Master of Science in Education
Comprehensive Examination Rubric – Program Assessment Version

Student: _____ Date: _____ Evaluator: _____

• Three evaluators read each question and the candidate's response. Evaluators rate each question 0-3. Passing score is 2 or 3. • Cumulative scoring (from three evaluators) for each question: Passing 37-57, Not Passing 36 or less • Total exam score: Passing 151-231, Not Passing 150 or less					Write the appropriate rating number
Category	0 - Unsatisfactory	1 - Marginal	2 - Satisfactory	3 - Accomplished	
Goal 1 Demonstrates a specialized body of knowledge in an advanced educational area	Demonstrates inaccurate knowledge in an advanced educational area.	Demonstrates shallow knowledge in an advanced educational area.	Demonstrates a complete and accurate knowledge in an advanced educational area.	Demonstrates expert knowledge in an advanced educational area.	Question 1: _____ Question 2: _____ Question 3: _____ Question 4: _____
Goal 2 Integrates educational theory with practical application	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. 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 an expert level of depth and breadth of knowledge.	Question 1: _____ Question 2: _____ Question 3: _____ Question 4: _____
Goal 3 Applies research to promote effective teaching and to foster student learning	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.	Question 1: NA* Question 2: _____ Question 3: _____ Question 4: _____
Validity of Facts and Conclusions	The majority of the facts and conclusions are invalid.	Some of the facts and conclusions are invalid.	Most facts and conclusion are valid.	All facts and conclusions, and statements are valid.	Question 1: _____ Question 2: _____ Question 3: _____ Question 4: _____
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 can focus on the content. The response is satisfactorily organized.	Response is free of errors in grammar, usage, and mechanics so that the reader can solely focus the content. Exemplary organization is evident.	Question 1: _____ Question 2: _____ Question 3: _____ Question 4: _____
Evaluator Comments:					

Office Use: Total Question 1: _____ Total Question 3: _____ Exam Total: _____

Total Question 2: _____ Total Question 4: _____

NA* - The first question asks students to either evaluate or propose a research design. MLC does not require students to cite direct or indirect research for this question.