

**Ed.D. - Thematic Dissertation in Leadership Practice  
ASSESSMENT RUBRIC – Last Chapters (Chapters 4 -5)**

<b>Sections</b>	<b>Ratings: Above Standards 10-9 points</b>	<b>Ratings: Approaching Standards 8-5 points</b>	<b>Ratings: Below Standards 4 or below points</b>
<b>Writing standards</b>	<ul style="list-style-type: none"> <li>Meets or exceeds standards for scholarly writing</li> </ul>	<ul style="list-style-type: none"> <li>Meets writing standards of doctoral- level writing</li> <li>Effective use of subheadings</li> </ul>	<ul style="list-style-type: none"> <li>Does not meet doctoral-level writing standards</li> </ul>
<b>Use of APA</b>	<ul style="list-style-type: none"> <li>Follows all APA guidelines effectively</li> </ul>	<ul style="list-style-type: none"> <li>Follows most APA guidelines, minor problems do not detract from the scholarship</li> </ul>	<ul style="list-style-type: none"> <li>Does not follow APA guidelines consistently, scholarship is impacted by the problems</li> </ul>
<b>Chapter 4 Introduction/summary</b>	<ul style="list-style-type: none"> <li>Concisely written to capture the interest of the reader and guide the reader to understand the key points</li> </ul>	<ul style="list-style-type: none"> <li>Provides all of the necessary information so that the reader can understand the plan for the chapter</li> </ul>	<ul style="list-style-type: none"> <li>Unclear how the information provided relates to the rest of the chapter</li> <li>Not helpful in guiding the reader</li> </ul>
<b>Responds to research questions</b>	<ul style="list-style-type: none"> <li>The dissertation is very effective in showing the relationships between the research questions or themes and data</li> </ul>	<ul style="list-style-type: none"> <li>The research questions or themes are used to frame the presentation of the data</li> </ul>	<ul style="list-style-type: none"> <li>Relationship between data and research questions or themes is sometimes/or always unclear</li> </ul>
<b>Presents data</b>	<ul style="list-style-type: none"> <li>There is a very rich range of data presented in a manner that is both creative and effective using narrative, tables, and/or figures</li> </ul>	<ul style="list-style-type: none"> <li>Data is presented in a clear, crisp manner that is understandable making effective use of narrative, tables, and/or figures</li> </ul>	<ul style="list-style-type: none"> <li>Some data are presented, but it is disorganized and difficult to understand</li> </ul>
<b>Analysis of data/ findings</b>	<ul style="list-style-type: none"> <li>The analysis uses inferences that connect the data to the research questions and previous research</li> </ul>	<ul style="list-style-type: none"> <li>There is a consistent connection between data and analysis that is both appropriate and clearly discussed</li> </ul>	<ul style="list-style-type: none"> <li>There is not a clear connection between findings and the data presented</li> </ul>
<b>Organization of chapter</b>	<ul style="list-style-type: none"> <li>The chapter is written logically and coherently using the appropriate sequencing and organization</li> </ul>	<ul style="list-style-type: none"> <li>There is an obvious organizational pattern for the chapter that is consistently followed</li> </ul>	<ul style="list-style-type: none"> <li>The narrative fails to consistently follow a pattern of organization that is apparent to the reader</li> </ul>

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Major portions of rubric taken from California State-Fullerton - Carnegie Project

Sections	Ratings: Above Standards 10-9 points	Ratings: Approaching Standards 8-5 points	Ratings: Below Standards 4 or below points
<b>Chapter 5 Overview</b>	<ul style="list-style-type: none"> <li>The overview reviews the key aspects of the dissertation as a platform for the subsequent section of conclusions</li> </ul>	<ul style="list-style-type: none"> <li>The overview provides a concise review of the key aspects of the dissertation</li> </ul>	<ul style="list-style-type: none"> <li>The overview does not completely summarize the necessary aspects of the dissertation</li> </ul>
<b>Conclusions</b>	<ul style="list-style-type: none"> <li>The conclusions are presented in a sophisticated manner that makes crystal clear the relationship between data, analysis and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>There is a close connection between the data, the analysis, and the conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Conclusions are not consistent with all or some of the data or are based on faulty analysis</li> </ul>
<b>Implications</b>	<ul style="list-style-type: none"> <li>Implications present a very well stated argument for how previous research and this dissertation are related to the work of practitioners and scholars</li> </ul>	<ul style="list-style-type: none"> <li>Implications take into account the previous research, data from this study, and how it impacts on the work of practitioner and scholars</li> </ul>	<ul style="list-style-type: none"> <li>Implications are sparse and not well stated</li> </ul>
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>The recommendations show that the researcher is an informed and reflective higher education leader who uses skills of evaluation, analysis, synthesis, and action to ensure excellence and equity in educational practice as he/she serves as stewards to the education community</li> </ul>	<ul style="list-style-type: none"> <li>Recommendations show critical analysis of the data and focus on how to improve educational practice</li> </ul>	<ul style="list-style-type: none"> <li>Recommendations not/or weakly supported by findings/data</li> </ul>
<b>Appendix</b>	<ul style="list-style-type: none"> <li>The quality of the presentation of the items is exceptional</li> </ul>	<ul style="list-style-type: none"> <li>The items are clearly identified and necessary for the dissertation</li> </ul>	<ul style="list-style-type: none"> <li>Either essential items are missing, or the appendix has been overloaded with trivial material</li> </ul>

