <i>(Evaluate in Q3)</i>	Limited or no evidence of the use of formative and summative assessments for improved teaching and learning.	The use and implementation of formative and summative assessments to improve teaching and learning is minimally evident.	Demonstrates a proficient understanding of how to utilize and implement formative and summative assessments for improved teaching and learning.	Demonstrates an exceptional level of understanding and description of how to implement formative and summative assessments for improved teaching and learning.
	Completeness of Answer	Response demonstrates little or no understanding of the question. Information is missing and substantial parts of the question are not answered fully.	Response demonstrates some basic understanding of the question, but is incomplete. Some information is missing and a few parts of the question are not answered fully.	Response demonstrates adequate understanding of the question. Factual information is provided and all parts of the question are answered.	Response demonstrates thorough understanding of the question. Response goes beyond factual information demonstrating nuanced understanding of the question. All parts of the question are thoroughly answered.
	Validity of Facts and Perspectives	The majority of the facts, conclusions, and statements are incorrect and/or invalid.	Some of the facts, conclusions, and statements are incorrect and/or invalid.	All the facts, conclusions, and statements are accurate and/or valid.	All facts, conclusions, and statements are accurate and/or valid. They also logically support the topic being discussed.
	Citations of Relevant Research <i>(if required in question)</i>	Citations are not relevant or present.	Citation information is vague or not clearly relevant to the topic. Several key issues or portions of the response are unsupported and/or incorrectly cited.	Citation information is evident and accurate for key issues or for portions of the response, but citation is not always complete.	Consistently cites references that support all key issues resulting in a scholarly, thoughtful voice throughout the response.
	Quality of Writing	Response contains an abundance of errors in grammar, usage, and mechanics so that meaning is obscured. There is no or little organization in the response.	Response contains noticeable errors in grammar, usage, and mechanics so that the reader is distracted from the content. There is limited organization in the response.	Response is free of most errors in grammar, usage, and mechanics so that the reader is minimally distracted from the content. The response is well organized.	Response is free of errors in grammar, usage, and mechanics that would distract the reader from the content. Clear organization is obvious.