

ASSESSMENT OF DISSERTATION RUBRIC* (Ph.D. LEARNER OUTCOME 2)

Criteria	Far Exceeds Expectations (5)	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Does Not Meet Expectations (1)	Score
<i>ORGANIZATION/ DEVELOPMENT OF IDEAS</i>	Exceptionally clear, logical and well organized; excellent transition among ideas.	Generally clear, logical, and organized; good transition among ideas.	Mostly clear, logical, and organized; adequate transitions among ideas; one or two minor points may be confusing.	Somewhat clear, logical approach; poor development of ideas; confusing, inconsistent text; several major points confusing.	Lacks clear, logical approach; weak development of ideas; difficult to follow and understand.	
<i>LITERATURE/ PREVIOUS WORK/ REFERENCES</i>	Extensive literature review; excellent synthesis of previous research to formulate rationale for dissertation project; excellent format and inclusion of references in text.	Good literature review and inclusion of appropriate citations; good synthesis of previous research to formulate rationale for dissertation project; good format and inclusion of references in text.	Appropriate literature review; acceptable inclusion of citations and synthesis of previous research; format and inclusion of references in text is acceptable.	Poor literature review; many current citations not included; weak synthesis of previous research to justify project goals; inconsistent format and inclusion of references.	Literature inconsistent and missing key, current citations; poor choice of citations; rationale for research not justified by literature review.	
<i>RESEARCH SUBJECT KNOWLEDGE</i>	Research goals/objectives well defined; demonstrates full knowledge of subject.	Research goals/objectives adequately defined; demonstrates sufficient knowledge of subject.	Research goals/objectives clear; demonstrates acceptable knowledge of subject.	Research goals/objectives unclear; demonstrates poor knowledge of subject.	Research goals/objectives poorly defined and confusing; demonstrates lack of knowledge of subject.	
<i>METHODOLOGY/ DATA ANALYSIS/ RESULTS</i>	Methodology well detailed and defined; excellent use and explanation of data analysis; excellent presentation of results in figures; excellent explanation of research results.	Methodology adequately detailed and defined; appropriate use and explanation of data analysis; research results clearly presented in figures and explained.	Methodology acceptable and appropriate; data analysis acceptable; appropriate figures and explanation of research results.	Methodology inconsistent and not clearly defined; data analysis unclear and difficult to understand; poor selection of analysis tools; incomplete figures and/or explanation of research results.	Methodology incomplete; research could not be duplicated; data analysis inappropriate; poor presentation of results in figures; poor explanation of research results.	
<i>MECHANICS (grammar, spelling, etc.) and QUALITY OF WRITING</i>	Complete sentences; no grammar or spelling errors; narrative written at a professional level.	Good sentence development; only a few spelling or grammar errors; narrative well organized and easy to read.	A few incomplete sentences; occasional spelling and/or grammar errors; narrative generally easy to read.	Frequent incomplete sentences; numerous grammar or spelling errors; narrative does not flow well.	Poor sentence structure; numerous grammar and spelling errors; narrative difficult to follow.	
<p style="text-align: center;">*This rubric will be used to evaluate the student's ability to plan original research (Organization/Development of Ideas, Literature/Previous Work/References), perform research (Methodology/Data Analysis/Results), and compose a clearly written dissertation (Organization/Development of Ideas, and Mechanics and Quality of Writing) in a scientifically sound manner (Literature/Previous Work/References, Research Subject Knowledge, and Methodology/Data Analysis/Results).</p>						