School of Physical Therapy – PhD program
Written Qualifying Examination Scoring Rubric

Student: _____   Date: _____

Assessment Category	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Score
Research Problem	Fails to provide sufficient evidence to describe the problem(s) and/or impact of those problem(s).	Provides sufficient evidence to describe the problem(s) and the impact of those problem(s).	Provides sufficient evidence to describe the problem(s) and the impact of those problem(s). Demonstrates the ability to synthesize evidence to build a strong case for the research problem(s).	
Background & Justification	Fails to provide the reader with convincing evidence for the need for further study based on the previously published literature.	Provides a clear presentation and interpretation of the literature that identifies the gap or need for more information. The selected evidence leads logically to the purpose or aims of the study.	Provides a clear, complete, and synthesized overview of the literature which leads logically to the purpose or aims of the study. There is an excellent relationship between the gap in literature and purpose or aims.	
Purpose or Aims	Fails to present a clear purpose/aim that addresses the identified gap in the literature.	Provides a clear purpose/aim that addresses the identified gap in the literature.	Provides a clear, purpose/aim that addresses the identified gap in the literature and clearly identifies the target population.	
Participants	Fails to present the relevant information needed to fully understand the selected participants.	Provides the relevant information needed to fully understand selected participants. Selection process is clear and justified. Power Analysis is included if applicable and correctly applied.	Provides an exceptional description of the participants in the study. Selection process is clear and justified with carefully selected evidence. Power Analysis is included if applicable and correctly applied.	
Measures & Instrumentation	Fails to adequately describe the measurements taken and instrumentation used to assess each measure. Does not provide psychometric properties of the instrument for the measurement described.	Adequately describes the measurements taken and instrumentation used to assess each measure. Provides evidence that selected tools are reliable and valid for the target population.	Provides clear description of the measurements taken and instrumentation used to assess each measure. Provides evidence that selected tools are reliable and valid for the population and it is clear the student selected the tool(s) based on a careful critical appraisal of the evidence.	
Procedures	Fails to provide a clear description of the procedures. Difficult to follow, details are omitted, and/or it fails to align with the purpose/aims.	Provides a clear and logical description of the procedures that aligns with the purpose/aims.	Provides a clear and logical description of the procedures that would align with purpose/aims. All details would allow for replication. Controls are in place as appropriate.	
Design & Data Analysis	Fails to tie the analysis directly to purpose/aim(s) and/or there are errors in the proposed and/or actual analysis.	Provides a direct tie between the analysis and the purpose/aim(s). There are no errors in the proposed and/or actual analysis. However, there may be minor omissions.	Provides a direct tie between the analysis and the purpose/aim(s). There are no errors in the proposed and/or actual analysis. Demonstrates an excellent understanding of statistical analysis and application.	

Strengths and Weaknesses or (for grants) Potential problems	Fails to adequately identify the study's strengths and weaknesses as an individual study and in relationship to other literature. For grants, fails to identify potential problems and alternate strategies.	Provides a clear description the study's strengths and weaknesses as an individual study and in relationship to other literature. For grants, identifies at least one potential problem and alternate strategy.	Provides a clear description the study's strengths and weaknesses as an individual study and in relationship to other literature. Clearly addresses weaknesses using evidence and offers solutions or justification. For grants, identifies two potential problems and alternate strategies.	
Application of Knowledge or (for grants) Plan for Future Direction	Fails to provide any application to research or practice (manuscript) or plans for future studies that would logically follow (grant).	Provides some evidence of application to research or practice (manuscript) or plans for future studies that would logically follow (grant).	Provides a description of the actual (or proposed) research area into a larger context and, where appropriate, discusses potential applications. Builds upon previous literature and shows exceptional evidence of discovery.	
Use of References within the Manuscript	Fails to use literature appropriately. Selected references are limited, weak, dated, or inaccurate. Shows limited ability to discriminate between relevant and nonrelevant material. Does not critically evaluate the presented literature. (Plagiarism is an automatic failure of exam)	Able to use selected references appropriately to support the study. There is a sufficient quantity and quality to support the overall manuscript. Some ability to discriminate between relevant and nonrelevant material is evident.	Exceptional use and knowledge of reference material. Clear evidence of synthesis and able to discriminate between relevant and nonrelevant material.	
Tables and/or Figures or (for grants) Provides visual timeline	Poorly presented and/or restates the information in the text. Doesn't add value. For grants, visual display of timeline is nonexistent or ineffective.	Acceptable figures and/or tables. Data or ideas are clearly presented. For grants, effective visual display of timeline is provided.	Exceptional figures and/or tables. Data or ideas are clearly presented and adds insight for the reader. For grants, effective visual display of timeline provides a realistic plan for the study.	
Adherence to Journal Author Guidelines or (for grants) RFP Specifications	Disorganized, fails to divide the manuscript or proposal into specified sections.	Organized as directed by the journal guidelines or RFP but may be a few minor formatting errors.	Organized as directed by the journal guidelines or RFP with no formatting errors.	
Flow of Thought	Thoughts and ideas do not flow within or between paragraphs or sections of the manuscript or proposal.	Thoughts and ideas logically flow within and between paragraphs or sections of the manuscript or proposal.	Thoughts and ideas logically flow and address the reader's needs for additional information in subsequent sentences, paragraphs, or sections.	
Mechanics	One or more errors in any of the following areas: spelling, punctuation, grammar, or unprofessional language within the body of the manuscript or proposal.	No errors in any of the following areas: spelling, punctuation, grammar, or unprofessional language within the body of the manuscript or proposal.	No errors and rich in style. The use of language enhances the effectiveness of the manuscript or proposal.	
Reference Section	1 or more errors in the citation list. Doesn't adhere to citation format consistently.	No errors in the citation list. Does adhere to citation format consistently.	N/A	

Pass: Overall average score across all evaluators must be ≥ 2.

Advisory Chair _____   Signature _____   Total Score: _____/15 = _____
Committee Member _____   Signature _____   Total Score: _____/15 = _____
Committee Member _____   Signature _____   Total Score: _____/15 = _____

Overall Average Score: _____   Pass [ ] Fail [ ]