

C&T Dissertation Rubric

| <i>C&T Dissertation Rubric</i> | | | | |
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| | <i>Outcome Quality levels</i> | | | |
| <i>Components</i> | Honors - 4 | Pass - 3 | Emerging - 2 | Unacceptable - 1 |
| Introduction/ Statement of the problem | <ol style="list-style-type: none"> 1. Compelling discussion of the importance of the topic. 2. Clear statement, well-conceptualized. 3. Innovative framing of the problem. | <ol style="list-style-type: none"> 1. Problem is contextualized. Clearly stated. 2. Interesting and important questions. | <ol style="list-style-type: none"> 1. General discussion of the topic. 2. Basic understanding of the problem. 3. Lacks clear rationale for research questions. | <ol style="list-style-type: none"> 1. Surface-level presentation of the topic. Fails to include important aspects. 2. Problem statement and research questions tangentially related to introduction. 3. Misconceptions and misunderstandings of the problem. |
| Grounding in the Literature | <ol style="list-style-type: none"> 1. Analysis of pertinent literature integrates multiple perspectives and/or fields. 2. Contextualizes the literature. 3. Analyses highlight potential importance of the research. | <ol style="list-style-type: none"> 1. Analysis demonstrates understanding of pertinent literature. 2. Provides meaningful analysis of themes. 3. Builds the case for research questions, variables, design. | <ol style="list-style-type: none"> 1. Most of key literature included. 2. Some critical analysis of themes. 3. Questions are pertinent to the topic. | <ol style="list-style-type: none"> 1. Sequential article summaries without critical analysis. 2. Does not differentiate between research-based and opinion-based articles. Many misinterpretations. 3. Research questions are unclear, incomplete, ill structured. |
| Methodology/ Research Design | <ol style="list-style-type: none"> 1. Comprehensive and detailed operationalizing of research questions. 2. Unique combination of design components. 3. Develops innovative ways of addressing issues. | <ol style="list-style-type: none"> 1. Clearly linked to research questions. 2. Coherent design. 3. Applies procedures appropriate for design. | <ol style="list-style-type: none"> 1. Demonstrates basic understanding and use of methodology. 2. Applies existing designs. | <ol style="list-style-type: none"> 1. Inappropriate for research question(s). 2. Concerns relative to appropriate controls, methods, data collection. |
| Results | <ol style="list-style-type: none"> 1. Complete, understandable, detailed. 2. Organized according to major findings for each research question. 3. Demonstrates | <ol style="list-style-type: none"> 1. Executed thoroughly and completely in accord with design. 2. Accurate representation of results and the methods | <ol style="list-style-type: none"> 1. Demonstrates some understanding of processes leading to results. 2. Incomplete and/or incomprehensible | <p>Results have limited connection to proposed procedures. Inaccurate representation of results. Difficult to understand.</p> |

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| | professional quality judgment in presenting results and initiative in modifying, adding analysis if warranted by results. | employed. 3. Demonstrates understanding of processes leading to results. | representation of results. | |
| Analysis/ Discussion | 1. Demonstrates professional level thinking. Analyses and discussion are thoughtfully connected to research questions. 2. Includes strengths and limitations of research design and related results. | 1. Discussion connected to research questions. 2. Critical evaluation of research design. 3. Analysis demonstrate connection to pertinent literature analyzed in review. | 1. Discussion demonstrates basic level of understanding results. 2. Reasonably accurate responses to research questions. | 1. Thin if any connection between results and interpretation. 2. Results interpreted incompletely and/or inaccurately. Evidence does not support claims. |
| Conclusion/ Implications | Insightful and detailed. Underscores and explains key findings, strengths, and weaknesses. Places work in wider context. Discusses future directions. | Indicates ways in which future research might build on limits of the dissertation research. | Conclusion emphasizes results rather than analysis/discussion. Limited connection to pertinent research. | Lacks understanding of results, connection to pertinent literature, limitations of the study and possible improvements for future research. |
| Style | Professional quality. Worthy of publication in research-oriented journal | Writing clearly informed by empirical evidence. Coherent and articulate. Worthy of presentation at a professional meeting. | Follows APA style. Adequate writing – mechanics and organization | Poorly written, significant mechanical and/or organizational errors. Does not follow APA style. |