

APPENDIX F

RATING FORM AND RUBRICS FOR SCORING SENIOR INTERVIEWS

RATING FORM FOR SENIOR INTERVIEWS

Interviewer name: _____

Date: _____

Time: _____

Voice Recorder: recorder #: _____ **folder:** _____ **file #:** _____

To the interviewer: For each student that you interview, provide ratings for some or all levels of Part I of the table below. You must provide a rating, based on the two rubrics provided to you, for Parts II and III.

	Question Category	Rating (5 to 1)
Part I	Knowledge/comprehension	
	Application	
	Analysis	
	Synthesis	
	Evaluation	
Part II	Lower Level (knowledge/comprehension/application)	
	Higher Level (analysis, synthesis, evaluation)	
Part III	Overall	

RUBRICS FOR SCORING INTERVIEW RESPONSES

The criteria for each of the two rubrics is indicative of the types of cognitive skills our faculty believe a biology major should demonstrate prior to graduating.

RUBRIC FOR SCORING LOWER-LEVEL QUESTIONS

Rating	Criteria
Level 5 - Excellent	<ul style="list-style-type: none">○ Factually correct○ Can fully explain, describe, and defend answers given○ Can give excellent examples for a topic or concept○ Can fully apply concepts addressed as indicated by making correct predictions, solving problems, etc.
Level 4 – Good	<ul style="list-style-type: none">○ Same as level 5 but has minor omissions or errors
Level 3 - Adequate	<ul style="list-style-type: none">○ Has some factual content wrong○ Has some significant omissions in explanations, descriptions, and defense of answers given○ Has difficulty providing examples for a topic or concept
Level 2 - Below average	<ul style="list-style-type: none">○ Same as level 3 but has more significant errors and omissions
Level 1 – Unsatisfactory	<ul style="list-style-type: none">○ Does not know the material○ Lacks understanding of topics and concepts addressed

RUBRIC FOR SCORING HIGHER LEVEL QUESTIONS

Rating	Criteria
Level 5 - Excellent	<ul style="list-style-type: none"> ○ Can fully explain how various components of a concept or process fit together ○ Uses content accurately to explain the higher level parts of the questions ○ Can predict an outcome and explain completely the steps involved to reach that outcome ○ Can accurately and fully compare and contrast concepts or situations ○ Understands how concepts inter-relate and can analyze problems from different points of view ○ Can take new information and integrate it correctly and fully with prior knowledge ○ Can design original problems or research studies ○ Can combine parts to parts to make a new whole ○ Can articulate a persuasive argument in defense of an idea or solution.
Level 4 – Good	<ul style="list-style-type: none"> ○ Same as level 5 but has some difficulties or weaknesses in responses
Level 3 - Adequate	<ul style="list-style-type: none"> ○ Has some significant inadequacies in when breaking down information into component parts, combining parts to make a new whole, and/or judging the value or worth of information or ideas.
Level 2 - Below average	<ul style="list-style-type: none"> ○ Same as level 3 but has more significant errors, omissions, and lack of cognitive skills.
Level 1 – Unsatisfactory	<ul style="list-style-type: none"> ○ Lacks skills necessary to apply, synthesis, and evaluate information and ideas.