**FORM 4 THESIS/SPECIAL PROJECT RUBRIC**

Student’s Name

ID #

Faculty Assessors

**Thesis/Special Project Rubric**

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| **Capstone Rubric****(Plans A/C/E)** | **Does Not Meet****Expectations (1)** | **Meets Expectations (2)** | **Exceeds Expectations (3)** |
| **1.** Definition ofProject/Introduction Or Statement of Hypothesis | Introduction does notclearly explain the nature and structure of the capstone, its rationale and relevance to discipline. | Introduction clearly presentsthe capstone, its nature, relevance and structure. | Introduction makes strongcase for the value the capstone provides to the discipline, as well as presenting itsnature and structure. |
| **2.** Thesis/Argument | 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. |
| **3.** Familiarity with/Grounded inLiterature. Knowledgeable of the current state of discipline | Does not indicatefamiliarity with literature;has large gaps and shows little grounding of the capstone in the literature. No substantive engagement. | Displays familiarity withreasonably full range of literature; demonstrates anappropriate grounding and engagement with the literature. | Displays impressivefamiliarity with full rangeof and grounding in literature; engages with it substantively and productively. |
| **4.** Methodology orPlans for the Project | Methodology is notclearly presented, not appropriate or not adequately applied to capstone. | Methodology is clearlypresented, relevant and appropriately applied to capstone. | Methodology and project aremutually enriching. |
| **5.** Results/Findings/Demonstration of Thesis Argument and Claims | Outcomes minimallyaddress research questions and fail to demonstrate its claims persuasively. Presentation minimally addresses research questions; structurereflects a lack of organization, detail, understanding and/or accuracy. | Outcomes address researchquestions. Presentation of evidence uses argumentation and is reasonably persuasive in making connections with research ideas. | Outcomes thoroughly addressresearch questions. Presentation of evidence conveys a mastery of argumentation. Structure provides a coherent andclear focus of new understandings. |
| **6.** Summary/Conclusion or closing argument | Capstone summary isminimally 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 sufficientlysupported by results and/or findings while adequately and accurately summarizing the capstone. | Summary presents carefullyanalyzed information to present inventive and originally developed decisions and/or conclusions supported by results and/or findings. |
| **7.** Bibliography/References | Lack of proper format andlimited details with many sources missing or incomplete. | Bibliography/References aremostly complete andcorrectly formatted. Capstone contains a variety of sources. | Bibliography/References arecomplete (all sources shown) and correctly formatted; inserted to validate evidence. |
| **8.** Writing | Writing is unclear,distracts from meaning, is not at appropriate level, or contains excessive errors. | Writing is clear andappropriately sophisticated, with virtually no errors, and supports meaning. | Writing is at or nearprofessional level, has no errors, and enhances meaning. |

TOTALS:

**OVERALL SCORE:**