

## Rubric for Assessment of the Special Project Capstone Project

Student's Name \_\_\_\_\_

SCSU ID # \_\_\_\_\_

Faculty Assessors \_\_\_\_\_

<b>CRITERIA</b>	<b>UNACCEPTABLE (1)</b>	<b>ACCEPTABLE (2)</b>	<b>TARGET (3)</b>
<b>Definition of Project/ Introduction</b>	Introduction does not clearly explain the nature and structure of the capstone, its rationale and relevance to discipline.	Introduction clearly presents the capstone, its nature, relevance and structure.	Introduction makes strong case for the value the capstone provides to the discipline, as well as presenting its nature and structure.
<b>Thesis/Argument</b>	Argument is unclear, inconsistent, inappropriate, or not suitably original.	Argument is appropriate, clearly presented, consistently applied, and suitably original.	Argument is clear, consistent, sophisticated, and strikingly original.
<b>Familiarity with/Grounded in Literature. Knowledgeable of the current state of the discipline</b>	Does not indicate familiarity with literature; has large gaps and shows little grounding of the capstone in the literature. No substantive engagement.	Displays familiarity with reasonably full range of literature; demonstrates an appropriate grounding and engagement with the literature.	Displays impressive familiarity with full range of and grounding in literature; engages with it substantively and productively.
<b>Methodology or Plans for the Project</b>	Methodology is not clearly presented, not appropriately or adequately applied to capstone.	Methodology is clearly presented, relevant and appropriately applied to capstone.	Methodology and project are mutually enriching.
<b>Results/Findings/ Demonstration of Thesis Argument and Claims</b>	Outcomes minimally address research questions and fail to demonstrate its claims persuasively. Presentation minimally addresses research questions; structure reflects a lack of organization, detail, understanding and/or accuracy.	Outcomes address research questions. Presentation of evidence uses argumentation and is reasonably persuasive in making connections with research ideas.	Outcomes thoroughly address research questions. Presentation of evidence conveys a mastery of argumentation. Structure provides a coherent and clear focus of new understandings.

<b>Summary/ Conclusion or closing argument</b>	Capstone summary is minimally supported by results and/or findings; exhibits a lack of original ideas, personal interpretation of findings, and/or an inability to draw an inventive synopsis.	Summary sufficiently supported by results and/or findings while adequately and accurately summarizing the capstone.	Summary presents carefully analyzed information to present inventive and originally developed decisions and/or conclusions supported by results and/or findings.
<b>Bibliography/ References</b>	Lack of proper format and limited details with many sources missing or incomplete.	Bibliography/References are mostly complete and correctly formatted. Capstone contains a variety of sources.	Bibliography/References are complete (all sources shown) and correctly formatted; inserted to validate evidence.
<b>Writing</b>	Writing is unclear, distracts from meaning, is not at appropriate level, or contains excessive errors.	Writing is clear and appropriately sophisticated, with virtually no errors, and supports meaning.	Writing is at or near professional level, has no errors, and enhances meaning.

MARKS for each criteria: 3, 2.5, 2, 1.5, 1, .5, 0

**OVERALL ASSESSMENT OF SPECIAL PROJECT:**

**NO PASS:** Any single criteria rated below 2, regardless of overall average of all criteria.

**PASS:** Overall average of criteria is 2.0 or better with no single criteria rated below 2.

**HIGH PASS:** 3 in all criteria.

Overall Score: \_\_\_\_\_ Pass \_\_\_\_\_ High Pass \_\_\_\_\_ No Pass