Dissertation Rubric

Student: __________________________

Committee Chair: __________________

First Reader: ______________________

Second Reader: ____________________

I. Learning Goals

- Students will present an original thesis in response to a question of significance to the field of historical theology.
- Students will craft a dissertation of substantial length that logically and persuasively argues in defense of the thesis.
- Students will demonstrate a critical grasp of major issues and themes in the field of historical theology and of relevance to the particular question that drives the thesis.
- Students will make an original contribution to the field of historical theology.

II. Instructions

- Read dissertation.
- Using the rubric key, evaluate the dissertation and provide a total score.

III. Rubric Indicator

<table>
<thead>
<tr>
<th>A. Foundational Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of the Question</td>
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<tr>
<td>- Articulates a question that has not yet been answered or has been answered inadequately</td>
</tr>
<tr>
<td>- Articulates a question that can be answered</td>
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<tr>
<td>- Articulates a question that deserves a dissertation-length response</td>
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<tr>
<td>Thesis</td>
</tr>
<tr>
<td>- Directly answers the question</td>
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<tr>
<td>- Clear and concise</td>
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<tr>
<td>- Advances the field of historical theology</td>
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<tr>
<td>- Oriented and drives the structure of the dissertation</td>
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<tr>
<td>State of the Question/Literature Review</td>
</tr>
<tr>
<td>- Reviews literature in English and other languages</td>
</tr>
<tr>
<td>- Identifies schools, trends, patterns, or other relationships in the existing scholarship</td>
</tr>
<tr>
<td>- Recognizes relative significance of various scholarly contributions</td>
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</tbody>
</table>

Rubric Key

5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable
Primary Sources
- Identifies diverse types of sources (if applicable)
- Demonstrates use of sources in their original language
- Places logical and coherent limit on sources
- Demonstrates knowledge and use of unpublished sources (if applicable)
- Critically assesses published primary sources

Method
- Articulates coherent method that fits the sources and thesis
- Situates method in the context of existing scholarship

B. Formal Elements

Style
- Employs clear, correct English grammar and syntax
- Employs accurate vocabulary and technical terminology appropriate to the question
- Effectively transitions from section to section, chapter to chapter, etc.

Organization and Argumentation
- Outlines the structure of the argument proposed in defense of the thesis
- Adheres to the outline given
- Presents appropriate and persuasive evidence in defense of the thesis
- Constructs a logical argument in defense of the thesis on the basis of evidence presented
- Demonstrates significance of thesis to the field of historical theology

C. Functional Elements

Formatting
- Employs footnotes formatted in Chicago Style and according to the conventions of the discipline
- Includes footnotes containing original text from foreign-language sources that have been translated into English in the body of the dissertation
- Includes appendices (if applicable) presenting relevant documentary materials, datasets, etc.

Bibliography
- Follows Chicago Style and the conventions of the discipline for bibliographic citations
- Separates primary and secondary sources into discrete sections
- Includes all sources cited in notes and appendices, as well as other works consulted
- Arranges citations in alphabetical order

Total Score

IV. Evaluation Score (Please List Number Score) ______

V. Evaluation Possibilities for the Dissertation
- Pass with Distinction (a score of 40 or above)
- Pass (a score of 27 or above)
- Fail (a score of 26 or below, with option for one retake)

________________________________________  __________________________________________
Faculty Name                                           Faculty Signature