

Rubric Evaluation Table for Selection of Doctoral Students for "Materials"

Category	Evaluation item	Out of evaluation or unevaluable	Greatly below standard	Below standard	Standard	Above standard	Greatly above standard
		score: 0	score: 1	score: 2	score: 3	score: 4	score: 5
Materials Field-specific	(1) Degree of both willingness and methodology to realize materials innovation through one's own research.	Is not aware of materials innovation through one's own research at all.	Is aware of materials innovation through one's own research.	Has willingness to realize materials innovation through one's own research, but no specific means.	Has both willingness and means to realize materials innovation through one's own research.	Has both willingness and means to realize materials innovation through one's own research, is able to explain concrete measures, including feasibility.	Is able to explain concrete measures to realize materials innovation through one's own research, and to explain the superiority of these measures in comparison with others.
	(2) Degree of interest in peripheral fields as well as sciences and technologies that extend beyond them, and willingness to understand these.	Lacks interest in peripheral fields as well as sciences and technologies that extend beyond them.	Has interest in peripheral fields as well as sciences and technologies that extend beyond them.	Has interest in peripheral fields as well as sciences and technologies that extend beyond them, and has willingness to understand these.	Has interest in peripheral fields as well as sciences and technologies that extend beyond them, and has willingness to understand these, and is trying to incorporate them into one's own research.	Has interest in peripheral fields as well as sciences and technologies that extend beyond them, enhances mutual understanding with researchers in other fields, and incorporates them into one's own research.	Has interest in peripheral fields as well as sciences and technologies that extend beyond them, and enhances mutual understanding with researchers in other fields, and incorporates them into one's own research, and begins to see results.
	(3) Degree of understanding of the social significance of one's own research	Does not understand the social significance of one's own research.	Is prepared to understand the social significance of one's own research.	Understands the social significance of one's own research.	Understands and is able to explain the social significance of one's own research.	Understands the social significance of one's own research very well, and is able to explain position of one's own research in a reasonable and logical manner.	Understands the social significance of one's own research very well, and is able to logically explain the value and ripple effects of one's own research.
Common to all fields	(1) Degree of ability to explain one's research to non-specialists	Inadequate knowledge of one's own area of expertise.	Although has knowledge in one's own area of expertise, be unable to give explanations with non-specialists in mind.	Be knowledgeable in one's own area of expertise and be aware of people outside the field, but does not provide explanations that can be fully understood.	To have sufficient knowledge of one's own area of expertise and be able to explain the outline of one's own research so that non-specialists can gain a certain level of understanding.	Have sufficient knowledge of the area of expertise and be able to explain the originality, results, and usefulness of one's own efforts in a way that can be understood by non-specialists.	Be able to comprehensively explain the background of one's own research, the issues, the content of one's efforts, and one's contribution to society in a way that can be understood by non-specialists.
	(2) Degree of understanding of the importance of transferable skills and willingness to acquire them.	Doesn't know any transferable skills.	Has heard of transferable skills, but can't explain them.	Understands transferable skills and recognize their importance.	Awareness of the importance of transferable skills and a willingness to learn for specific skills is evident.	Recognizing the importance of transferable skills and coming up with a concrete plan to learn specific skills.	Be aware of the importance of transferable skills, and is able to plan and conduct activities to learn specific skills with a sense of purpose.
	(3) Degree of deliberation regarding post-completion utilization and contribution to society with an awareness of career paths.	Has never thought about one's career path or future prospects.	Has thought about one's career path, but has not come up with anything concrete yet.	Be aware of one's career path after completing the program and be ready to think about how to play an active role and contribute to society.	Be aware of one's career path after completing the program, and be able to explain in detail how to play an active role and contribute to society.	Be aware of one's career path after completing the program, and be able to explain how to be active and contribute to society, as well as own ideas.	Be aware of one's career path after completing the program, and be able to set specific goals and work toward a concrete image in society.