**Writing Standards**

TRAIT	A	B	C	D	F
<b>Logic &amp; Organization</b>	<ul style="list-style-type: none"> <li>Develops ideas cogently</li> <li>Organizes ideas logically within paragraphs and connects them with effective transitions</li> <li>Clear and logically consistent organization relating all ideas together</li> </ul>	<ul style="list-style-type: none"> <li>Develops unified and coherent ideas within paragraphs with generally adequate transitions</li> <li>Clear overall organization relating most ideas together</li> </ul>	<ul style="list-style-type: none"> <li>Develops and organizes ideas in paragraphs that are not necessarily connected with transitions</li> <li>Some overall organization, but some ideas may seem illogical and/or unrelated</li> </ul>	<ul style="list-style-type: none"> <li>Does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions</li> <li>Uneven or ineffective overall organization</li> </ul>	<ul style="list-style-type: none"> <li>Does not develop ideas cogently, organize them logically within paragraphs and connect them with clear transitions</li> <li>Uneven and ineffective overall organization</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>Ample, relevant, concrete evidence and persuasive support for every debatable assertion</li> <li>Uses multiple, reliable sources which are assessed critically</li> <li>Maintains own voice</li> </ul>	<ul style="list-style-type: none"> <li>Relevant, concrete evidence and persuasive support for most debatable assertions</li> <li>Uses multiple or reliable sources which are not always assessed critically</li> </ul>	<ul style="list-style-type: none"> <li>Merely adequate evidence and support for most assertions</li> <li>Uses single or multiple sources, which may be unreliable and used uncritically</li> </ul>	<ul style="list-style-type: none"> <li>Weak evidence and persuasive support</li> <li>Uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary</li> </ul>	<ul style="list-style-type: none"> <li>Little or no evidence or support connected to essay's topic or claim, relies solely on author's experiences, questionable sources</li> <li>Outside the genre of academic prose</li> </ul>
<b>Citations</b>	<ul style="list-style-type: none"> <li>Research support quoted, paraphrased, and cited, and well-integrated into prose</li> </ul>	<ul style="list-style-type: none"> <li>Research support correctly quoted, cited, and paraphrased</li> </ul>	<ul style="list-style-type: none"> <li>Research support adequately quoted, cited, and paraphrased</li> </ul>	<ul style="list-style-type: none"> <li>Research support incorrectly quoted, cited, and paraphrased</li> </ul>	<ul style="list-style-type: none"> <li>Research support incorrectly quoted, cited, and paraphrased</li> </ul>

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<b>TRAIT</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Control of Language</b>	<ul style="list-style-type: none"><li>• Exact control of language, including effective word choice and sentence variety</li><li>• Superior facility with the conventions of standard written English</li></ul>	<ul style="list-style-type: none"><li>• Clear and effective control of language, including word choice and sentence variety</li><li>• Competence with the conventions of standard written English</li></ul>	<ul style="list-style-type: none"><li>• Intermittent control of language, including word choice and sentence variety</li><li>• Minor errors in standard written English</li></ul>	<ul style="list-style-type: none"><li>• Intermittent control of language, including word choice and sentence variety</li><li>• Major errors in standard written English</li><li>• English impeding understanding</li></ul>	<ul style="list-style-type: none"><li>• Poor control of language, includes problems with word choice and sentence structure</li><li>• Frequent errors in standard written English</li></ul>
<b>Presentation Quality</b>	<ul style="list-style-type: none"><li>• Looks sharp</li><li>• Very professional</li></ul>	<ul style="list-style-type: none"><li>• Attractive, quality presentation</li></ul>	<ul style="list-style-type: none"><li>• Neat, no problems</li></ul>	<ul style="list-style-type: none"><li>• Some problems with appearance</li></ul>	<ul style="list-style-type: none"><li>• Very poor quality, shows little pride in the presentation of the work</li></ul>
<b>Analysis</b>	<ul style="list-style-type: none"><li>• Sophisticated and complex</li></ul>	<ul style="list-style-type: none"><li>• Shows understanding of interrelationships, thoughtful</li></ul>	<ul style="list-style-type: none"><li>• Show a grasp of course content</li></ul>	<ul style="list-style-type: none"><li>• Presents only facts, parrots textbook, logical fallacies</li></ul>	<ul style="list-style-type: none"><li>• No analysis</li></ul>