Ed.D Comp Exam Rubric

	5	4	3	2	1	Score/Level
Create effective oral presentations 1.2	Fluently uses field specific vocabulary; material is presented in appealing manner, engages audience.	Gauges audience needs and matches vocabulary and voice to audience and context.	Presentation may be somewhat generic but is appropriate in content and voice.	Format is appropriate but not well used. Tone and style may not be well matched to audience.	Format and style are incorrect in many ways. Material is not well covered	
Creates communications that reflect appropriate use of APA conventions. 1.4	Perfect.	Nearly perfect.	Has several but not consistent errors.	Has several consistent errors.	Has many errors.	
Creates communications that reflect justice, compassion, and cultural competence. 1.5	Structures complex ideas and material with clear considerations of these and advocacy as appropriate to context and that reflect justice, compassion, and cultural competence.	Consistently uses inclusive language and awareness of cultural diversity in writing and presenting.	Shows an understanding of differences in communication and the need to understand accommodate somewhat consistently.	Inconsistent awareness and application of different cultural lenses in application.	Inadequate or inappropriate use of differing perspectives.	
Evaluates theories 2.3	Critically evaluates all related theories (current and past) based on specified criteria and synthesizes intersections.	Critically evaluates all related theories (current and past) based on specified criteria.	Evaluates all current related theories based on specified criteria.	Analyzes theories but does not evaluate based on specific criteria.	Does not demonstrate an understanding of theories.	
Assesses implications of theories 2.8	Critically evaluates the implications of all related theories (present and past) are put in use using specified criteria and synthesize the implications of the intersections.	Critically evaluates the implications of all related theories (present and past) are put in use using specified criteria.	Evaluates all implications of current theories based on specified criteria.	Discusses implications of theories but does not assess or evaluate those implications.	Does not address implications of the identified theories.	
Evaluates existing knowledge 4.1	Formulates many creative connections between past learning, the current situation, and other	Formulates some creative connections between past learning, the current situation, and other	Demonstrates an understanding of connections between past learning, the current situation, and other	Looks somewhat beyond the obvious; contemplates and deliberates; grasps fundamental connections and relationships.	Focuses on key facts, literal lines of reasoning and central details; makes connections with prior	

	directly or indirectly related ideas.	directly or indirectly related ideas.	directly or indirectly related ideas.		knowledge but may revert to preconceptions.	
Utilizes information from a variety of academic disciplines. 2.5	Engages the literature from relevant related disciplines with a critical consideration of cross-disciplinary issues. Skillfully navigates the search process as evidenced by the use of high quality diverse sources.	Works effectively within libraries, online databases, and search engines to select quality sources from related disciplines. Considers the interconnection of related disciplines.	Employs multiple resources, including libraries, online databases, and search engines to select quality sources from multiple disciplines. Includes diverse perspectives on the topic under consideration.	Focuses primarily on one or two venues for information gathering, such as online databases. Has a narrow disciplinary focus, drawing in literature from related disciplines only when immediately relevant.	Gathers information from a single information venue. Focuses only within the immediate discipline, overlooking connections to other related literature.	
Identifies assumptions. 2.7	Evaluates their own assumptions and the underlying assumptions of the literature based on a variety of contexts.	Evaluates their own assumptions and the underlying assumptions of the literature based on one context.	Analyzes their own assumptions and the underlying assumptions in the literature but does not address context.	Either Identifies their own assumptions or the underlying assumptions in the literature	Does not identify their own assumptions and those outlined in the literature.	
Uses appropriate methods to interpret information 2.11	Selects appropriate methods for the specific research project after considering diverse options.	Compares diverse methods according to criteria appropriate to the research project	Examines methods using appropriate criteria.	Accesses methods but does not apply evaluative criteria.	Unable to identify, access, or judge relevant methods to interpret information.	
Creates and nurtures learning organizations. 5	Evaluates effective organizational changes created by individual and organizational learning based on identified criteria.	Evaluates individual and organization knowledge sharing and continuous learning through organizational development.	Analyzes individual and organization knowledge sharing and continuous learning through organizational development.	Applies individual and organization knowledge sharing and continuous learning through organizational development as a means to bring about organizational change and increase effectiveness.	Does not demonstrate an understanding of individual and organization knowledge sharing and continuous learning through organizational development.	
Leads appropriate organizational change 6	Critically evaluates organizational effectiveness based on identified criteria, evaluates possible organizational changes, and identifies and implements the most appropriate change.	Critically evaluates organizational effectiveness based on identified criteria, evaluates possible organizational changes, and makes an appropriate selection.	Evaluates organizational effectiveness and suggests an organizational change based on the evaluation and the literature.	Assesses organizational effectiveness but does not identify criteria for evaluation of the effectiveness of the organization or the possible organizational changes.	Does not assess organizational effectiveness or any proposed organizational changes.	
Operates in a complex, global environment 7	Evaluates effective biological, ecological, economic, philosophical,	Formulates some creative connections, multiple perspectives, and/or	Analyzes a few frameworks for understanding human and	Describes components of global systems without demonstrating	Has little knowledge of global systems and little understanding of the	

