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| **Dissertation & Thesis Scoring Rubric** | | | | |
| **Major Criteria** | **Does Not Meet Standard**  **0 Points** | **Approaches Standard**  **1 Point** | **Meets Standard**  **3 Points** | **Exceeds Standard**  **3 Points** |
| **Introduction** | | | | |
| **Background** | Information not provided;  No basis for judgement. | Adequate background information is provided but does not build a context for the study. | Background information is provided but only minimally establishes a context for the study. | Background information is provided and organized in such a way as to establish a context for the study. |
| **Rational (Statement of Problem)** | No rationale for the study is provided and/or statement of problem is not specified. | Rational provided for study is weak or statement or problem is not specified. | Clear rational provided. | Rational is extremely well-defined, comprehensive, and persuasive. |
| **Research Purpose & Plan for Discipline Contribution** | Purpose is not identified or does not connect to a plan for discipline contribution. | Purpose is unclear or the connection between the study and a plan for discipline contribution is unclear. | Purpose is clearly described and connects to a plan for discipline contribution. | Purpose statement is exceptionally clear and supported by a strong connection to a plan for discipline contribution. |
| **Research Questions (Hypotheses, as appropriate)** | No identifiable statement research questions or hypothesis, or not related to a plan for discipline contribution. | Research questions are unclear or have only a weak connection to a plan for discipline contribution. | Questions parallel the purpose. | Specific research questions are clearly stated, parallel and support the purpose, and have potential to contribute to the discipline. |
| **Literature Review** | | | | |
| **Critical Review of Literature & Relevance** | No convincing evidence of an understanding of the literature;  Very limited selection of relevant sources with no critical comments;  No connection of literature to proposed plan for discipline contribution. | Evidence of a satisfactory knowledge of literature;  Limited critical review of relevant sources;  Connection of literature to proposed plan for discipline is provided, but with obvious gaps and omissions. | Evidence of a sound knowledge of literature;  Critical review of relevant sources;  Connection of literature to proposed plan for discipline is provided. | Evidence of a comprehensive knowledge of literature;  Exceptional critical review of relevant sources;  Connection of literature to proposed plan for discipline is well-defined. |
| **Conceptual/Theoretical Framework** | No development of an appropriate conceptual/theoretical framework for the research. | A conceptual/theoretical framework is not clearly stated, complete, or justified. | Developed a clear, appropriate, and justified conceptual/theoretical framework for the research. | Developed a coherent, and fully justified conceptual/theoretical framework to underpin the research undertaken. |
| **Research Questions** | | | | |
| **Research Questions (Hypotheses, as appropriate)** | No basis for judgement. | Questions are weak or unclear and/or do not connect with the purpose and plan for discipline contribution. | Questions align to the purpose, literature review and plan for discipline contribution. | Research questions are the end product of the literature review and clearly relate to the purpose and plan for discipline contribution. |
| **Scope & Feasibility** | Questions are missing or no information is provided regarding the feasibility of the project. | Questions are not of sufficient scope or are not feasible. | Generally, questions have proper scope, are realistic, and feasible. | Research questions are clear, concise, feasible, and of proper scope to address the purpose. |
| **Methodology** | | | | |
| **Research Approach & Design** | No selection and justification of research approach and design. | Research approach and design are in general appropriate. | Research approach and design are described appropriately. | Research approach and design are thoroughly and clearly described. |
| **Data Collection** | Inappropriate or absent selection and implementation of data collection methods. | Some evidence of data collection methods are provided. | Selection and implementation of data collection methods are appropriate and justified. | Selection and implementation of data collection methods are entirely appropriate and fully justified. |
| **Data Analysis** | Little or no evidence of appropriate data analysis techniques. | Some evidence of using appropriate data analysis techniques. | Clear evidence of using appropriate data analysis techniques. | Clear and extensive evidence of high level of appropriate data analysis techniques. |
| **Limitations** | No description of limitations are their impact on the research. | Some recognition of the limitations of the methods adopted and their impact on the research. | Clear recognition of the limitations of the methods adopted and their impact on the research. | Fully recognize the limitations of the methods adopted and their impact on the research. |
| **Results** | | | | |
| **Research Questions Answered** | Results reported do not answer the proposed research questions. | Results reported partially answer the proposed research questions. | Results reported clearly answer the proposed research questions. | Results reported clearly and fully answer the proposed research questions. |
| **Follows from Analysis** | Results reported do not follow the proposed research analysis methods. | Results reported somewhat follow the proposed research analysis methods. | Results reported clearly follow the proposed research analysis methods. | Results reported clearly and fully follow the proposed research analysis methods. |
| **Presented in Appropriate Format** | Presentation of findings is not inaccurate, incomplete, or illogical. | Presentation of findings is generally accurate, complete, and logical. | Presentation of findings is clearly accurate, complete, and logical. | Presentation of findings is completely accurate, complete, and logical. |
| **Discussion & Conclusion** | | | | |
| **Supported by Results** | Conclusions and recommendations are inaccurate, incomplete, or illogical, and not supported by the results. | Conclusions and recommendations are not entirely partially supported by the findings or based on logical reasoning. | Conclusions and recommendations are clearly supported by the evidence or based on logical reasoning. | Conclusions and recommendations are fully supported by the evidence or based on logical reasoning. |
| **Evaluation of Results** | Importance and contributions of the major findings are not discussed in relation to the literature or not supported by the findings. | Importance and contributions of the major findings are discussed in relation to the literature, but only partially supported by the findings. | Importance and contributions of the major findings are discussed in relation to the literature and are supported by the findings. | Importance and contributions of the major findings are clearly discussed in relation to the literature and are fully supported by the findings. |
| **Theoretical & Practical Implications** | Theoretical and practical implications are inappropriately discussed and not connected to a plan for discipline contribution. | Theoretical and practical implications are partially discussed and somewhat connected to the plan for discipline contribution. | Theoretical and practical implications are clearly discussed and connected to the plan for discipline contribution | Theoretical and practical implications are clearly and fully discussed with a strong connection to the plan for discipline contribution. |
| **Limitations & Future Directions** | Limitations and future directions are not discussed. | Limitations and future directions partially follow from results and are vaguely connected to the plan for discipline contribution. | Limitations and future directions clearly follow from results and support the proposed plan for discipline contribution. | Limitations and future directions clearly and fully follow from results and strongly support the proposed plan for discipline contribution. |
| **Presentation & Writing** | | | | |
| **Writing Structure** | Does not conform to the required specifications and has generally unacceptable layout in terms of structure and logical argument. | Conforms to major specifications and has an acceptable layout in terms of structure and logical argument. | Conforms to all the required specifications and has a good layout in terms of structure and logical argument. | Conforms to all the required specifications and has an excellent layout in terms of structure and logical argument |
| **Writing Mechanics** | Generally poor use of English characterized by numerous errors, unclear, incorrect and/or illogical statements. | Reasonable clear and correct use of English characterized by generally clear expression, with relatively few imprecise and/or incorrect statements. | Clear and correct use of English characterized by a clear style of expression, with few imprecise and/or incorrect statements. | Clear and correct use of English characterized by a very lucid style of expression, with no imprecise and/or incorrect statements. |
| **APA Formatting Style** | Does not conform to the required APA style specifications and has generally unacceptable errors in the use of headings, in-text citations, and references. | Conforms to the major specifications of the APA style and has relatively few errors in the use of headings, in-text citations, and references. | Conforms to all the required specifications of the APA style and has few errors in the use of headings, in-text citations, and references. | Conforms to all the required specifications of the APA style and has no errors in the use of headings, in-text citations, and references. |
| (Adapted from University of West Georgia: <https://www.westga.edu/academics/education/eddsi/assets/docs/Dissertation_Rubric_revised_2-17-15_.pdf>) | | | | |