

Department of Curriculum, Instruction, and Special Education
Rubric for Scoring the Dissertation Defense

| | Unacceptable (1) | Acceptable (2) | Target (3) | Score |
|--|--|---|--|-------|
| Abstract a. Concise statement of the problem, methods, and procedures b. Summary of findings and implications | Does not provide an adequate description of the study. | Provides a cogent description of research study. | Clearly conveys a focused description of the research study. | |
| Nature of the Study (Typically Chapter 1) a. General background of the topic b. Statement of the problem c. Purpose of the study d. Research questions e. Theoretical framework of the study f. Conceptual design of the study g. Overview of the methodology h. Significance of the study/importance to the field | Demonstrates minimal knowledge and application in covering the essential components as an introduction to the study. | Covers all essential components; provides contextual background; provides significance to study. Problem statement is concise; purpose of the study is clearly focused. | Covers all essential components in an exemplary manner; demonstrates an exemplary level in providing a clear introduction to the research study. | |
| Review of the Literature (Typically Chapter 2) a. Review of the theoretical and empirical literature, organized according to a specific and logical pattern b. Summary of what previous research has shown and how it relates to the study c. Explanation of the theoretical underpinnings of the study d. Definition of relevant terms not defined elsewhere | Failed to provide an adequate review of the relevant literature. No synthesis, critique, or rationale. Insufficient description prior research and related theory. | Moderately well organized; includes an adequate description of related research samples and methodologies. Theoretical perspectives are presented. | Comprehensive review of literature relevant to the study; well organized; clearly describes the breadth of related research. Theoretical perspectives are clearly articulated and explained. | |
| Methodology of the Study (Typically Chapter 3) a. Description of the research design and methodology b. Research questions/hypotheses c. Research context or site and subjects or participants d. Instruments and materials used e. Procedures followed for data collection f. Procedures followed for data analysis i. Delimitations of the study | Inadequate description of subjects, design, methods, procedures, and statistical analysis. | The research design and methodology are appropriate and described in detail; in alignment with the research questions and theory. An adequate description is provided for each component. | Excellent presentation of research design and methodology; appropriate and described in detail; in alignment with the research questions and theory. An adequate description is provided for each component. | |
| Results of the Study (Typically Chapter 4) a. Presentation of the results, organized in terms of the research questions/hypotheses b. Summary of the results obtained c. Discussion of the findings of the study | Absence of pertinent results. Table/figures (if needed) are absent or inappropriate, poorly labeled, and/or inappropriate or incoherent narrative. | Discussion and presentation of results align with research questions/ hypotheses and the methodology; cogently expresses results, including tables/figures (if needed) | Results align with research questions/hypotheses and are presented in a clear and concise manner. Theoretical connections are convincingly made; relationships among related studies are detailed. | |
| Summary, Conclusions, & Recommendations (Typically Chapter 5) a. A summary of the results, organized by research questions b. A brief discussion of the findings with conclusions drawn and discussion of the same c. Limitations of the study d. General recommendations for practitioners/policymakers e. Recommendations for future research | Considerable relevant discussion missing. Conclusions/summary not clearly linked to findings. | Summarizes the study's findings, provides perspective; summarizes implications, applications, and future directions for research. | Findings are articulated in superior, engaging, and thought-provoking fashion. Summary, conclusions, and recommendations are clearly situated within the theoretical framework and outcomes. | |
| References a. All cited in text b. APA format and style c. Use of source materials | References missing; did not follow APA guidelines; poor use of source materials. | Followed APA guidelines for use of references with minor revisions required; good use of source materials. | Followed APA guidelines for use of references; exceptional use of source material. | |
| Appendices a. Sample consent form, IRB approval, sample instruments b. Other documentation as appropriate | Does not provide documentation of materials. | Provides adequate documentation. | Provides complete documentation with appropriate appendices. | |
| Writing Quality a. Professional scholarly appearance b. Includes appropriate citations c. Written in a scholarly language that is clear and precise d. Logically organized, including introductory overviews and summaries for each chapter e. Use of APA and Graduate School Format and Style | Lacks clarity; sentences are poorly constructed and confusing; frequent errors in word choice, grammar, punctuation, and spelling. | Written with clarity and precision; writing is logical and coherent. Correct use of 6 th edition APA. | Written with great clarity and precision. Writing is logical and coherent. Correct use of 6 th edition APA. | |
| Dissertation Oral Defense/Presentation a. Organization b. Materials c. Accuracy d. Delivery e. Summation | Poor quality of slides/presentation materials; disorganized, unenthused; relied extensively on notes. | Good organization and quality of slides/ presentation materials; displayed interest and enthusiasm; good use of voice and mannerisms. | Excellent slides/presentation materials; enthusiastic; expressed ideas fluently; excellent communication skills; engaging, thought-provoking discussion. | |

Student's Name _____ Date of Defense _____

Title of Dissertation _____

Signature of Evaluating Committee Member _____