

C&T Dissertation Rubric

<i>C&T Dissertation Rubric</i>				
	<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 	<ol style="list-style-type: none"> Results have limited connection to proposed procedures. Inaccurate representation of results. Difficult to understand.

	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.