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.**

<table>
<thead>
<tr>
<th>Does not meet criteria for Beginning</th>
<th>Beginning</th>
<th>Developing</th>
<th>“Proficient”</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate Information and its Sources</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
<td>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).</td>
<td>Identifies own and others’ assumptions and several relevant contexts when presenting a position</td>
<td>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
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<tr>
<td>Make connections across disciplines</td>
<td>When prompted, attempts to connect examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>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.</td>
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<tr>
<td>Employ approaches of more than one discipline</td>
<td>The capstone project has been completed by employing, in a basic way, knowledge from multiple disciplines.</td>
<td>The capstone project has been completed by employing knowledge from multiple disciplines, acknowledging multiple approaches.</td>
<td>The capstone project has been completed by employing knowledge from multiple disciplines, engaging multiple approaches.</td>
<td>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.</td>
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<tr>
<td>Synthesize knowledge</td>
<td>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation to new situations to contribute to understanding of problems or issues.</td>
<td>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
<td>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.</td>
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<tr>
<td>Communicate effectively</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work.</td>
</tr>
</tbody>
</table>

Capstone Rubric (Revised November 2014)