

Mathematics Education Comprehensive Examination Grading Rubric

Each response is scored on all five scales: Concept, Form, Thesis, Support, Communication. Maximum possible score for each response is 20 points (4 points on each of the five scales). Minimum passing score for each response is 14 points with no scale subscore lower than 2 points.

| | CONCEPT | FORM | THESIS | SUPPORT | COMMUNICATION |
|----------|---|--|---|--|--|
| 4 | response is conceptually relevant, sophisticated, and original | responds incisively to all aspects of the prompt | controlling thesis (explicit or implicit) is specific, arguable, and complex; structure of response is consistent with thesis | provides substantial, well-chosen evidence (research or textual citations) used strategically; apt definitions | response is well organized, presented clearly and logically with distinct units of thought in paragraphs; clear command of Standard English with syntactic variety |
| 3 | response is conceptually relevant, adequate, and clear | responds well to all aspects of the prompt | central thesis determines response's structure | provides sufficient and appropriate evidence and makes effort to contextualize it | response is organized, presented coherently with distinct units of thought in paragraphs, some transitions between sentences and paragraphs; some mechanical difficulties such as minor grammar errors (e.g., awkward syntax, punctuation problems, wordiness) |
| 2 | response may have some factual, interpretive, or conceptual errors or irrelevancies | responds adequately to most aspects of the prompt | overly general thesis; gives no indication of the organization to follow | provides some evidence but not always relevant, sufficient, or integrated into the response | response is weakly organized, sometimes effective but awkward or missing transitions between sentences or paragraphs; occasional major grammar errors (e.g., agreement tense); and/or frequent minor grammar errors |
| 1 | confuses some significant concepts | confuses some aspect(s) of the prompt or does not respond adequately to most aspects of the prompt | vague or irrelevant thesis | evidence is mostly narrative or anecdotal; awkwardly or incorrectly incorporated | response is not organized (e.g., repetitive wandering); frequent major and minor grammar errors; communication problems impede meaning |
| 0 | misunderstands concepts | misunderstands prompt or does not respond in any significant way to most of the prompt | no discernable thesis | evidence is simply listed or not cited at all | arbitrary or no organization; illogical or without transitions; overwhelming use of non-Standard English; errors in every sentence |