

### Capstone Rubric

This rubric addresses the following **General Studies (GS)** program learning outcomes: **GS 1** – evaluate information appropriate to the task; **GS 2** – apply principles of critical thinking to determine integrative learning; **GS 3** – communicate in spoken form and/or **GS 4** communicate in written form; and the following **Capstone (CO)** learning outcomes: **CO 1** – evaluate information from more than one academic discipline; **CO 2** – formulate logical connections between disciplines as they relate to the topic; **CO 3** – employ the approach of more than one academic discipline in completing a Capstone project; **CO 4** – synthesize knowledge related to the topic in completing a Capstone project; and **CO 5** – communicate effectively in the medium chosen for the Capstone project.

*Evaluators are encouraged to assign a Does not meet criteria to any work sample that does not meet Beginning level performance.*

|   | Does not meet criteria for Beginning | Beginning   | Developing  | *Proficient   | Advanced   |
|---|--------------------------------------|---|---|---|--|
| Evaluate Information and its Sources<br><br><b>CO 1</b><br><b>GS 1</b>          | ---                                  | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Identifies own and others' assumptions and several relevant contexts when presenting a position   | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.  |
| Make connections across disciplines<br><br><b>CO 2</b>                          | ---                                  | When prompted, attempts to connect examples, facts, or theories from more than one field of study or perspective.   | When prompted, connects examples, facts, or theories from more than one field of study or perspective.  | Independently connects examples, facts, or theories from more than one field of study or perspective.   | Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.  |
| Employ approaches of more than one discipline<br><br><b>CO 3</b>                | ---                                  | The capstone project has been completed by employing, in a basic way, knowledge from multiple disciplines.  | The capstone project has been completed by employing knowledge from multiple disciplines, acknowledging multiple approaches.  | The capstone project has been completed by employing knowledge from multiple disciplines, engaging multiple approaches.   | The capstone project has been completed by fully integrating multiple approaches and/or strategies from all of the disciplines addressed and the learner has demonstrated a knowledge and/or understanding of how the disciplines are related. |
| Synthesize knowledge<br><br><b>CO 4</b><br><b>GS 2</b>                          | ---                                  | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.   | Uses skills, abilities, theories, or methodologies gained in one situation to new situations to contribute to understanding of problems or issues.                    | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.   |
| Communicate effectively<br><br><b>CO 5</b><br><b>GS 3 and/or</b><br><b>GS 4</b> | ---                                  | Uses appropriate and relevant content to develop simple ideas in some parts of the work.  | Uses appropriate and relevant content to develop and explore ideas through most of the work.  | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.                              | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.   |