**Rubric for Qualifying Exam**

BEST Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

BEST Exam Committee Member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is intended to provide a common set of criteria for the assessment of the Qualifying Exam. Each committee member should complete this form after reading the thesis. Please rate each element on the following scale:

(1) Expert, (2) Advanced, (3) Intermediate 4) Basic, and 5) Introductory

Expert = proficiency expected of an advanced postdoctoral researcher or beginning faculty

Introductory = proficiency of a Bachelor’s degree recipient.

For passing, student must meet intermediate level or above. A grade introductory is failing and a grade of basic is considered an allowable retake.

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|  | **Written** | **Oral** |
| **Introduction** |   |   |
| Identifies a meaningful research question |   |   |
| The literature review is accurate and places the research question in proper context |   |   |
| The literature review demonstrates the ability to discriminate between the most important/informative papers and less important/informative ones |   |   |
| The introduction is written in a manner that is accessible to both specialists and non-specialists in the field |   |   |
| **Hypothesis and Specific Aims** |   |   |
| Hypotheses or approaches are presented and are tightly aligned to the question/goal |   |   |
| Significance of the hypothesis was adequately backed up by introduction |   |   |
| **Methods** |   |   |
| The methods selected are appropriate to the research question |   |   |
| Mathematical models/design principles are appropriate and accurate |   |   |
| Methods are described in sufficient detail |   |   |
| Methodological challenges are recognized and workable solutions or alternative approaches are proposed |   |   |
| Experimental plan includes all appropriate controls |   |   |
| **Preliminary Data** |   |   |
| The preliminary data obtained are adequate in quantity and nature to suppor the planned proposal |   |   |
| Statistics are mentioned and appropriate |   |   |
| Figures and tables present results in an easily interpretable fashion |   |   |
| **Understanding and Problem Solving** |   |   |
| Student exhbited full understanding of background topics related to proposal |   |   |
| Student is able to propose new ideas for alternative strategies |   |   |
| Student is able to interpret data correctly  |   |   |
| Student is able to pursue independent research beyond and MS level |   |   |
| **Time Table** |   |   |
| A time table for completion is included and realistic |   |   |
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Please note additional comments below.