



[AU College of Education](#) > [Online Assessment](#) > Graduate Comprehensive Exam Rubric

Graduate Student Comprehensive Exam Rubric

Student:
Last Name First Name

Student AU UserID:

Major: Choose one...

Degree: Choose one...

Major Professor:

Date: mm/dd/yyyy

Content Knowledge

Poor - 1	Marginal - 2	Competent - 3	Exemplary - 4	Score
Demonstrates unacceptable knowledge of the subject matter through production of work that fails to meet established standards. Responses to posed questions: <ul style="list-style-type: none"> • shows lack of insight or original thinking • exhibit numerous or substantial errors in interpreting disciplinary readings • do not incorporate analysis or 	Demonstrates minimal knowledge of the subject matter through production of work that meets some established standards. Responses to posed questions: <ul style="list-style-type: none"> • show minimal evidence of insight or original thinking • exhibit some errors in interpreting disciplinary readings • incorporate minimal analysis and synthesis of central 	Demonstrates acceptable knowledge of the subject matter through production of work that meets established standards. Responses to posed questions: <ul style="list-style-type: none"> • show some insight, creativity, and original thinking • exhibit reasonable interpretation of disciplinary readings • incorporate some analysis and synthesis of central concepts of 	Demonstrates in-depth knowledge of the subject matter through production of work that goes beyond established standards. Responses to posed questions: <ul style="list-style-type: none"> • are highly original and creative • exhibit reflective interrogation of disciplinary readings • incorporate critical analysis and synthesis of central 	Choose one... <input type="text"/>

<p>synthesis of central concepts of the subject</p> <ul style="list-style-type: none"> • reflect no understanding or inaccurate understanding of the nature of the discipline and its links to other disciplines • fail to provide supporting details or examples rely on vague generalities and clichés 	<p>concepts of the subject</p> <ul style="list-style-type: none"> • reflect vague understanding of the nature of the discipline and its links to other disciplines • provide few details and examples • exhibit substantial reliance on vague generalities and clichés 	<p>the subject</p> <ul style="list-style-type: none"> • reflect some understanding of the nature of the discipline and its links to other disciplines • provide some detail and specific examples • have few vague generalities and clichés 	<p>concepts of the subject</p> <ul style="list-style-type: none"> • reflect a holistic view of the nature of the discipline and its links to other disciplines • provide detailed descriptions and numerous specific, vivid examples • avoid vague generalities and clichés
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Application of Content Knowledge

Poor - 1	Marginal - 2	Competent - 3	Exemplary - 4	Score
<p>Fails to demonstrate minimal proficiencies to plan and communicate instruction or other professional practice in ways that make content meaningful, account for diversity and the developmental needs of clients, encourage critical thinking and problem-solving, create a positive, motivating learning environment, and incorporate appropriate technologies.</p>	<p>Demonstrates minimal proficiencies to plan and communicate instruction or other professional practice in ways that make content meaningful, account for diversity and the developmental needs of clients, encourage critical thinking and problem-solving, create a positive, motivating learning environment, and incorporate appropriate technologies. Written responses</p>	<p>Demonstrates acceptable proficiencies to plan and communicate instruction or other professional practice in ways that make content meaningful, account for diversity and the developmental needs of clients, encourage critical thinking and problem-solving, create a positive, motivating learning environment, and incorporate appropriate technologies. Written responses</p>	<p>Demonstrates extraordinary proficiencies to plan and communicate instruction or other professional practice in ways that make content meaningful, account for diversity and the developmental needs of clients, encourage critical thinking and problem-solving, create a positive, motivating learning environment, and incorporate appropriate technologies. Written responses</p>	<p>Choose one... <input type="radio"/></p>

<p>Written responses to posed questions:</p> <ul style="list-style-type: none"> • show lack of insight or original thinking • exhibit numerous or substantial errors in understanding of professional literature and its implications for wise practice • rely on experience without reference to professional knowledge and standards in formulating practice decisions • exhibit substantial gaps in knowledge or application of disciplinary content knowledge and the varied strategies and resources that may be used to engage learners in the target population with that content • ignore the nature and needs of 	<p>to posed questions:</p> <ul style="list-style-type: none"> • show minimal evidence of insight or original thinking • exhibit superficial understanding of professional literature and its implications for wise practice • make few connections between professional knowledge and experience in formulating practice decisions • exhibit some gaps in knowledge or application of disciplinary content knowledge and the varied strategies and resources that may be used to engage learners in the target population with that content • show little consideration of the nature of learners in the target population 	<p>to posed questions:</p> <ul style="list-style-type: none"> • show some insight, creativity, and original thinking • exhibit reasonable understanding of professional literature and its implications for wise practice • show some understanding of the relationship between professional knowledge and experience in formulating practice decisions • demonstrate a working command of disciplinary content knowledge and the varied strategies and resources that may be used to engage learners in the target population with that content • show some consideration of the nature of learners in the target 	<p>to posed questions:</p> <ul style="list-style-type: none"> • are highly original and creative • exhibit reflective engagement with professional literature and its implications for sound practice • integrate professional knowledge and experience in formulating practice decisions • demonstrate a holistic view of the disciplinary content and the varied strategies and resources that may be used to engage learners in the target population with that content • demonstrate a nuanced understanding of the nature of learners in the target population • exhibit a deep understanding of the various contexts that impact learning 	
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<p>learners in the target population</p> <ul style="list-style-type: none"> • fail to demonstrate understanding of the various contexts that impact learning • fail to provide supporting details or examples • rely on vague generalities and clichés • are unclear and include numerous major grammatical and/or usage errors 	<ul style="list-style-type: none"> • show little understanding of the various contexts that impact learning • provide few details and examples • exhibit substantial reliance on vague generalities and clichés • are somewhat clear and include some major grammatical and/or usage errors 	<p>population</p> <ul style="list-style-type: none"> • show some understanding of the various contexts that impact learning • provide some detail and specific examples • have few vague generalities and clichés • are clear and free of major grammatical and usage errors 	<ul style="list-style-type: none"> • provide detailed descriptions and numerous specific, vivid examples • avoid vague generalities and clichés • are clear, persuasive, and well-composed 	
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The College of Education is committed to creating opportunities of inclusion for its faculty, staff, and students

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