

**Research ORAL Qualifying Examination Individual Rater Form**  
**Counseling Psychology Program: Texas Tech University**

Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency),  
Professionalism (Foundational Competency), and Ethical Legal Standards and Policy (Foundational Competency)

Student's Name

Year in Program

Semester/Year

*(The average of all individual raters, form scores will be reported on students' feedback forms)*

**CRITERION**

1	2	3	4	--
Unacceptable	Marginal	Adequate	Excellent	NA

**INTRODUCTION**

Literature Review

Student stated theoretical implications of his or her study.

Student provided a concise, well organized, and integrated review of relevant literature (e.g., introduces major and sub- headings that guide the review).

The student demonstrated a thorough understanding of, and critical approach to the literature in his or her area.

Student addressed strengths and limitations of existing literature.

Student cited and referenced works pertinent to the area of study.

Purpose of Study

The purpose of the study was clearly stated.

Supporting literature was provided for hypotheses / research questions

Significance of the Study

Student identified an area of study that has relevance to professional psychology and in which an original contribution can be made.

Student placed his or her study in the context of previous work in the area.

Student made a clear argument for need to conduct research on his or her proposed topic.

Research Questions / Hypotheses

Hypotheses / research questions were appropriate and clearly articulated.

**METHODOLOGY**

Participants

Estimated number of participants is appropriate for the study.

Design

Research design is appropriate to address hypotheses / research questions.

Student demonstrated understanding of relevant constructs and variables to be utilized in his or her study.

Materials / Measures

Measures, if utilized, are appropriate for the study (i.e., valid measures of target constructs).

**CRITERION**

1	2	3	4	--
<b>Unacceptable</b>	<b>Marginal</b>	<b>Adequate</b>	<b>Excellent</b>	<b>NA</b>

Description of measures to be used in the study are provided (e.g., dimensional/factorial structure; relevant forms of reliability, validity studies)

Procedure

Proposed data collection procedures are appropriate and clearly articulated.

Proposed data collection procedures are in accordance with TTU's IRB guidelines.

Data Analysis / Power Analysis

Student identified and adequately described proposed statistical procedures to be used to analyze data.

Procedures for handling missing data are described (when appropriate).

Student addressed need to test most important assumptions of proposed statistical tests.

Student recognized that, when possible or relevant, s/he would conduct a power analysis to estimate sample size.

**FUNDAMENTAL ELEMENTS**

Student stated the relationship between the study and previous work in the area.

Student made a clear argument for need to conduct research on his or her proposed topic.

Student described in detail how the study would be executed.

Proposed data collection procedures are in accordance with APA's Ethical Principles and Code of Conduct.

**QUALITY OF DOCUMENT**

Student adhered to guidelines set forth by the APA Publication Manual (6th edition).

Document is well organized, written in a clear, concise, and grammatically correct manner.

*Note that the above ratings may be used to guide the evaluator's determination of the overall score for the student's paper, but it is not expected that the evaluator's overall score will simply be an average of the above ratings. This is because the relevance and importance of each criterion will vary depending on the specific research project and the expertise of the evaluator. Thus, the overall score for the student's response reflects the evaluator's assessment of the overall gestalt of the answer. The evaluator will provide qualitative comments that highlight the factors that influenced his or her final overall rating.*

Signature of Faculty Evaluator

Date