

## Foundations Qualifying Exam Scoring Rubric (06 May 2014)

<b>Outcome*</b>	<b>Fail</b>	<b>Pass</b>	<b>High Pass</b>	<b>Comments</b>
Explain a variety of theories relevant to engineering education, (e.g., learning, motivation, identity, organizations, change)	Student tries to explain some concepts, but overlooks critical details and/or demonstrates one or more conceptual errors about theories or their relevance. Essay is vague or incomplete in various segments.	Student accurately explains a variety of theories available from course content to address exam question. Details and facts presented provide an adequate presentation of expected level of subject matter knowledge.	Student thoroughly and accurately explains all major points. Student demonstrates deep understanding of the subject matter available from course content to address the exam question.	
Apply theories to inform engineering education curriculum design	Student applies points and concepts incompletely and/or incorrectly.	Student applies relevant concepts available from course content to address how theories can inform practice.	Student presents an original and thorough approach in applying theories to practice.	
Evaluate the strengths of arguments that link the relevant engineering education literature to specific contexts	Student does not identify/focus on relevant argument(s); does not provide supported basis for evaluation.	Student identifies relevant argument(s) and evaluates key strengths and weaknesses.	Student displays an advanced level of critical thinking in identifying and evaluating arguments in support of a specific context.	
Synthesize literature relevant to engineering education to build an argument that goes beyond the conclusions of the cited sources	Student does not clearly introduce a focused thesis. Student presents concepts in isolation, and does not present a logical sequencing of ideas.	Student clearly defines thesis, with statements helping to support the key focus of the prompt. While thesis helps to guide the development of the assignment, linkages between statements are not clearly made.	Student clearly defines thesis with statements helping to support the key focus of the prompt. Student builds upon their thesis with well-documented and logically sequenced supporting facts, figures, and/or statements.	

\*Not all outcomes may be assessed on each offering of the exam.