PhD in Educational Leadership and Policy Studies
DOCTORAL COMPREHENSIVE EXAM EVALUATION FORM

Date Evaluation Due ___________________________ Student ___________________________
Semester/Year ___________________________ Evaluator ___________________________
Passed ________ Conditional Pass ________ Failed ________
(conditions described below)

Scoring Key: Circle the appropriate score description for each section
1 = Fail 2 = Conditional Pass 3 = Pass

<table>
<thead>
<tr>
<th>Section</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Proper Grammar, Punctuation and Spelling</td>
<td>Major errors in spelling, grammar, sentence structures that make reading difficult and interfere with comprehensibility.</td>
<td>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility.</td>
<td>The paper is essentially error free in grammar, punctuation and spelling.</td>
</tr>
<tr>
<td>II. Writing Style: The writing style helps the reader to follow and comprehend the paper. It includes an orderly presentation of ideas, smoothness of expression, precision and clarity. The paper is expected to conform with the Publication Manual of the American Psychological Association (6th ed., 2009).</td>
<td>Major stylistic problems and inconsistencies are apparent. The inappropriate style makes reading and comprehension difficult. Weak transitions and apparent logic gaps occur between topics being addressed. The style detracts from the comprehensibility of the manuscript.</td>
<td>While there may be minor errors, conventions for style and format are used consistently throughout the paper. Transitions and organizational structures such as subheadings are effectively used to help the reader move from one point to another.</td>
<td>While there may be minor errors, conventions for style and format are used consistently throughout the paper. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic. Organizationally, smooth and effective transitions between topics lead the reader through an orderly discussion of the topic being addressed.</td>
</tr>
<tr>
<td>III. APA Format: The paper follows the format delineated in the Publication Manual of the American Psychological Association (6th ed., 2009).</td>
<td>APA Editorial Style is almost neglected or misinterpreted on a large scale.</td>
<td>The manuscript is generally organized and prepared in APA format. Some minor omissions occur.</td>
<td>The manuscript is organized and prepared in APA format, e.g., appropriate citations, headings, subordination, references and tables.</td>
</tr>
<tr>
<td>IV. Conceptual Framework</td>
<td>The conceptual framework is unclear and/or not adequately grounded in relevant literature.</td>
<td>Empirical and theoretical research is cited to ground the study in relevant areas of literature but additional development, editing, and/or literature is needed to strengthen the conceptual framework.</td>
<td>Sufficient empirical and theoretical research is cited to ground the study and a strong conceptual framework is articulated. The literature review is carefully focused on research directly relevant to the study.</td>
</tr>
<tr>
<td>V. Significance of the Study</td>
<td>The gaps noted in the current literature and/or the argument for the significance of the paper is insufficient and/or unclear.</td>
<td>Some revision is needed in identifying gaps in the literature and/or the justifying the significance of the paper and its</td>
<td>Builds an argument for the need and significance of the study rather than just summarizing related research. Identifies gaps in the literature</td>
</tr>
</tbody>
</table>

If the target journal uses an alternative writing guide such as The Chicago Manual of Style, it may be substituted in place of APA with the permission of the committee.
| VI. Methodology/Methods (if empirical study) | The research design is not clearly articulated and does not utilize appropriate statistical analyses and/or appropriate checks on measures (quantitative). Assertions are not warranted through appropriate thick description, triangulation of data, and/or issues of quality and credibility are addressed in the design, etc. (qualitative). | The methodology section requires additional edits so that it clearly articulates the research design and is clear for quantitative data that appropriate statistical analyses were used with appropriate checks on measures and/or for qualitative data that assertions are warranted through appropriate thick description, triangulation of data, and issues of quality and credibility are addressed in the design, etc. | The methodology section clearly articulates the research design. Appropriate statistical analyses were used with appropriate checks on measures (quantitative). Assertions are warranted through appropriate thick description, triangulation of data, and issues of quality and credibility are addressed in the design, etc. (qualitative). |
| VII. Results/Findings | The results/findings are not discussed in a clear way with sufficient explanation of their meaning and connection to appropriate literature. | The results/findings need additional editing so they are discussed in a clear way with sufficient explanation of their meaning and connection to appropriate literature. | The results/findings are discussed in a clear way with sufficient explanation of their meaning and connection to appropriate literature. |
| VIII. Discussion and Conclusions | The conclusions and interpretations made are not warranted based on the conceptual framework, relevant literature, and research results/findings (if applicable.) and/or the significance of the results/findings for both theory and practice is not clearly articulated. | Edits are needed so that the conclusions and interpretations made are warranted based on the conceptual framework, relevant literature, and research results/findings (if applicable) and/or the significance of the results/findings for both theory and practice is clearly articulated. | The conclusions and interpretations made are warranted based on the conceptual framework, relevant literature, and research results/findings (if applicable.) and the significance of the results/findings for both theory and practice is clearly articulated. |
| IX. Colloquium Presentation (see helpful hints for presentations on the AERA website*) | The presentation did not outline the major points of the paper in 15-20 minutes and/or was read verbatim. Sufficient highlights were not given that covered key points such as the purpose of the study, description of the sample, methodology, problems, and major findings, conclusions, or recommendations. | The presentation missed a key point in the paper, or did not stay within 15-20 minutes, and/or may have not covered key highlights in sufficient detail (e.g., purpose of the study, description of the sample, methodology, problems, and major findings, conclusions, or recommendations). | The presentation was engaging and outlined the major points of the paper in 15-20 minutes using appropriate visuals and/or presentation style. Highlights were offered in sufficient detail (e.g. the purpose of the study, description of the sample, methodology, problems, and major findings, conclusions, or recommendations). |


Overall Rating of Comprehensive Exam Questions (each question rated separately):
3 = Pass – Response meets rubric criteria at the “3” level consistently, with only one or two elements at the 2 level
2 = Conditional Pass – Response meets rubric criteria primarily at the “2” level, with one or two elements above or below that level
1 = Fail – Response meets mainly the “1” rubric criteria, with a few elements possibly in “2,” but not enough to demonstrate sufficient knowledge and skills.

Overall Rating ___________

SUGGESTED OVERALL EDITS NEEDED FOR PUBLICATION:

DETAILED EDITS NEEDED ON SECTIONS IF RATING IS 2 OR BELOW:

I. Proper Grammar, Punctuation and Spelling

II. Writing Style:

III. APA Format:

VI. Methodology/Methods (if empirical study)

V. Significance of the Study

VI. Methodology/Methods (if empirical study)

VII. Results/Findings

VIII. Discussion and Conclusions

Conditions for second review, if needed for conditional pass: