



California Institute of Integral Studies

COMPREHENSIVE EXAMINATION ASSESSMENT

Use this form to receive assessment of the comprehensive examination, submitting it with the finished exam to the instructor. It is formatted in a rubric to give a clear understanding of the criteria, and should be reviewed with the instructor before and during the exam. If you have questions about the criteria contact your dept./program chair.

Student Name and Address: *(please print legibly)*

CIIS ID Number: _____
E-mail Address: _____
Phone: _____

Dept./Program: _____

Instructor Name: _____

Dept./Program Chair Name: _____

Comprehensive Examination Title or Topic: _____

Student Signature: _____ Date: _____

Instructor:

Submit this form and any other written feedback to the student, and a copy to the dept./program chair; also submit to the chair the *Comprehensive Exam Grade Submission Form* (found under the Reports tab of MyCIIS) and an electronic copy of the exam. The chair will forward this form and grade form to the Registrar's Office. Both must be received for the grade to be recorded.

Review this form with the student as an introduction to the comprehensive exam process. Its rubric is a coherent set of criteria that describe the level of performance the student is expected to develop, and is the foundation for clear feedback. If you have questions about the criteria, contact your dept./program chair.

The chair and the university use the rubric as a performance scale not just of the student, but of the program. PhD students develop the attributes expressed in the scale through the program's coursework and the subsequent dissertation process. As such, the expectation is that a student will start as an "emerging scholar" and during the coursework will be "developing" their scholarship. The PhD program is designed to contribute to a student's subsequent success through the advising phase wherein some candidates will demonstrate in some of the criteria, *but not all*, a "developed scholarship." On rare occasions, faculty may see attributes that are quite advanced. While these typically emerge only after practicing one's profession for an extended period of time, some students show *unusual* traits that should be given notice as "exemplary scholarship."

Circle one number for each section.

	Exemplary Scholarship		Developed Scholarship		Developing Scholarship		Emerging Scholarship			
	10	9	8	7	6	5	4	3	2	1
 Focus-Scope of Inquiry	Explicitly articulated, sophisticated, and researchable question/focus that is systematically and comprehensively addressed; nuanced approach to inquiry.		Explicitly articulated researchable question/focus that is well addressed; could be more nuanced, systematic, or comprehensive.		Inquiry is well formed and clearly stated; focus still needs some refinement; some gaps in the execution.		Focus of inquiry is too broad or too narrow and/or not clearly articulated; multiple topics or threads of inquiry are presented that are not relevant and/or not clearly distinguished.			

	Exemplary Scholarship		Developed Scholarship			Developing Scholarship			Emerging Scholarship	
	10	9	8	7	6	5	4	3	2	1
Organization	Overall organization is logical, consistent, and nuanced; organization reflects a mature understanding of topic of inquiry; creates a logical flow of ideas; grammatical structure is mature.		Organization is strong overall; with guidance could be improved; organization reflects a good understanding of the topic of inquiry; some refinement or re-working of order or structure of content would bring more clarity; grammatical structure is mature.			Organization is sufficient for the reader to follow the key points; lacks clarity and/or consistency; grammatical structure acceptable but not mature.			Overall organization does not lend clarity to the inquiry; lacks cohesive structure in presentation of material; organization reflects a misunderstanding of the topic of inquiry OR contributes to a general misunderstanding of the topic; poor grammatical structure.	
Foundational and Current Relevant Sources	Excellent familiarity with foundational and current relevant literature apparent; good presentation of important theories related to these resources; critical synthesis of the literature demonstrates a mature understanding of the field.		Familiarity with foundational and current relevant literature apparent; good presentation of important theories related to these resources; critical synthesis of the literature attempted.			Some evidence of familiarity with foundational and current relevant literature; some presentation of important theories related to these resources; analysis of the literature lacking in critical synthesis.			Little evidence of familiarity with foundational and current relevant literature.	
Foundation for Proposed Dissertation Research (Original Contribution)	Sophisticated integration of existing literature with especially promising and/or novel approach for constructing new knowledge.		Effective treatment of literature with sound approach to constructing new knowledge. May need some refinement to foreground originality and significance of proposed approach.			Shows methodical and competent approach to laying the foundation for future research. May not be fully integrated into preparation for dissertation proposal.			Relationship with proposed doctoral research is unclear or confusing. Use of literature does not seem to be aligned with preparation for proposal.	
Mastery of Lexicon	Effectively defines and precisely applies appropriate technical and (trans-) disciplinary terms to support the inquiry.		Technical and (trans-) disciplinary terms are defined and employed appropriately with few exceptions; some refinements in precision and clarity in application may be needed.			Technical and (trans-) disciplinary terms are defined and appropriately applied; uneven application or clarity of usage apparent in places.			Technical and (trans-) disciplinary terms are defined sporadically or not at all; inappropriate or unclear application of scholarly vocabulary in many places.	

	Exemplary Scholarship		Developed Scholarship			Developing Scholarship			Emerging Scholarship	
	10	9	8	7	6	5	4	3	2	1
Scholarship	Well prepared for proposed doctoral research; work embodies strong personal and professional capacities expected of a scholar.		Demonstrates emerging capacities for author to function as independent scholar in chosen area of interest.			Demonstrates some of the attributes of a successful independent scholar; work needed on some dimensions (e.g., independence, insight, dedication, resourcefulness, and reflectiveness) necessary.			Skills and capacities necessary for success as independent scholar nascent or underdeveloped in this draft; work on agency and/or sophistication in approach to writing and scholarship needed.	
Program Specific (optional)										
Program Specific (optional)										

To pass the exam, the student must receive a 6 or above in **Foundation for Proposed Dissertation Research (Original Contribution)** and **Scholarship**, and 3 or above in all other sections.

Check one: Pass No Pass

Comments to student:

Comments on rubric:

How well did the rubric encompass the major dimensions you were looking to evaluate?

How well did the indices for each rating (explanations for each rating in the cells) match your expectations for each level? What changes, if any, would you like to see?

What else would you change, add, or delete to make the rubric more useful in assessing the effectiveness of the PhD program in preparing students for individual scholarship?

Instructor Signature: _____ Date: _____

SUBMIT THIS FORM AND ANY OTHER WRITTEN FEEDBACK TO THE STUDENT, AND A COPY TO THE DEPT./PROGRAM CHAIR; ALSO SUBMIT TO THE CHAIR THE *COMPREHENSIVE EXAM GRADE SUBMISSION FORM* AND AN ELECTRONIC COPY OF THE EXAM. THE CHAIR WILL FORWARD BOTH THIS FORM AND THE GRADE SUBMISSION FORM TO THE REGISTRAR'S OFFICE.

Department/Program Chair:

I confirm receipt of this form and that the exam has been archived.

Chair Signature: _____ Date: _____

SUBMIT THIS FORM AND THE *COMPREHENSIVE EXAM GRADE SUBMISSION FORM* TO THE REGISTRAR'S OFFICE; ARCHIVE THE EXAM.

REGISTRAR'S OFFICE USE

Date Received: _____

REG: 5/10/19