

**DEPARTMENT OF TEACHER EDUCATION  
COMPREHENSIVE EXAM RUBRIC  
(Piloted in Fall 2005)**

STUDENT NUMBER: \_\_\_\_\_ DAY: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

Circle the rubric value for each question								
CATEGORY	4	3	2	1	Q1	Q2	Q3	Q4
<b>Accuracy of Information</b>	All supportive facts are reported accurately and in direct relation to the topic of the work.	Almost all supportive facts are reported correctly, and apply to the topic being discussed.	Few supportive facts are reported precisely, but there is an obvious gap in the information.	Facts are reported inaccurately.	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
<b>Breadth of Knowledge</b>	There is one clear, well-focused topic that addresses the question. Main ideas stand out and are supported by detailed information. Author cites at least 3 relevant references made in the response.	Main idea is clear but the supporting information is general. There are a few citation errors concerning missing or inaccurate citation. Only 2 references are cited.	Main idea is somewhat clear but there is a need for more supporting information. Citation information is vague or not clearly relevant to topic. Only 1 relevant reference cited.	The main idea is not clear. The Information is randomly presented. Citations are not relevant or present.	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
<b>Depth of Knowledge</b>	Relevant, convincing, quality details give the reader important information that goes beyond the obvious or predictable. Cites research references that support the response.	Supporting details and information are relevant, but one key issue or portion of the response is unsupported, or only partially cited. References are cited.	Supporting details and information are relevant, but several key issues or portions of the response are unsupported and incorrectly cited. References are cited	Supporting details and information are typically unclear or inaccurate. Citations are not relevant or present.	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
<b>Organization and Presentation</b>	The introduction clearly states the main topic and previews the structure of the paper supported by evidence presented in a coherent way.	The introduction states the main topic and previews the structure of the paper.	The introduction states the main topic, but does not adequately preview the structure of the paper.	There is no clear introduction, organization or structure.	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
<b>Writing Style and Mechanics of Writing</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
<b>Additional Comments:</b>								