

Student Name: _____

PhD Criminal Justice Written Qualifying Examination Rubric – Completed by: _____ Date: _____

*Segment 2 – Criminal Justice Systems and Specialized Sub-Area of Criminal Justice/Criminology
To be completed by each committee member.*

Please check boxes for all evaluation criteria that you feel are appropriate within each attribute category. After all attribute boxes are checked, selected the most appropriate cell and score the exam.

Attribute	Insufficient – 0 pts	Below Expectation – 1 pt	Satisfies Expectations – 2 pts	Exceeds Expectations – 3 pts
Argument/ Point of View	<input type="checkbox"/> Response is seriously flawed: <input type="checkbox"/> Failure to demonstrate a central argument or theme. <input type="checkbox"/> Responses lack clarity, are inconsistent and/or ramble without a consistent point of view and/or <input type="checkbox"/> The student did not answer all portions of the question	<input type="checkbox"/> Insufficiently answers some portions of the question. <input type="checkbox"/> Response is coherent but lacks depth or <input type="checkbox"/> Provides little support for central argument/theme	<input type="checkbox"/> Adequately demonstrates a point of view. <input type="checkbox"/> Response is coherent and <input type="checkbox"/> Provides sufficient support for central argument/theme	<input type="checkbox"/> Exceptional argument demonstration. <input type="checkbox"/> Provides a central theme and <input type="checkbox"/> Thoroughly demonstrates major and minor components of their point of view.
Knowledge of the System *Note – this section should be roughly 2-5 pages	<input type="checkbox"/> Response is seriously flawed: <input type="checkbox"/> Does not demonstrate critical thinking skills as it pertains to the system, <input type="checkbox"/> Presents substantive misstatement of fact that demonstrates clear lack of understanding of relevant concept, <input type="checkbox"/> Response provides less than adequate scope, and/or <input type="checkbox"/> Fails to address the system components of the question.	<input type="checkbox"/> Response is insufficient: <input type="checkbox"/> Demonstrates limited critical thinking skills as it pertains to the system as a whole, <input type="checkbox"/> Makes limited and insufficient connections between institutions in the system <input type="checkbox"/> Response is narrow in scope <input type="checkbox"/> Answers the system components of the question but lacks depth in several areas.	<input type="checkbox"/> Response is adequate: <input type="checkbox"/> Demonstrates adequate critical thinking skills as it pertains to the system, <input type="checkbox"/> Understands the interconnections of institutions in the system <input type="checkbox"/> Addresses all system components but may describe some better than others <input type="checkbox"/> Answers the system components in sufficient depth.	<input type="checkbox"/> Response is exceptional: <input type="checkbox"/> Demonstrates substantial critical thinking skills as it pertains to the system, <input type="checkbox"/> Addresses the interconnections within the system in detail <input type="checkbox"/> Addresses all system components broadly <input type="checkbox"/> Answers all of the system components concisely and displays substantial depth.
Sub-Area Knowledge	<input type="checkbox"/> Response is seriously flawed: <input type="checkbox"/> Does not demonstrate critical thinking skills as it pertains to the selected sub-area, <input type="checkbox"/> Presents substantive misstatement of fact that demonstrates clear lack of understanding of relevant concept., <input type="checkbox"/> Response is too broad in scope, and/or <input type="checkbox"/> Fails to address the sub-area components of the question.	<input type="checkbox"/> Response is insufficient: <input type="checkbox"/> Demonstrates limited critical thinking skills as it pertains to the selected sub-area, <input type="checkbox"/> Displays a limited understanding of sub-area as it relates to the question, Displays some insight of the sub-area but is less than adequate <input type="checkbox"/> Addresses the sub-area components of the question but lacks depth in several areas.	<input type="checkbox"/> Responses are adequate: <input type="checkbox"/> Demonstrates adequate critical thinking skills as it pertains to the selected sub-area, <input type="checkbox"/> Understands the sub-area of knowledge as it relates to the question, Describes <i>some</i> interesting aspects of the sub-area <input type="checkbox"/> Addresses the sub-area components of the question with sufficient depth in several areas.	<input type="checkbox"/> Responses are exceptional: <input type="checkbox"/> Demonstrates substantial critical thinking skills as it pertains to the selected sub-area, <input type="checkbox"/> Details how the sub-area selected relates to the question, <input type="checkbox"/> Describes several integral aspects of the sub-area in detail, and/or <input type="checkbox"/> Addresses all of the sub-area components concisely and displays substantial depth.
Citations and Use of Supporting Material	<input type="checkbox"/> Response is seriously flawed: <input type="checkbox"/> Supporting citations are often factually incorrect, absent, or unrelated to the argument/point of view described, <input type="checkbox"/> Cites of supporting arguments do not reflect critical thinking of source author's views (exact reiteration with no link to student's expressed content knowledge), and/or, <input type="checkbox"/> Fails to provide citations or support in answer.	<input type="checkbox"/> Majority of support insufficient <input type="checkbox"/> Citations reveal less than adequate use of supporting materials and knowledge of subject matter, <input type="checkbox"/> Supporting citations are not consistently correct or related to the content described, and/or <input type="checkbox"/> Citations/quotes of supporting arguments reflect a less than adequate representation of the source material	<input type="checkbox"/> Majority of support acceptable <input type="checkbox"/> Citations reveal adequate use of supporting materials and knowledge of subject matter, <input type="checkbox"/> Supporting citations are factually correct but not always related to the content described, and/or <input type="checkbox"/> Citations/quotes of supporting arguments reflect an adequate representation of the source material with some paraphrasing and critical thinking skills of the source content.	<input type="checkbox"/> Exceptional use of supporting material <input type="checkbox"/> Citations reveal a detailed knowledge of supporting materials and subject matter, <input type="checkbox"/> Supporting citations are factually correct and strategically related to the content described, and/or <input type="checkbox"/> Citations/quotes of supporting arguments reflect a strong representation of the source material using critical thinking skills to describe source content

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Quality of writing	<input type="checkbox"/> Writing is seriously flawed <input type="checkbox"/> Grammatical and spelling errors make assessment of knowledge difficult to ascertain, <input type="checkbox"/> Disorganized presentation of content, <input type="checkbox"/> Lack of transitions from one concept to the next	<input type="checkbox"/> Writing is inadequate <input type="checkbox"/> Numerous grammatical and spelling errors that distract from assessment of knowledge <input type="checkbox"/> Organization is confusing and inconsistent <input type="checkbox"/> Provides some transitions between concepts but many areas of disjointed connections are apparent	<input type="checkbox"/> Writing is adequate <input type="checkbox"/> Some grammatical and spelling errors but still able to assess the knowledge of the responses, <input type="checkbox"/> Adequate organization <input type="checkbox"/> Provides sufficient transitions from one concept to the next but some areas of disjointed connections are apparent	<input type="checkbox"/> Writing is publication quality <input type="checkbox"/> Little-to-no grammatical and spelling errors <input type="checkbox"/> Exceptional organization <input type="checkbox"/> Provides transition from one concept to the next and provides a consistent flow of the questions components.
Overall	<input type="checkbox"/> Does not meet or below expectations - score = 0-9 (Fail)		<input type="checkbox"/> Meets or exceeds expectations - score = 10-15 (Pass)	
		Comments:		

Committee Member Signature _____ Date: _____