

Research Qualifying Examination Individual Rater Evaluation 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 the student's 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 the student's area.

The student addressed strengths and limitations of existing literature.

The 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

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

The student placed the study in the context of previous work in the area.

The student made a clear argument for need to conduct research on the proposed topic.

Research Questions / Hypotheses

Hypotheses / research questions were appropriate and clearly articulated.

METHODOLOGY

Participants

The estimated number of participants is appropriate for the study.

Design

Research design is appropriate to address hypotheses / research questions.

The student demonstrated understanding of relevant constructs and variables to be utilized in the study.

Materials / Measures

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

CRITERION

1	2	3	4	--
Unacceptable	Marginal	Adequate	Excellent	NA

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

Procedure

The proposed data collection procedures were appropriate and clearly articulated.

The proposed data collection procedures were in accordance with TTU's IRB guidelines.

Data Analysis / Power Analysis

The student identified and adequately described proposed statistical procedures used to analyze data.

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

The student addressed the need to test the most important assumptions of proposed statistical tests.

The student recognized that, when possible or relevant, a power analysis would be conducted to estimate sample size.

FUNDAMENTAL ELEMENTS

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

The student stated the relationship between the study and previous work in the area.

The student made a clear argument for the need to conduct research on the proposed topic.

The student described in detail how the study would be executed.

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

QUALITY OF DOCUMENT

The student adhered to guidelines set forth by the APA Publication Manual (latest edition).

The document was 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 the student's final overall rating.

Signature of Faculty Evaluator

Date