



UNION INSTITUTE & UNIVERSITY

Doctor of Education (Ed.D.) Program

Learner:

Faculty:

A Rubric for the Ed.D. Dissertation

Criteria	Levels of Performance			
	Unacceptable	Developing	Proficient	Exemplary
Title Page	The dissertation does not include a title page.	The dissertation includes a title page but does not comport with UIU requirements	The dissertation includes a title page that generally comports with UIU requirements, but includes omissions / mistakes	The dissertation includes an error-free title page that comports with all UIU requirements.
Introduction	The dissertation does not provide an introduction.	The introduction establishes a context for the literature review.	The introduction establishes a theoretical and empirical context for the literature review.	The introduction is an argument that establishes the context for the literature review. The argument comprises at least one major claim (in the form of a question), the reasons and evidence supporting the claim, any necessary warrants, and acknowledgement and response (i.e., alternative explanations) of the claim.

Problem Statement	The problem statement is confusing and unclear to the point that the author's research intent is unclear. There is no clear linkage to the problem's relation to social justice concern(s).	The problem statement elements are present and the problem statement presents clearly how the practical problem (or theoretical concern) motivates research question(s). A theoretical argument that justifies the research question(s) is clearly presented. The problem statement is linked to social justice concern(s).	The problem statement shows how the practical problem (or theoretical concern) motivates research question(s) and, in turn, the conditions and costs of the research problem. The theoretical argument that results from the development of the research problem justifies the research problem. The problem statement is directly related to social justice concern(s).	The problem statement shows clearly for the reader how the practical problem (or theoretical concern) motivates research question(s) and, in turn, the conditions and costs of the research problem. The theoretical argument that results from the development of the research problem is made clear and explicitly justifies the research problem for the reader. Social justice concern(s) are at the heart of the problem statement.
Purpose Statement	The dissertation does not include a purpose statement.	The dissertation includes a purpose statement that appears to be researchable, but is vague in its intent.	The dissertation includes a purpose statement that is researchable, original, and contributory to either the research literature or to the practice of educational leadership.	The dissertation includes a purpose statement that is clear and comprehensive and is researchable, original, and contributory to both the research literature and to the practice of educational leadership.
Research Question	The dissertation does not include a research question.	The dissertation includes at least one major question.	The dissertation includes at least one major question, and a description of the reasons and evidence supporting the question(s).	The dissertation includes at least one major research question, a clear and comprehensive description of the reasons and evidence supporting the question(s), any necessary statements of rationale, and possible alternative explanations of the question(s).
Significance of the Study / Connection to Social Justice	The dissertation provides no apparent link to issues of social justice.	One or more of the dissertation research questions relate indirectly to issues of social justice.	One or more of the dissertation research questions relate directly to issues of social justice.	The dissertation is structured to allow the learner to make an original contribution to the larger scholarly community such that the work provides new knowledge and creative approaches to leadership as it relates directly to social justice.

Literature Review— Relevance	Basic elements are missing or unclear to the point that the author's evidentiary base is unclear.	Literature that is relevant to the author's developing research agenda is reviewed critically and points to needed "next steps."	Substantial literatures that are relevant to the author's developing theoretical framework are reviewed critically. The introduction and conclusion justify the research problem and methodology.	Literature is evaluated with regard to gaps in the extant research both substantively and methodically. Synthetic claims made in response to questions from the "Critical Analysis Outline" are supported by reasons and warranted evidence that derives from the literature reviewed.
Literature Review— Synthesis	The dissertation fails to account for the author's developing research agenda.	The dissertation accounts for the author's developing research agenda.	Reviewed literature is clearly assessed, critically evaluated, and summarized with reference to research problem and the underlying theoretical framework.	Literature is evaluated with regard to gaps in the extant research both substantively and methodically. Synthetic claims are supported by reasons and warranted evidence that derives from the literature reviewed.
Literature Review— Significance	The dissertation fails to illustrate the author's developing research agenda and does not signify the needed "next steps."	The dissertation illustrates the author's developing research agenda and signifies needed "next steps."	Reviewed literatures—individually and collectively—are clearly assessed, critically evaluated, and summarized in an attempt to support the claim that the research problem and the underlying theoretical framework are important questions to ask.	The claim that the research advances both practice and scholarship is supported by the literature review though arguments built in the dissertation.
Literature Review— Authorship	The dissertation fails clearly the authors' developing research agenda, needed "next steps, and invites feedback regarding the agenda and "next steps."	The dissertation shows clearly the authors' developing research agenda, needed "next steps, and invites feedback regarding the agenda and "next steps."	Language and organizational structure of the dissertation are constructed with the reader clearly in mind. Claims are supported with reasons and warranted evidence & qualifications are cited clearly so that the writer's authority is established.	Arguments are cogent, developed coherently; and demonstrate intellectual rigor and ethical concern for educational practice and scholarship. The author leads the reader through arguments that establish through carefully constructed syntheses, the relevance and significance of the dissertation and the research study it justifies.

Research Methods	Basic elements are missing or unclear to the point that the author's methods are unclear.	Description of research methods includes participants, instruments, materials, procedure, and analyses.	The methods by which data will be collected, analyzed, and interpreted are described and justified in terms of the research question(s) and relevant literature.	The methods by which data will be collected, analyzed, and interpreted are described clearly for and justified to the reader in terms of the research question(s) and relevant literature.
Results	Absence of pertinent results. Table / figures are absent or inappropriate, not labeled, and no legend provided.	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.
Discussion and Summary	Major topics or concepts inaccurately described. Considerable relevant discussion missing. Conclusions / summary not entirely supported by findings / outcomes. Social justice issues are not mentioned in the discussion.	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. Social justice issues are mentioned in the discussion.	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. Social justice issues are addressed in the discussion.	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. Social justice issues are appropriately and comprehensively addressed in the discussion.
Organization of Dissertation	Organizational structure is unclear and does not follow the essential outline of the dissertation.	The basic "chapter structure" of the dissertation is clearly employed.	The organizational structures clearly reflect the chapter structure as well as the section and seriation structures.	The dissertation organizational structures are consistent with best practice and are constructed with the reader clearly in mind.
Quality of Writing	Writing is unclear to the point where reader cannot discern essential elements of the talking paper.	Writing is mechanically correct.	Claims are supported by warranted evidence (with appropriate citations and references) and qualifications are cited clearly so that the writer's authority is established.	Claims are supported by warranted evidence (with appropriate citations and references) and qualifications are cited clearly so that the writer's authority is established for the reader.