	and political, (etc.) frameworks for understanding the diversity of human and natural environmental systems.	frames of reference in addition to one's own when discussing global issues.	natural environmental systems.	understanding of the relationship between global processes / systems.	relationship between global processes / systems.	
Frame vital questions clearly.	Formulates precisely worded questions that reflect the complexity of an issue.	Articulates essential and relevant questions.	Frames clearly worded questions.	Describes or explains an issue, but may not be able to focus clearly worded questions.	Unable to express a coherent key question.	
Evaluates relevant information and its sources.	Synthesizes relevant information and diverse resources to accomplish a specific purpose.	Compares diverse sources according to specific criteria appropriate for the discipline.	Examines new information and prior knowledge, using criteria such as authority, credibility, relevance, timeliness, and accuracy.	Accesses information but does not apply evaluative criteria.	Unable to identify, access, or judge relevant information.	
Demonstrates respectful engagement of others' ideas, behaviors, and beliefs.	Demonstrates empathic engagement of one's cognition, behaviors, and beliefs.	Addresses intolerance and encourages acceptance of diversity in the community.	Receptive and willing to explore others' ideas. Aware of and examines own biases.	Interacts non-judgmentally and respectfully.	Justifies intolerant or non-respectful cognition, behaviors, or beliefs or lacks awareness of exhibiting disrespectful behavior.	
Assesses the congruence between personal norms and ethical principles.	Synthesizes & balances individual, professional, organizational, & systematic issues in conflicting situations in light of complex ethical principles.	Reflectively analyzes ethical principles to critique personal and professional choices.	Applies personal and professional norms to justify decisions and actions in conflicting situations.	Articulates personal and professional ethics in conflicting situations.	Unable to articulate applicable personal and professional ethics in conflicting situations.	
Applies diverse frames of reference to decisions and actions.	Advocates and promotes the application of diverse frames of reference to decisions and actions.	Analyzes the application of diverse frames of reference by self and others.	Understands and applies diverse frames of reference.	Argues for egocentric viewpoint without considering other frames of reference.	Lacks awareness of other frames of reference.	
Resolves issues based on evidence weighed against relevant criteria.	Comprehends the systematic nature of issues and ideas; evaluates multiple possibilities.	Detects biases; differentiates fact from opinion; posits multiple possibilities.	Uses reliable evidence based on relevant criteria to guide judgments in surveying multiple sides of an issue.	Makes decisions without defensible evidence.	Bases judgments on preconception or irrelevant criteria, or fails to use criteria consistently.	

Develops a subject, including relevance, logic, grasps of subject, and depth of discussion	Displays a thorough understanding of the subject and presents a well-developed and well-reasoned discussion with precisely chosen illustrations or detail.	EITHER covers the scope of the material with understanding OR presents material with logic and depth. Relevant illustrations or detail are provided.	Coverage of material is sufficient. Logic and understanding are clear but not sophisticated. Illustrations are adequate.	Material is covered briefly. Logic is rudimentary. Few illustrations are provided.	Information is illogical in its development. Insufficient or irrelevant illustrations are given.	
Communicates with clarity and coherence.	Structures complex ideas and material clearly; transitions through information with sophistication and ease.	Clearly presents ideas and information in an organized and interesting manner. Tone and style are effective.	Ideas, feelings and information are clear and organized effectively but may be simplistic in presentation.	Some points are unclear or the ideas are presented without clear connections or organization.	Communication is generally disorganized and does not present material clearly.	