Qualifying Examination Rubric

Student Name:      Date:  

Reader: 

Overall Rating

Pass with Honors       Pass       Revise       Fail

Directions for reviewers:
Rate the attached qualifying examination response along with the four dimensions detailed below. Each dimension should be rated independently - with the accumulation of ratings to be factored into an overall rating of Pass with Honors, Pass, Needs Revision, or Fail to be noted on this cover sheet. Please provide comments that can be shared with the student in the spaces provided or on a separate paper to be attached. If comments are made on the students paper in addition to the comments below, then please include the student’s paper when submitting the rubric to the SSC.

1) Extent to which author defines and justify topic (Introduction):
- Clearly defines topic
- Clearly justifies importance and timeliness of topic for special education
- Clearly states research question(s)

Inadequate       Poor       Satisfactory       Good       Excellent

Comments:
2) Extent to which author demonstrates ability to design a systematic literature review (Method):

- Clearly describes literature search process (e.g., electronic data base search, backward search, or expert consultation)
- Clearly lists databases searched (e.g., PsycINFO)
- Clearly describes keywords/identifiers and combinations of keywords/identifiers (Levels) employed
- Clearly describes inclusionary and exclusionary criteria: Publication type (e.g., empirical, theoretical, books, book chapters, dissertations, or briefs), years, language, methodology (e.g., qualitative, single subject, or experimental design), country (national or international), participants (e.g., students, teachers, families), setting (e.g., school, home, hospital, clinic, or work), and other characteristics.
- Reports number of papers the search revealed

Inadequate Poor Satisfactory Good Excellent

Comments:

3) Extent to which author presents independent and original insights (Results):

- Presents descriptive information about the results of the literature review (e.g., methods, settings, years, setting, interventions, participants, results)
- Provides a comprehensive and organized presentation of the results
- Avoids a simple, linear summary of the selected articles
- Acknowledges limitations of the search procedure

Inadequate Poor Satisfactory Good Excellent

Comments:
4) Extent to which author presents independent and original insights (Discussion):

-Demonstrates ability to synthesize, evaluate, question, and draw inferences from the literature base
-Outlines implications for special education practice and research
-Presents shortcomings or gaps in the literature with directions for future studies
-Contextualizes results within the existing literature (what it contributes)

Inadequate   Poor   Satisfactory   Good   Excellent

Comments:

5) Extent to which manuscript is clear and organized

-Presents ideas in an orderly fashion, including adequate headings and smooth transitions
-Renders ideas in a clear and focused manner, adhering to current APA style guidelines
-Uses minimal direct quotes and documents source material appropriately
-Adhering to ethical principles of reporting on scientific research (e.g., plagiarism)

Inadequate   Poor   Satisfactory   Good   Excellent

Comments: