

EDD900 Dissertation Rubric

	5	4	3	2	1	Score/Level
Creates effective communications 1.1	Writing is clear, coherent, and well organized, and complex ideas are presented with sophistication and ease.	Clearly presents ideas and information in an organized, coherent, and interesting manner.	Ideas feelings and information are clear and organized effectively but may be simplistic in presentation.	Some points may be unclear or the ideas may be presented without clear connections or organization.	Is generally disorganized and does not present material clearly.	
Creates 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 effective visual communications. 1.3	Skilled and wide selection and use of supporting visual materials.	Good use of materials to clarify and inform spoken presentation.	Satisfactory use of tools and visual materials; relation to material not always clear.	Incomplete or inappropriate use of tools and media.	Frequent errors and inappropriate choices distract from presentation.	
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.	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.	
Assesses implications of theories 2.8	Critically evaluates all related theories and synthesizes intersections and the implications if the theories are put in use.	Evaluates most prevalent theories and the implications if they are put in use.	Analyzes theories and the implications if they are put in use.	Analyzes a few theories but does not address the implications of putting the theories in use.	Does not demonstrate an understanding of theories or the implications if they are put in use.	
Evaluates existing knowledge 4.1	Critically evaluates connections between current and past research, the current situation, and other directly or indirectly related ideas	Critically evaluates the strengths and weaknesses of the current and foundational published research.	Critically evaluates the strengths and weaknesses of the current published research.	Focuses on key facts and literal lines of reasoning; makes connections with prior knowledge but may revert to preconceptions.	Demonstrates no understanding of existing knowledge.	
Creates knowledge that has scholarly value. 4.2	Creates rigorous original research that develops a new theory or process that extends current knowledge in the field.	Creates original rigorous research that extends the current understanding of identified theories.	Creates original rigorous research that tests current theories in the field.	Creates original research that lacks rigor.	Does not create knowledge that is useful to the field under study.	

Creates knowledge via credible research designs. 4.3	Conducts rigorous research that addresses the questions under study and the nuances of the context of the study.	Conducts rigorous research that addresses the questions under study.	Selects and implements an appropriate research design for the questions under study.	Selects and implements a research design but does not address the questions under study.	Does not demonstrate an understanding of research design.	
Creates knowledge via appropriate data collection techniques. 4.4	Evaluates the research context and the type of data needed to answer the research questions. Evaluates issues related to validity, reliability, and assessment bias and their impact on the research project.	Evaluates the research context and the type of data needed to answer the research questions. Evaluates issues related to validity and reliability and their impact on the research project.	Selects a data collection method based on the type of data needed to answer the research questions and addresses the validity and reliability of selected technique.	Selects a data collection method based on the type of data needed to answer the research questions but does not address validity and reliability.	Does not base the selection of the data collection method based on the type of data needed to answer the research questions.	
Creates knowledge via appropriate data analysis. 4.5	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.	

