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**CAPSTONE EXPERIENCE/THESIS EVALUATION RUBRIC**

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| **Scholarly/**  **Intellectual/**  **Creative Merit (50%)** | **POOR/FAIL** | **PASS** | **PASS WITH HONORS** | **PASS WITH DISTINCTION** |
| *Rationale* | no clear rationale or a weak rationale for the project | some rationale presented, begins to motivate the work | provides and discusses a suitable rationale | persuasive and creative rationale |
| *Complexity in Framing Topic* | frames complex questions as simple ones | invests question with some complexity, may over simplify or over extend | reasonable balance between focus and complexity | frames the topic with a full appreciation of its complexity while retaining appropriate focus |
| *Approach/*  *Methodology* | not clear what was done or why, or an inappropriate method | approach is generally appropriate and properly executed | clearly described and justified, well-chosen and appropriate, and well-executed | creative and sophisticated methods |
| *Scholarly Content* | author does not demonstrate awareness of appropriate scholarship, may over rely on too few sources | author demonstrates a reasonable awareness of appropriate scholarship | author demonstrates broad awareness and situates own work within the appropriate scholarship | author demonstrates a broad awareness of appropriate scholarship, situates own work within the appropriate scholarship, and makes contributions to the field, or identifies a new direction for investigation |
| *Position* | does not take a clear or defensible position or draw a clear conclusion | clearly describes, or begins to support, test, extend, or critique a position that is already in previous scholarship | thoroughly and effectively supports, tests, extends, or critiques a position that is already in previous scholarship | develops a clear and defensible position of his/her own, draws a significant conclusion |
| *Argument* | weak, invalid, or no argument, perhaps a simple assertion | Some arguments valid and well-supported, some not | main arguments valid, systematic,  and well supported | arguments both well supported and genuinely compared to conflicting explanations |
| *Use of Data/*  *Evidence* | draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented | some appropriate use of evidence but uneven | feasible evidence appropriately selected and not over interpreted | fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive |
| *Insight, Seeing Patterns and Connections* | treats related ideas or data as unrelated, or draws weak or simplistic connections | begins to establish connections and perceive implications of the material | brings together related data or ideas in productive ways, thoroughly discusses implications of material | develops insightful connections and patterns that require intellectual creativity |
| **Writing Style and Quality (30%)** | **POOR/FAIL** | **PASS** | **PASS WITH HONORS** | **PASS WITH DISTINCTION** |
| *Grammar and Spelling,*  *Usage* | significantly impairs readability | numerous errors | some errors | a few minor errors |
| *Organization* | author does not demonstrate awareness of the scholarly literature, may over rely on too few sources | structure is of inconsistent quality, may have choppy transitions and/or redundancies or disconnections | structure supports the argument, clearly ordered sections fit together well | structure enhances the argument, strong sections and seamless flow |
| *Clarity, Style, Readability as Appropriate to Genre/Discipline* | gets in the way of reading for content | style is inconsistent or uneven | good, easy to follow and read for content | exceptional, including elegant style, transparent argument structure |
| **Follows Guidelines of**  **Honors College (10%)** | **POOR/FAIL** | **PASS** | **PASS WITH HONORS** | **PASS WITH DISTINCTION** |
| *Size of Project (Treat as a Continuum—Mark Your Estimate of Where This Project Falls)* | equivalent to less than the work for one three hour course | equivalent to one three hour courses | equivalent to two three hour courses | equivalent to more than two three hour courses |
| **CE/T Defense (10%)** | **POOR/FAIL** | **PASS** | **PASS WITH HONORS** | **PASS WITH DISTINCTION** |
| *Oral Presentation* | very weak or poor oral presentation (disorganized and difficult to follow) | a weak oral presentation, unclear at times, difficulty answering questions | a solid, but not great oral presentation | a superior defense, took the presentation beyond the written work; handled questions well, showed poise and confidence. |