

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.

Rubric Key

- 5 = Outstanding
 4 = Very Good
 3 = Acceptable
 2 = Needs Work
 1 = Unacceptable

III. Rubric Indicator

A. Foundational Elements	
Statement of the Question <ul style="list-style-type: none"> • Articulates a question that has not yet been answered or has been answered inadequately • Articulates a question that can be answered • Articulates a question that deserves a dissertation-length response 	
Thesis <ul style="list-style-type: none"> • Directly answers the question • Clear and concise • Advances the field of historical theology • Orients and drives the structure of the dissertation 	
State of the Question/Literature Review <ul style="list-style-type: none"> • Reviews literature in English and other languages • Identifies schools, trends, patterns, or other relationships in the existing scholarship • Recognizes relative significance of various scholarly contributions 	

<p>Primary Sources</p> <ul style="list-style-type: none"> • 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sources in their original language • Places logical and coherent limit on sources • Demonstrates knowledge and use of unpublished sources (if applicable) • Critically assesses published primary sources 	
<p>Method</p> <ul style="list-style-type: none"> • Articulates coherent method that fits the sources and thesis • Situates method in the context of existing scholarship 	
B. Formal Elements	
<p>Style</p> <ul style="list-style-type: none"> • 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. 	
<p>Organization and Argumentation</p> <ul style="list-style-type: none"> • 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	
<p>Formatting</p> <ul style="list-style-type: none"> • 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. 	
<p>Bibliography</p> <ul style="list-style-type: none"> • 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