

Public Defense Rubric
Form E

Student Name: _____

Completed by: _____

Date: _____

This form is intended for use by members of the student's supervisory committee in evaluating the student's written dissertation and oral defense. A check in any one box in the "Does Not Meet Expectations" column, for any attribute, constitutes a failing evaluation. Please complete all three pages.

I have read the dissertation entitled _____

_____, submitted by

_____. The dissertation meets the scholarly criteria outlined below and has been
(Dissertation author's name)

satisfactorily defended by the author in public oral examination. I recommend that the dissertation be accepted as partial fulfillment toward the Doctor of Philosophy degree in Nursing.

_____ Date: _____

Committee Member Signature

Evaluation of Dissertation

Attribute	Does Not Meet Expectations	Meets Expectation	Exceeds Expectations
Overall quality of science	<input type="checkbox"/> Objectives are poorly defined. <input type="checkbox"/> Does not reflect understanding of subject matter and associated literature. <input type="checkbox"/> Demonstrates poor understanding of theoretical concepts. <input type="checkbox"/> Study has major flaws in design and/or use of analytical methods. <input type="checkbox"/> Results/findings are either inaccurately or ineffectively presented. <input type="checkbox"/> Results/findings do not support study conclusions. <input type="checkbox"/> Argumentation is often incorrect, incoherent, or flawed.	<input type="checkbox"/> Objectives are clear. <input type="checkbox"/> Reflects appropriate understanding of subject matter and associated literature. <input type="checkbox"/> Demonstrates understanding of theoretical concepts. <input type="checkbox"/> Study is free of major flaws in design and use of analytical methods. <input type="checkbox"/> Results/findings are accurate and effectively presented. <input type="checkbox"/> Results/findings provide adequate support for study conclusions. <input type="checkbox"/> Argumentation is coherent, clear, and correct.	<input type="checkbox"/> Objectives are well defined. <input type="checkbox"/> Exhibits mastery of subject matter and associated literature. <input type="checkbox"/> Demonstrates mastery of theoretical concepts. <input type="checkbox"/> Study demonstrates superior design and excellent use of analytical methods. <input type="checkbox"/> Accuracy and presentation of findings is outstanding. <input type="checkbox"/> Results/findings provide strong support for study conclusions <input type="checkbox"/> Argumentation is superior. <input type="checkbox"/> Demonstrates mature, critical thinking skills.

	<input type="checkbox"/> Demonstrates rudimentary critical thinking skills. <input type="checkbox"/> Demonstrates limited originality, creativity, and insight.	<input type="checkbox"/> Demonstrates average critical thinking skills. <input type="checkbox"/> Demonstrates originality, creativity, and insight.	<input type="checkbox"/> Demonstrates exceptional originality, creativity, and insight.
Comments:			
Contribution to field of study	<input type="checkbox"/> Limited evidence of discovery. <input type="checkbox"/> Limited expansion upon previous research. <input type="checkbox"/> Limited theoretical or applied significance. <input type="checkbox"/> Limited publication potential.	<input type="checkbox"/> Some evidence of discovery. <input type="checkbox"/> Builds upon previous research. <input type="checkbox"/> Reasonable theoretical or applied significance. <input type="checkbox"/> Reasonable publication potential.	<input type="checkbox"/> Exceptional evidence of discovery. <input type="checkbox"/> Greatly expands previous research. <input type="checkbox"/> Exceptional theoretical or applied significance. <input type="checkbox"/> Exceptional publication potential.
Comments:			
Quality of writing	<input type="checkbox"/> Writing is difficult to follow. <input type="checkbox"/> Organization is poor. <input type="checkbox"/> Documentation is poor. <input type="checkbox"/> Excessive grammatical and spelling errors.	<input type="checkbox"/> Writing is adequate. <input type="checkbox"/> Organization is logical. <input type="checkbox"/> Documentation is adequate. <input type="checkbox"/> Some grammatical and spelling errors.	<input type="checkbox"/> Writing is publication quality. <input type="checkbox"/> Organization is excellent. <input type="checkbox"/> Documentation is excellent. <input type="checkbox"/> Virtually no grammatical and spelling errors.
Comments:			
Overall Comments:			

Evaluation of Oral Defense

Attribute	Does Not Meet Expectations	Meets Expectation	Exceeds Expectations
Overall quality of oral presentation	<input type="checkbox"/> Poor organization. <input type="checkbox"/> Poor public presentation skills. <input type="checkbox"/> Poor use of presentation materials. <input type="checkbox"/> Poor quality of presentation materials.	<input type="checkbox"/> Adequate organization. <input type="checkbox"/> Good public presentation skills. <input type="checkbox"/> Adequate use of presentation materials. <input type="checkbox"/> Adequate quality of presentation materials.	<input type="checkbox"/> Superior organization. <input type="checkbox"/> Excellent public presentation skills. <input type="checkbox"/> Professional use of presentation materials. <input type="checkbox"/> Outstanding quality of presentation materials.
Comments:			

Overall breadth of knowledge	<input type="checkbox"/> Presentation exhibits critical weaknesses in student's depth of knowledge in subject matter. <input type="checkbox"/> Presentation does not exhibit student's ability to recognize implications of the study in their field. <input type="checkbox"/> Presentation does not reflect well developed critical thinking skills.	<input type="checkbox"/> Presentation exhibits student's acceptable depth of knowledge in subject matter. <input type="checkbox"/> Presentation exhibits student's ability to recognize implications of the research in their field. <input type="checkbox"/> Presentation reveals above average critical thinking skills.	<input type="checkbox"/> Presentation exhibits student's exceptional depth of knowledge in subject matter. <input type="checkbox"/> Presentation exhibits student's ability to recognize implications of the research in their field and interconnections with other fields. <input type="checkbox"/> Presentation reveals highly developed critical thinking skills.
Comments:			
Quality of response to questions	<input type="checkbox"/> Responses are incomplete or poorly supported. <input type="checkbox"/> Respondent fails to defend against challenges to one or more major elements of the dissertation work. <input type="checkbox"/> Responses do not meet level expected of Ph.D. graduate.	<input type="checkbox"/> Responses are complete and well-reasoned. <input type="checkbox"/> Respondent adequately defends against any challenges to major elements of the dissertation work. <input type="checkbox"/> Responses meets level expected of Ph.D. graduate.	<input type="checkbox"/> Responses are exceptionally well-reasoned and supported. <input type="checkbox"/> Respondent eloquently defends against any challenges to major elements of the dissertation work. <input type="checkbox"/> Responses exceed level expected of Ph.D. graduate.
Comments:			
Overall Comments:			