**FORM 4 THESIS/SPECIAL PROJECT RUBRIC**

Student’s Name

ID #

Faculty Assessors

**Thesis/Special Project Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Capstone Rubric**  **(Plans A/C/E)** | **Does Not Meet**  **Expectations (1)** | **Meets Expectations (2)** | **Exceeds Expectations (3)** |
| **1.** Definition of  Project/Introduction Or Statement of Hypothesis | 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. |
| **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 in  Literature. Knowledgeable of the current state of discipline | 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. |
| **4.** Methodology or  Plans for the Project | Methodology is not  clearly presented, not appropriate or not adequately applied to capstone. | Methodology is clearly  presented, relevant and appropriately applied to capstone. | Methodology and project are  mutually enriching. |
| **5.** Results/Findings/  Demonstration of Thesis Argument and Claims | 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. |
| **6.** Summary/  Conclusion or closing argument | 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. |
| **7.** Bibliography/  References | 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. |
| **8.** Writing | 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. |

TOTALS:

**OVERALL SCORE:**