

Criteria for Assessing the PhD Comprehensive Examination: Written Proposal

Student Name:

Topic:

	Criterion	Pass with Distinction	Pass	Fail
1	Conforms to Requirements and Includes All Components	Conforms to the requirements outlined in graduate handbook including introduction and background, problem statement and research questions, comprehensive literature review, conceptual framing or theoretical background, research design and methods, plan for data analyses, feasibility and timeline. Submitted within prescribed parameters (e.g., page length).		Does not conform to the requirements and does not include all components.
Grade: Pass with distinction: <input type="checkbox"/> Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>				
Comments:				
2	Attention to Purpose	Very clear statement of purpose of the proposal. Thorough support provided for importance of the research using relevant literature. Clear rationale for relevance of the research to nursing. The purpose is comprehensively addressed through the proposal.	Clear statement of purpose of the proposal. Some evidence provided for importance of the research. Some rationale for the relevance of the research to nursing. The purpose is addressed through the proposal.	Lack of clear purpose statement. Limited discussion of rationale for the research and relevance to nursing. Purpose is not well addressed in the proposal.
Grade: Pass with distinction: <input type="checkbox"/> Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>				
Comments:				
3	Search Strategy and Literature Selected/Included	The literature search strategy is clearly described. A broad range of relevant theoretical and/or empirical literature (current and seminal material) is included.	The literature search strategy is described. A range of relevant theoretical and/or empirical literature is included but some key materials are missing.	The literature search strategy is not clearly described. Key resources are missing from the review.
Grade: Pass with distinction: <input type="checkbox"/> Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>				
Comments:				
4	Critical Appraisal of the Literature	Thoroughly critically appraised a wide range of literature using relevant criteria. Comprehensively identified methodological strengths and limitations of the included literature.	Critically appraised the literature using relevant criteria. Identified some of the methodological strengths and limitations of the included literature.	Limited critical appraisal of the methodological strengths and limitations of the included literature.
Grade: Pass with distinction: <input type="checkbox"/> Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>				

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Comments:				
5	Synthesis	Comprehensively summarized the evidence, commonalities and discrepancies across literature to address the purpose of the proposal. Identified novel ideas and solutions. Reasoned persuasive arguments are presented to support interpretation of the issues under study.	Summarized the evidence to address the purpose of the proposal. Arguments are presented to support interpretation of the issues under study.	There is limited or weak summary of the evidence to address the purpose of the proposal. Arguments to support interpretation of the issues under study are weak.
Grade: Pass with distinction: <input type="checkbox"/> Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>				
Comments:				
6	Application of Relevant Framework or Conceptual Base to Support Variables to be Examined for Study	A relevant framework is consistently and thoughtfully applied to assist in analysis of the proposed research. There is clear rationale for the selection of the framework. There is a thoughtful reflection on the strengths and limitations of the framework for this analysis.	A relevant framework is applied to assist in analysis of the proposed research. There is rationale for the selection of the framework. There is some reflection on the strengths and limitations of the framework for this analysis.	A framework is not consistently applied to the analysis of the proposed research. The rationale for the selection of the framework is poorly described. Reflection on the strengths and limitations of the framework for this analysis is minimal/missing.
Grade: Pass with distinction: <input type="checkbox"/> Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>				
Comments:				
7	Methods and Plan for Data Analysis	A detailed description of the research methods with sound justification and related ethical considerations, and the manner in which they will be employed.	A description of research methods with justification and ethical considerations.	Methods are poorly described and unsubstantiated.
Grade: Pass with distinction: <input type="checkbox"/> Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>				
Comments:				
8	Implications for Nursing	Comprehensively identified implications for nursing that are substantiated and logically justified.	Clearly identified implications for nursing that are substantiated by the proposal.	Limited or weakly substantiated implications for nursing.
Grade: Pass with distinction: <input type="checkbox"/> Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>				
Comments:				

	Criterion	Pass with Distinction	Pass	Fail
9	Critical Analysis and Thinking	Consistently demonstrates critical analysis and thinking throughout all aspects of the proposal.	There is some evidence of a critical analysis in all aspects of the proposal.	Limited or no evidence of a critical analysis throughout the proposal.
Grade: Pass with distinction: <input type="checkbox"/> Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>				
Comments:				
10	Writing Style	Paper is very well organized. Ideas flow very logically and clearly. Grammar and spelling are consistently accurate.	Proposal is well organized. Ideas flow logically and clearly. Grammar and spelling are mostly accurate.	Paper is not well organized. Ideas do not flow logically and clearly. Many errors in grammar and spelling.
Grade: Pass with distinction: <input type="checkbox"/> Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>				
Comments:				
11	Referencing	Consistently follows current APA edition style requirements.	Generally follows current APA edition style requirements.	Numerous errors in using current APA edition style requirements.
Grade: Pass with distinction: <input type="checkbox"/> Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>				
Comments:				
Summary of Evaluation				
Overall Comments:		Strengths:	Issues to Consider:	
Overall Grade: Pass with distinction: <input type="checkbox"/> Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>				

Draft May 10, 2016. Adapted From: Price, M. & Rust, C. (1999). The experience of introducing common criteria assessment grid across an academic department, *Quality in Higher Education*, 5(2), 133-144

Faculty Name:

Date:

