

CAPSTONE PROJECT ASSESSMENT FORM

Project Title: _____

Author: _____

Mentor: _____

Originality

<i>Criteria</i>	<i>Needs Improvement 1</i>	<i>Satisfactory 2</i>	<i>Excellent 3</i>	Score 1 - 3
<ul style="list-style-type: none"> ▪ Project reflects a deep understanding of Capstone topic area 	Project summarizes existing research	Project evaluates existing research	Project provides student's own synthesis of research	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Project is based on a research question that is significant to the relevant research community 	There is no identifiable research question or question is not appropriate to the topic area	Research pursues a question for which there exists conclusive and easily identifiable answer	Research pursues a question about which there is discussion or dispute in the relevant research community	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Project represents the student's own perspective and synthesis of reading, research, and reflection 	Project lacks a clear thesis	Project thesis reflects student's synthesis of ideas and evidence	Project thesis reframes current thinking in the research area in a novel and compelling way	<input type="checkbox"/>

Independence

<i>Criteria</i>	<i>Needs Improvement 1</i>	<i>Satisfactory 2</i>	<i>Excellent 3</i>	
<ul style="list-style-type: none"> ▪ Student has worked primarily on his or her own throughout the project with guidance from the Capstone mentor. 	Mentor has both asked and answered questions for student and has frequently been involved in line by line correction of the student's writing	Mentor has, on key occasions, answered central questions for the student. Student's written work was done independently	Mentor has asked questions, discussed general ideas and provided feedback on student work	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Student has submitted two preliminary drafts and responded appropriately to feedback on these drafts 	Student has failed to submit the required drafts	Student has submitted required drafts but has not appropriately responded to the mentor feedback.	Student has submitted required drafts and improved his or her work based upon the feedback received	<input type="checkbox"/>

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Appropriate Scope

<i>Criteria</i>	<i>Needs Improvement 1</i>	<i>Satisfactory 2</i>	<i>Excellent 3</i>
<ul style="list-style-type: none"> ▪ Project constitutes a sustained and complete treatment of the student's research question 	Project fails to focus on the research question or does so in a superficial way	Project addresses research question in some depth	Project offers a sustained and compelling treatment of the question
<ul style="list-style-type: none"> ▪ The scope of the project is appropriate for the time available 	Project attempts to answer a question that is too broad	Project provides an acceptable treatment of the topic but key issues are not considered	Project treats the topic with sufficient depth and thoroughness

Orderly and objective process of inquiry

<i>Criteria</i>	<i>Needs Improvement 1</i>	<i>Satisfactory 2</i>	<i>Excellent 3</i>
<ul style="list-style-type: none"> ▪ Project demonstrates facility with those methodologies, tools and academic skills appropriate to the area of investigation 	Student is unfamiliar with methodologies and skills appropriate to the research area	Student demonstrates basic competence in methodologies, tools and academic skills appropriate to the area of investigation	Student demonstrates full mastery of a methodology or academic skill appropriate to the area of investigation
<ul style="list-style-type: none"> ▪ Project demonstrates an ability to ask relevant and probing questions and synthesize core ideas within this area 	Project consistently fail to distinguish between relevant and irrelevant issues	Project considers relevant questions without asking probing questions or appropriately synthesizing central views	Project considers only relevant issues, consistently surfaces key assumptions and synthesizes core ideas
<ul style="list-style-type: none"> ▪ Project demonstrates an ability to identify and use appropriate evidence 	No evidence is adduced or evidence is consistently misused or unrecognized	Adequate and appropriate evidence is provided in at least one key argument	Evidence is consistently identified and appropriately used
<ul style="list-style-type: none"> ▪ Project demonstrates an ability to draw and support conclusions and demonstrates facility with the basic elements of argument – evidence, reasons, claims 	Project demonstrates no recognition of the distinction between cogency and fallacious arguments	Project contains at least one demonstration of facility with the basic elements of argument.	Project demonstrates complete mastery of the basic elements of argument.

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<ul style="list-style-type: none"> Project demonstrates an ability to identify relevant and reliable research, evaluate the quality of sources and attribute accurately researched results using citation style appropriate to the area of investigation 	Project fails to establish the relevance or reliability of key sources or consistently fails to accurately and properly acknowledge sources.	Project sources are all relevant and reliable and the project contains no more than two attribution or citation errors.	Project contains no source or attribution errors.	<input type="checkbox"/>
<ul style="list-style-type: none"> Project explores different answers to the research question and the evidence that supports them 	Project fails to consider non-supportive evidence or positions.	Project addresses but does not deeply consider strong alternatives or disconfirming evidence	Project appropriately considers strongest alternatives and countervailing evidence	<input type="checkbox"/>
<ul style="list-style-type: none"> Project raises and investigates tacit assumptions on which the thesis rests 	Project leaves at least one central assumption unconsidered	Project acknowledges all central assumptions	Project acknowledges addresses all central assumptions.	<input type="checkbox"/>
<ul style="list-style-type: none"> Project offers clear and solid arguments evaluating the student's thesis. 	Primary arguments for thesis are either unclear or fallacious.	Primary arguments for thesis are clear and coherent.	Primary arguments for thesis are clear and compelling.	<input type="checkbox"/>
<ul style="list-style-type: none"> Project displays an overall logical coherence with a clearly recognizable logical structure 	Project demonstrates no discernable logical structure.	Sections of the project are logically coherent	The project as a whole demonstrates a logically coherent structure.	<input type="checkbox"/>

Intellectual stretch

<i>Criteria</i>	<i>Needs Improvement 1</i>	<i>Satisfactory 2</i>	<i>Excellent 3</i>	
<ul style="list-style-type: none"> Project demonstrates that the student has explored unfamiliar depths of intellectual rigor, richness and originality 	Project demonstrates neither a new level of critical depth nor originality for the student.	Project demonstrates a new level of critical depth or originality for the student	Project demonstrates a new level of critical depth and originality for the student	<input type="checkbox"/>
<ul style="list-style-type: none"> The project goes beyond a summary of previous findings and provides the student's own perspective on an issue of interest to the appropriate research community. 	Project summarizes the results and research of others	Project summarizes the results and research of others in the student's own vocabulary and draws at least one connection not explicit in the reading	Project consistently asks questions or draws connections not explicit in the literature	<input type="checkbox"/>

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Overall project presentation

<i>Criteria</i>	<i>Needs Improvement 1</i>	<i>Satisfactory 2</i>	<i>Excellent 3</i>
<ul style="list-style-type: none"> ▪ The project includes a significant written work product that is clear, intelligible to members of the appropriate research community, and devoid of grammatical, spelling and compositional errors 	The project does not include a significant work product or that work product is not clear to members of the appropriate research community or contains grammatical, spelling or compositional errors.	The written work product is significant, contains no grammatical, spelling or compositional errors and is understandable to members of the appropriate research community.	The written work product is significant, contains no grammatical, spelling or compositional errors and conforms to all of the rules of excellent scholarship current in the research area.
<ul style="list-style-type: none"> ▪ The overall structure of the project is appropriate to the area of investigation 	The overall structure is not appropriate to the area of investigation.	At most one structural element fails to conform to the standards in the area of investigation.	The overall structure of the project fully conforms to the standards in the area of investigation.

Total:

Percentage: / 60