

Graduate School of Education: Doctor of Education in Educational Leadership
Comprehensive Core Examination Rubric

Student _____ Faculty Reviewer _____ Date of oral presentation/evaluation: _____
 Score each dimension within each element by circling the appropriate level of performance. Unsatisfactory =1; Emerging= 2; Proficient = 3; Exemplary = 4. No partial scores.

Element A: Identifies and contextualizes a significant problem of practice

Dimension	Unsatisfactory	Emerging	Proficient	Exemplary
Background of the problem				
A1. Identifies a problem of practice and recognizes its boundaries	Alludes to a situation where a problem might exist.	Describes an educational situation and alludes to a problem.	Identifies the problem and alludes to its boundaries	Clearly identifies the problem and its boundaries
A2. Describes the context of the problem of practice	Provides vague descriptions of context of problem and does not situate in larger context.	Vaguely situates the problem in its historical, social, and/or cultural context(s)	Generally situates the problem in at least one of its relevant historical, social, and/or cultural context(s)	Clearly situates the problem through an analysis of its historical, social, and/or cultural context(s)
A3. Validates problem exists	Provides no evidence that a problem exists.	Provides minimal evidence that the problem exists.	Generally describes the existence of the problem	Draws upon multiple sources of information to substantiate the existence of the problem
A4. Defines key concepts and terms relevant to the problem of practice	No evidence that key terms are identified or defined.	Attempts to define the relevant concepts and terms.	Defines key concepts and terms and begins to explain their relevance to the problem	Clearly defines and explains the key concepts and terms and their relevance to the problem
Educational significance				
A5. Analyzes educational significance of the problem of practice	Unable to make a case that the problem has any educational significance or ignores educational significance.	Minimally describes the significance of the problem.	Generally explains the educational significance of the problem	Clearly delineates the educational significance of the problem, including issues of equity

Element B: Analyzes the problem using appropriate theoretical frameworks and critiques their application to the problem

Principles and Practices of Learning

	Unsatisfactory	Emerging	Proficient	Exemplary
B1. Identifies theoretical framework(s) relevant to the problem	Selects inappropriate theoretical framework and/or makes no connection to the problem.	Identifies framework(s) with incomplete connection to the problem	Identifies relevant theoretical framework(s)	Clearly identifies relevant theoretical framework(s) and provides a rationale for selection
B2. Uses theoretical framework(s) to analyze the problem	Inaccurate definition and description of theoretical framework with no connection to the problem.	Summarizes theoretical framework(s) without clear connection to the problem	Connects theoretical framework(s) to the problem	Insightfully uses theoretical frameworks to analyze the problem
B3. Critiques the theoretical frameworks as they relate to the problem	Does not examine nor critique any of the assumptions of the theoretical framework.	Begins to question assumptions of theoretical framework(s) in relationship to the problem	Generally questions assumptions of theoretical framework(s) without examining how these assumptions may hinder understanding the problem	Specifically questions the assumptions of the theoretical frameworks and how these assumptions may hinder understanding the problem
B4. Articulates the implications of analysis	Does not include implications of theoretical framework in reference to the problem.	Summarizes the problem and alludes to the implications of the analysis for practice	Demonstrates an understanding of the problem and begins to articulate the implication of the analysis for practice	Demonstrates deeper understanding of the problem and clearly articulates the implication of the analysis for practice

Element C: Analyzes the problem using appropriate theoretical frameworks and critiques their application to the problem

Organizational Leadership Theory and Research in Education

	Unsatisfactory	Emerging	Proficient	Exemplary
C1. Identifies theoretical framework(s) relevant to the problem	Selects inappropriate theoretical framework and/or makes no connection to the problem.	Identifies framework(s) with incomplete connection to the problem	Identifies relevant theoretical framework(s)	Clearly identifies relevant theoretical framework(s) and provides a rationale for selection
C2. Uses theoretical framework(s) to analyze the problem	Inaccurate definition, description of theoretical framework	Summarizes theoretical framework(s) without clear connection to the problem	Connects theoretical framework(s) to the problem	Insightfully uses theoretical frameworks to analyze the problem
C3. Critiques the theoretical frameworks as they relate to the problem	Does not examine nor critique any of the assumptions of the theoretical framework.	Begins to question assumptions of theoretical framework(s) in relationship to the problem	Generally questions assumptions of theoretical framework(s) without examining how these assumptions may hinder understanding the problem	Specifically questions the assumptions of the theoretical frameworks and how these assumptions may hinder understanding the problem
C4. Articulates the implications of analysis	Does not include implications of theoretical framework in reference to the problem.	Summarizes the problem and alludes to the implications of the analysis for practice	Demonstrates an understanding of the problem and begins to articulate the implication of the analysis for practice	Demonstrates deeper understanding of the problem and clearly articulates the implication of the analysis for practice

