

PhD in Music Education SLO Rubric

SLO	Source of Evidence	Item	1 Unsatisfactory	2 Developing	3 Accomplished (Target)	4 Exceptional
1 Knowledge	Written and oral qualifying exams	Content knowledge related to music education, music teacher education, and music education research	Displays little understanding of essential content knowledge related to music education, music teacher education, and music education research.	Displays some familiarity with essential content knowledge related to music education, music teacher education, and music education research, however there are gaps in the knowledge base.	Displays robust content knowledge related to music education, music teacher education, and music education research.	Displays extensive, comprehensive content knowledge related to music education, music teacher education, and music education research.
1 Knowledge	Written and oral qualifying exams	Knowledge coherence and organization	Content knowledge related to music education, music teacher education, and music education research, is not organized and does not demonstrate an understanding of relationships among topics and concepts.	Content knowledge related to music education, music teacher education, and music education research lacks some coherency and/or does not demonstrate an understanding of relationships among topics and concepts	Content knowledge related to music education, music teacher education, and music education research is coherent and demonstrates an understanding of relationships among topics and concepts	Content knowledge related to music education, music teacher education, and music education research is coherent and demonstrates a deep and/or insightful understanding of relationships among topics and concepts.
2 Skills	Dissertation defense – document and discussion	Examination of questions in music education through the collection and analysis of data that results in informed conclusions.	Describes data, but does not properly analyze it to reveal patterns, differences, or similarities. States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.	Analyzes data, but the analysis is incomplete or insufficient to reveal important patterns, differences, or similarities. States a general conclusion that, because it is so general, also applies	Analyzes data to reveal important patterns, differences, or similarities related to focus. States a conclusion clearly grounded in the inquiry findings.	Analyzes and synthesizes data to reveal insightful patterns, differences, or similarities related to focus. States a conclusion that is a logical extrapolation from the inquiry findings.

				beyond the scope of the inquiry findings.		
2 Skills	Dissertation defense – document and discussion	Writing quality	Many errors in use of conventions essential to scholarly writing in music education, which may include organization, content, presentation, formatting, and stylistic choices.	Inconsistency in use of conventions essential to scholarly writing in music education, which may include organization, content, presentation, formatting, and stylistic choices.	Consistent and appropriate use of conventions essential to scholarly writing in music education, including organization, content, presentation, formatting, and stylistic choices.	Consistent and skillful use of conventions essential to scholarly writing in music education, including organization, content, presentation, formatting, and stylistic choices.
3 Professional Behavior	Dissertation defense and presentation	Verbal Communication	Poor verbal communication and listening skills accompanied by a lack of self-awareness of impact on others.	Inconsistent and sometimes unclear communication of ideas. Can sometimes listen to the ideas of others and respond to them.	Communicates effectively and explains ideas clearly. Actively listens to others and responds appropriately, reflecting a personal understanding of the viewpoint expressed.	Consistent clear, coherent, communication that balances listening and responding. Synthesizes what has been heard and evaluates or elaborates in responses to others ideas offering alternative perspectives.
3 Professional Behavior	Dissertation defense and presentation	Supporting Materials	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, media) used to support the presentation and/or establish the	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, media) partially support the presentation and/or establish the	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, media) support the presentation and/or establish the	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, media) support the presentation and/or

			presenter's credibility/authority on the topic.	presenter's credibility/authority on the topic.	presenter's credibility/ authority on the topic.	establish the presenter's credibility/ authority on the topic.
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