Form G: Ph.D. Major Qualifying Paper Evaluation Rubric

Components	Outcome Quality Levels			
	Outstanding – 4	**Very Good - 3**	**Acceptable - 2**	**Unacceptable - 1**
Statement of the Problem	Very well written. Sets up and articulates an interesting question. Provides a concise, thoughtful statement of the problem and its broad significance.	Clearly written. Presents interesting questions and describes their importance.	Provides a general discussion of the question or issues, but does not discuss their broader significance.	Shows a fundamental lack of understanding of the problem. Poorly written, incomplete, lacks structure.
Grounding in the Literature	Places the work within a larger context. Appropriately integrates relevant material. Shows keen understanding of the significance of the research.	Provides a meaningful summary of the literature and builds a case for the research.	Cites most of the key literature. Lacks critical analysis and synthesis.	Fails to cite important, relevant literature. Does not clearly relate the literature to the student's contribution. Misinterprets the literature.
Methodology/ Approach	Uses original methodology or existing methodology in creative ways. Design of study shows sophisticated, comprehensive grasp of methods used.	Appropriate; uses existing methodology well. Applies methods in correct and sometimes creative ways.	Demonstrates competent use of existing methods. Design of study allows an adequate test of the hypotheses.	Uses the wrong methodology or uses the methodology incorrectly. Data are not handled appropriately. Does not observe human subject protections.
Results/ Analysis	Robust, meaningful, interesting results obtained from sophisticated data analyses. Analyses map back to the hypotheses insightfully. Discusses the limitations of the analysis.	Well executed. Shows good understanding of the analytical methods. Provides good arguments for or against the hypotheses.	Analyses are executed correctly, but additional analyses may have yielded further insights.	Misanalyses data or fails to analyze relevant data. Results do not follow from the analysis and mistakes are made in interpretation.
Discussion/ Conclusion	Places the study in a larger theoretical context. Informs our understanding of the nature of language.	States what was done and identifies its significance and limitations.	Summarizes and repeats what was found. Does not discuss the significance or limitations of the research.	Insufficient or incoherent discussion of results. Shows lack of understanding of linguistic theories.
Overall	Original, significant, and innovative.	Solid, clearly written, and well organized.	Workmanlike; demonstrates competence.	Poorly written; does not understand basic concepts.