Element D: Analyzes the problem using appropriate theoretical frameworks and critique their application to the problem

Educational Policy and Politics

	Unsatisfactory	Emerging	Proficient	Exemplary
D1. Identifies theoretical framework(s) relevant to the problem	Selects inappropriate theoretical framework and/or makes no connection to the problem.	Identifies framework(s) with incomplete connection to the problem	Identifies relevant theoretical framework(s)	Clearly identifies relevant theoretical framework(s) and provides a rationale for selection
D2. Uses theoretical framework(s) to analyze the problem	Inaccurate definition and description of theoretical framework with no connection to the problem.	Summarizes theoretical framework(s) without clear connection to the problem	Connects theoretical framework(s) to the problem	Insightfully uses theoretical frameworks to analyze the problem
D3. Critiques the theoretical frameworks as they relate to the problem	Does not examine nor critique any of the assumptions of the theoretical framework.	Begins to question assumptions of theoretical framework(s) in relationship to the problem	Generally questions assumptions of theoretical framework(s) without examining how these assumptions may hinder understanding the problem	Specifically questions the assumptions of the theoretical frameworks and how these assumptions may hinder understanding the problem
D4. Articulates the implications of analysis	Does not include implications of theoretical framework in reference to the problem.	Summarizes the problem and alludes to the implications of the analysis for practice	Demonstrates an understanding of the problem and begins to articulate the implication of the analysis for practice	Demonstrates deeper understanding of the problem and clearly articulates the implication of the analysis for practice

Element E: Draws Conclusions and Recommends Actions with Respect to the Analysis of the Problem

	Unsatisfactory	Emerging	Proficient	Exemplary
E1. Synthesizes the preceding analyses	No synthesis evident	Summarizes the preceding analyses	States a logical conclusion based on the preceding analyses	Synthesizes the preceding analyses into a more complex understanding or reframing of the problem
E2. States recommendations for action	Lacks recommendations for action.	States recommendations which are not clearly connected to the synthesis	States recommendations which are a logical outgrowth of the synthesis	States recommendations which are a logical outgrowth of the synthesis and sensitive to the contextual, ethical, and cultural dimensions of the problem
E3. Reflects on personal agency as a leader	No evidence of personal agency in addressing the problem.	Externalizes the problem without identifying what the doctoral candidate can do about it as a leader	Identifies what the doctoral candidate can do as a leader based on the recommendations	Identifies what the doctoral candidate can do as a leader based on the recommendations, acknowledging a personal role in the problem and its solution

Element F: Written Communication

	Unsatisfactory	Emerging	Proficient	Exemplary
F1. Coherent and convincing argument with substantive support for claims	Lacks coherent argument.	Begins to make a coherent argument and build support for claims	Makes a coherent and convincing argument and builds support for claims with evidence	Makes a coherent and convincing argument by consistently supporting claims with credible, relevant, and substantive evidence
F2. Organization	Attempts to use organizational structures but inconsistent use of headings, transitions between chapters leads to disorganized paper. Difficult for the reader to follow.	Begins to use organizational structures (introduction, headings for each core area with clear transitions, sequenced material within the body, and conclusion) within the paper	Consistently uses organizational structures (introduction, headings for each core area with clear transitions, sequenced material within the body, and conclusion) within the paper	Skillfully uses organizational structures (introduction, headings for each core area with clear transitions, sequenced material within the body, and conclusion) within the paper
F3. Mechanics	Makes frequent errors in sentence structure, grammar, punctuation and/or spelling that affects understanding.	Makes errors in sentence structure, grammar, punctuation, and/or spelling that impede understanding	Makes minor errors in sentence structure, grammar, punctuation, and/or spelling that do not impede understanding	Demonstrates detailed attention to mechanics including sentence structure, grammar, punctuation, and spelling
F4. Citations	No evidence of use of APA in text or references.	Inconsistently uses APA style in text citations and references	Generally uses correct APA style in text citations and references	Consistently uses correct APA style in text citations and references
F5. Bias in language usage	No evidence of use of APA conventions to reduce bias.	Inconsistently uses APA style conventions to reduce bias in language	Generally adheres to APA style conventions to reduce bias in language	Consistently adheres to APA style conventions to reduce bias in language

Overall assessment (please initial below)

_____ Pass _____ Not Yet Satisfactory* _____ No Pass

*Recommendations for additional work: