

# CSUB Doctoral Program in Educational Leadership: Written Dissertation Final Defense Rubric

	1	2	3	4	5	Score
<b>1</b> <i>Introduction</i>	Failed to convey project in context of literature. No rationale. Purpose was unfocused and unclear.	Vaguely conveyed project in context of literature. Weak rationale. Purpose was poorly focused and not sufficiently clear.	Project moderately conveyed in context of literature. Moderately clear rationale. Purpose was somewhat focused and clear.	Conveyed project within context of literature. Moderately-strong rationale. Purpose was clear and focused.	Clearly conveyed project within context of literature. Strong rationale. Purpose was clear and focused.	
<b>2</b> <i>Review of Literature</i>	Failed to review literature relevant to the study. No synthesis, critique or rationale. Lacks description of research samples, methodologies, & findings.	Inadequate review of literature relevant to the study. Poorly organized. Weak rationale for choice of theoretical perspectives/ empirical studies. Insufficient description of research samples, methodologies, & findings.	Comprehensive review of literature relevant to the study. Moderately well organized. Some mention of the relatedness of scholarship. Moderately clear rationale for choice of theoretical perspectives/ empirical studies. Somewhat focused description of research samples, methodologies, & findings.	Review of the literature is fairly well organized, acknowledging the relatedness of the research and scholarship. The rationale for including/excluding various theoretical perspectives/empirical studies are apparent. Includes description of research samples and methodologies.	Comprehensive review of literature relevant to the study. Well organized, with nuanced critique regarding the relatedness of the research and scholarship reviewed. Includes specific criteria for inclusion/ exclusion of various theoretical perspectives/empirical studies. Clearly describes research samples, methodologies, & findings.	
<b>3</b> <i>Theoretical Framework</i>	Failed to explicitly convey the theoretical framework that guides the research study. Lacks using theoretical framework to conceptualize the research topic. Does not illustrate comprehensive review of theories related to the study's focus.	Vaguely conveyed theoretical framework that guides the study. Weak use of the theoretical framework to conceptualize the research topic. Does not sufficiently illustrate a comprehensive review of theories related to the study's focus.	Theoretical framework moderately conveyed that guides the study. Moderate use of the theoretical framework to conceptualize the research topic. Comprehensive review of theories related to the study's focus was moderate.	Theoretical framework that will guide the study stated fairly clearly. Good use of the theoretical framework to conceptualize research topic. Strong comprehensive review of theories related to the study's focus.	Clearly conveyed the theoretical framework that guides the research study. Use of theoretical framework to conceptualize the research topic project is excellent. Very strong comprehensive review of theories related to the study's focus.	
<b>4</b> <i>Methods / Approach</i>	Little or no description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Inadequate description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Moderate or excessive description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Most detail included/slightly excessive detail in description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Appropriate detail in description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	
<b>5</b> <i>Data Analysis</i>	Results and findings not consistent with the data collected. Data lacks organization. Data does not address the purpose of the study.	Data is vaguely consistent with the results and findings of the study. Data is poorly organized. The data very poorly addresses the purpose of the study.	Results and findings moderately consistent with the data analyzed. Data is reasonably organized. Data moderately addresses the purpose of the study.	Good consistency of the results and findings reflecting the data. Good organization of the data. Data strongly addresses the purpose of the study.	Data is very consistent with the results and findings of the study. Data is exceptionally organized. The use of data to address the purpose of the study is excellent.	

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<b>6 Results / Outcomes</b>	Absence of pertinent results. Table/figures are absent or inappropriate, not labeled, and no legend.	Few pertinent results. Table/figures are inappropriate or incomplete, poorly labeled, and inadequate legend.	Some pertinent results not reported; results presented in clear and concise manner. Table/figures generally labeled appropriately and included legend.	Most pertinent results reported and in fairly clear and concise manner. Table/figures labeled appropriately and included legend.	All pertinent results reported and in clear and concise manner. Table/figures are labeled appropriately and included legend.	
<b>7 Discussion and Summary</b>	Little or no discussion of project findings/outcomes. Displayed poor grasp of understanding. Conclusion/summary not supported by findings/outcomes.	Major topics or concepts inaccurately described. Considerable relevant discussion missing. Conclusions/summary not entirely supported by findings/outcomes.	Discussion is too brief/excessive, needs to be more concise of major findings/outcomes. Several inaccuracies and omissions. Conclusions/summary generally based on findings/outcomes.	Discussion sufficient and with few errors, though not particularly engaging or thought-provoking. Greater foundation needed from past work in area. Conclusions/summary based on outcomes and appropriate, but included no recommendations.	Brief and concise discussion of major findings/outcomes. Was superior, accurate, engaging, and thought-provoking. Conclusions/summaries and recommendations appropriate and clearly based on outcomes.	
<b>8 Writing Quality</b>	The dissertation lacks clarity and precision. Sentences are poorly constructed and confusing. Word choice, grammar, punctuation, and spelling reflects poor grasp of basic writing conventions. Narrative absent. Incorrect use of 6th edition APA.	The dissertation is unclear throughout. Frequent errors in word choice, grammar, punctuation, and spelling. The narrative discussion lacks focus and coherence. Frequent errors in use of 6th edition APA conventions.	The dissertation is moderately clear. Several errors in word choice, grammar, punctuation, and spelling. The narrative lacks focus. Uneven application of 6th edition APA conventions.	The dissertation is written with clarity and precision. Writing is understandable. Word choice, grammar, punctuation, and spelling are adequate. The narrative is logical and coherent. Mostly correct use of 6th edition APA.	The dissertation is written with great clarity and precision. Each sentence is understandable. Word choice, grammar, punctuation, and spelling are excellent. The narrative is logical and coherent. Correct use of 6th edition APA.	
<b>9 Relationship to Educational Leadership and Program Goals</b>	Fails to demonstrate the goals of the program. Lacks critical analysis of policy and informed decision making. Deficient displays of transformational leadership.	Vaguely demonstrates the goals of the program. Poor critical analysis of policy and informed decision making. Vague displays of transformational leadership.	Moderately demonstrates the goals of the program. Moderate critical analysis of policy and informed decision making. Moderate displays of transformational leadership.	Good demonstration of the goals of the program. Satisfactory critical analysis of policy and informed decision making. Good displays of transformational leadership.	Excellent demonstration of the goals of the program. Excellent critical analysis of policy and informed decision making. Excellent displays of transformational leadership.	

**Comments :**

Student's Name: \_\_\_\_\_ Committee Member's Signatures: \_\_\_\_\_ Date: \_\_\_\_\_