

HPPR Qualifying Exam Scoring Rubric: Review of Literature

	Level 1 Novice		Level 2 Emerging		Level 3 Proficient	
	Lists Matches Defines	Paraphrases Interprets Infers	Modifies Applies in new situations Predicts	Compares Contrasts Describes structure	Summarizes Reorganizes Designs new structure	Critiques Makes value judgments Concludes
Content	<ul style="list-style-type: none"> • Reports results of studies addressing a substantive public health issue • Summarizes factors associated with the etiology and management of the identified public health issue 		<ul style="list-style-type: none"> • Identifies issues explored in relevant literature that will help frame questions to be addressed in dissertation research 		<ul style="list-style-type: none"> • Integrates relevant literature in cohesive, logical, and comprehensive discussion supporting proposed dissertation questions • Impartially considers conflicting perspectives presented in the literature 	
Theory	<ul style="list-style-type: none"> • Provides “text book” descriptions of theoretical models, constructs and principles relevant to the identified public health issue • Describes how theoretical models have been used to address the etiology and management of the identified public health issue 		<ul style="list-style-type: none"> • Discusses use of theory to inform potential research questions relevant to proposed area of dissertation research 		<ul style="list-style-type: none"> • Identifies assumptions and evidence comprising a cohesive theoretical framework addressing the proposed dissertation topic • Selects and justifies theoretical models and constructs to be applied in dissertation research 	
Research	<ul style="list-style-type: none"> • Identifies study designs and research methods (qualitative and/or quantitative) used to address the identified public health issue • Describes factors that influence selection of designs and methods used to examine identified public health issue 		<ul style="list-style-type: none"> • Discusses use of study design and methods to examine theory-grounded and empirically-based research questions in literature relevant to proposed area of dissertation research 		<ul style="list-style-type: none"> • Proposes theory-grounded and empirically-based research questions • Develops and justifies study design and methods that adequately address proposed theory-grounded and evidence-based research questions 	

Review of Literature Scoring Rubric: The matrix above lists performance criteria describing skills required to develop a dissertation proposal. Performance criteria are provided for three scoring domains (Content, Theory, and Research). Use the criterion scores at the top of each column to identify the level of skill demonstrated in written responses to qualifying exam questions. Record criterion scores for each of the four written responses on the HPPR Qualifying Exam Scoring Template.

HPPR Qualifying Exam Scoring Template: Review of Literature

main	Question 1	Question 2	Question 3	Question 4	Average Score In Each Domain
Content	NA 1 2 3	NA 1 2 3	NA 1 2 3	NA 1 2 3	Content 1 2 3
Theory	NA 1 2 3	NA 1 2 3	NA 1 2 3	NA 1 2 3	Theory 1 2 3
Research	NA 1 2 3	NA 1 2 3	NA 1 2 3	NA 1 2 3	Research 1 2 3

Scoring Rubric performance criteria

- See the Qualifying Exam Scoring Rubric for descriptions of performance criteria associated with criterion scores (1-3) used in the above template

Scoring Template Instructions:

- For each qualifying examination question, circle the criterion score that identifies the student's highest level of performance in each of the three possible scoring domains (Content, Theory, and Research). Circle N/A if a domain is not addressed in the written response.
- The average score for each domain on the candidacy exam is calculated by taking the sum scores for each individual question and then dividing by the number of faculty members grading the exam.

Application of Scoring Criteria:

- Students with an average score of 2 or greater in all three domains clearly demonstrate strong potential to develop and defend a dissertation proposal and will be recommended for advancement to doctoral candidacy. Standard rounding rules will be applied.
- Students with an average score of 1 in all three domains will be recommended for dismissal from the doctoral training program
- All students advanced to doctoral candidacy will prepare a training plan designed to develop skills supporting academic progress on a dissertation proposal

HPPR Qualifying Exam Scoring Rubric: Written Communication

	Level 1 Novice	Level 2 Emerging	Level 3 Proficient
Mechanics	<ul style="list-style-type: none"> • Numerous errors in grammar, spelling, punctuation, citation format • Meaning obscured 	<ul style="list-style-type: none"> • Occasional errors in grammar, spelling, punctuation, citation format • Meaning not obscured 	<ul style="list-style-type: none"> • Few errors in grammar, spelling, punctuation, citation format • Precise and clear meaning
Word Usage	<ul style="list-style-type: none"> • Inadequate vocabulary • Numerous errors in word form and function • Meaning obscured 	<ul style="list-style-type: none"> • Restricted vocabulary • Occasional errors in word form and function • Meaning not obscured 	<ul style="list-style-type: none"> • Adequate vocabulary • Few errors in word form and function • Precise and clear meaning
Sentence Structure	<ul style="list-style-type: none"> • Numerous errors in agreement in tense, number, gender, etc. • Numerous problems with fragments, run-ons, non-parallel structure • Meaning obscured 	<ul style="list-style-type: none"> • Occasional errors in agreement in tense, number, gender, etc. • Occasional problems with fragments, run-ons, non-parallel structure • Meaning not obscured 	<ul style="list-style-type: none"> • Few errors in agreement in tense, number gender, etc. • Few problems with fragments, run-ons, non-parallel structure • Precise and clear meaning
Organization	<ul style="list-style-type: none"> • Numerous problems with logical sequence • Inadequate or absent transitions • Main ideas are confused or disconnected 	<ul style="list-style-type: none"> • Occasional problems with logical sequence • Choppy transitions • Main ideas are not obscured 	<ul style="list-style-type: none"> • Logical sequence • Fluent transitions • Main ideas clearly communicated
Critical Thinking	<ul style="list-style-type: none"> • Inadequate synthesis of content, theory, and methods • Inadequate perception of topic • Not informative or persuasive 	<ul style="list-style-type: none"> • Limited synthesis of content, theory and methods • Limited perception of topic • Somewhat informative and persuasive 	<ul style="list-style-type: none"> • Adequate synthesis of content, theory and methods • Clear perception of topic • Highly informative and persuasive

Written Communication Scoring Rubric: For each qualifying examination question, identify the student's level of performance in each of the five scoring domains (mechanics, word usage, sentence structure, organization, critical thinking). Writing skills scored at Level 1 should be addressed in the dissertation development plan. Poor written communication on qualifying examination responses will not be considered as grounds for recommending dismissal.