

## Grading Rubric for PhD Oral Exams

Rev. date: 3/13/15

The Doctor of Philosophy degree program is designed lead graduates to meet the following goals:

- Mastery of a body of knowledge related to a chosen field of study
- Excellence in designing, implementing, and reporting research
- Proficiency in imparting the knowledge of the chosen field through teaching and other
- communication skills

	Inadequate 0	Basic 1	Competent 2	Good 3	Excellent 4
Fluency of Subject  <b>Understanding</b>	Student was not prepared and could not complete most sections of the oral exam	Major pauses and hesitations, material was limited in scope, poor ability when answering questions and could not answer several questions	Some pauses and hesitation with little breadth to the subject matter, able to answer most questions but not with ease and with a few sentence or less answers	Limited pause and hesitation, with breadth to the subject and answered questions with a competent knowledge of the subject	Little hesitation with natural pauses. Responses could be elaborated further if needed and personalized the knowledge through questions posed by faculty.
Vocabulary of Subject  <b>Understanding</b>	Student did not adequately address the vocabulary	A lack of diversity in the language of the discipline	A limited variety of the language in the discipline was utilized	A good variety and use of vocabulary evident from the discipline was utilized	Excellent variety and utilization of the vocabulary of the discipline
Argument of Subject  <b>Application</b>		Failed to present an articulated position	Presented a position or argument that was ambiguous or incomplete	Presented a position but was limited in the scope of the argument	Clearly articulated a position or argument in the areas of the discipline
Structure of thoughts  <b>Application</b>	Student could not present a logical order of thoughts	Ideas were disjointed and/or did not flow with a logical order	Ideas were somewhat disjointed and did not always flow logically	Only a few areas were disjointed and lacked a logical progression in the discipline	Presented a logical progression within the discipline
Prompting  <b>Communication</b>		Every idea the student needed to be prodded	Prompted often during probing questions	Prompted minimally	Did not have to prompt during probing questions

*5 areas of competence with a possibly 4 points each = 20 possible points*