

Acknowledgement:

This sample rubric has been adopted and modified from the publicly available information provided by Weber State University.

Assessment Task : Capstone Project for Bachelor of Integrated Studies

| Indicator | Excellent | Good | Satisfactory | Pass | Fail |
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| <p>Interdisciplinary Work</p> <p><i>Target: The student makes multiple connections and conclusions across three disciplines during the Capstone Experience</i></p> | <p>The student demonstrates deep understanding of an issue from multiple disciplinary perspectives. During the defense, the student provides rich synthesis, analysis, and/or creativity from all three areas of study.</p> | <p>The student connects examples, facts, or conclusions from all three areas of study. During the defense, the student provides good synthesis, analysis, and/or creativity from all three areas of study.</p> | <p>The student minimally relates examples, facts, or conclusions from all three areas of study. During the defense, the student provides minimum quality of synthesis, analysis, and/or creativity.</p> | <p>The student minimally relates examples, facts, or theories from at least one area of study. During the defense, the student lacks depth of understanding and/or creativity for an issue from multiple perspectives.</p> | <p>The student does NOT relate examples, facts, or theories at a basic level. During the defense, the student fails to meet minimum BIS Department standards for synthesis and creativity.</p> |
| <p>The Capstone Project Experience/Report</p> <p><i>Target: The student identifies an issue, topic, or creative process and creates a capstone experience that shows a depth of understanding, learning, and involvement through a well-crafted written report</i></p> | <p>The student demonstrates superior understanding of an issue, topic, or creative process and creates a powerful Capstone Project Report using research, creative process, and/or community service.</p> | <p>The student demonstrates high quality understanding of an issue, topic, or creative process and creates a good Capstone Project Report using research, creative process, and/or community service.</p> | <p>The student demonstrates minimum quality of understanding of an issue, topic, or creative process and creates a fair Capstone Project Report using research, creative process, and/or community service.</p> | <p>The student demonstrates minimum quality of understanding for an issue, topic, or creative process and creates a Capstone Project Report that represents a minimum quality of work, creative process, and/or understanding.</p> | <p>The student does NOT demonstrate minimum quality or understanding for an issue, topic, or creative process. The Capstone Project Report fails to meet BIS Departmental standards and expectations.</p> |

| Indicator | Excellent | Good | Satisfactory | Pass | Fail |
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| <p>Knowledge, Skills, and Research Base</p> <p><i>Target: The student effectively uses, synthesizes, and reports key research, theory, and/or skills from three disciplines in the capstone project</i></p> | <p>The student demonstrates superior use and integration of theory, research, and best practices in three academic disciplines. The Capstone project report shows sophisticated use and integration of knowledge bases.</p> | <p>The student demonstrates high quality in use and integration of theory, research, and best practices from three academic disciplines. The Capstone Project Report shows strong knowledge and integration of knowledge bases.</p> | <p>The student demonstrates acceptable use and integration of theory, research, and best practices from at least two disciplines. The Capstone Project Report shows good knowledge and use of theory bases, but is limited in rigor and/or integrating three academic disciplines.</p> | <p>The student demonstrates minimum use and integration of theory, research, and best practices from one or two academic disciplines. The Capstone Project Report meets a minimum standard for knowledge and use of theory base. Lack of rigor is very apparent.</p> | <p>The student does NOT demonstrate minimum use or integration of theory, research, and best practice. The Capstone Project Report fails to meet minimum standards for knowledge and use of theory bases.</p> |
| <p>Methods or Creativity</p> <p><i>Target: The student creates and implements robust methods for studying/creating a powerful capstone project</i></p> | <p>The Student demonstrates superior methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a robust Capstone Experience.</p> | <p>The Student demonstrates strong methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a good Capstone Experience.</p> | <p>The Student demonstrates acceptable methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects an acceptable Capstone Experience.</p> | <p>The Student demonstrates minimum methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a barely acceptable Capstone Experience. The experiences and or Capstone Project Report has obvious weaknesses.</p> | <p>The student does NOT demonstrate minimum methods and/or creativity in the Capstone Experience. The Capstone Project Report fails to describe or reflect minimum standards for the Capstone experience.</p> |

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| <p>Analysis/Results Conclusions, and/or Product</p> <p><i>Target: The student effectively analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity</i></p> | <p>The Capstone Project Report and/or product demonstrates sophisticated levels of understanding and application of the experience. The Capstone Project Report reflects superior learning and/or creativity.</p> | <p>The Capstone Project Report and/or product demonstrates strong levels of understanding and application of the experience. The Capstone Project Report reflects solid learning and/or creativity.</p> | <p>The Capstone Project Report and/or product demonstrates moderate levels of understanding and application of the experience. The Capstone Project Report reflects moderate learning and/or creativity.</p> | <p>The Capstone Project Report and/or product demonstrates a minimum level of understanding and application of the experience. The Capstone Project Report reflects basic understanding but lacks academic rigor.</p> | <p>The Capstone Project Report does NOT demonstrate a minimum level of understanding and application of the experience. The Capstone Project Report fails to meet minimum standards for academic rigor.</p> |
| <p>Grammar, Syntax, and Mechanics</p> <p><i>Target: The Capstone Project reflects highly skilled and cohesive writing of superior quality.</i></p> | <p>The student skillfully uses written language to communicate the purposes, procedures, and conclusions of the project. Stylistically, the writing flows coherently and fluently throughout the project and demonstrates a superior command of written communication.</p> | <p>The student uses written language effectively to communicate the purposes, procedures, and conclusions of the project. Stylistically, the writing makes sense, flows smoothly and demonstrates quality written expression.</p> | <p>The student uses written language effectively; however, committee members make frequently content and/or mechanical suggestions. Stylistically, the writing reads well and is free of obvious errors in grammar, syntax, and mechanics writing.</p> | <p>The student marginally uses written language in the project. Stylistically, there are many errors in cohesion, grammar, syntax, and mechanics. The committee expresses concern about the student's written language.</p> | <p>The student does NOT use written language for basic communication and expression. The Capstone Project is poorly written and unacceptable.</p> |
| <p>High Impact Practices</p> <p><i>Target: The Capstone Project provides evidence of a high impact practice as</i></p> | <p>The student demonstrates LEAP High Impact Practices at Superior levels during the Capstone Experience.</p> | <p>The student demonstrates LEAP High Impact Practices at Strong levels during the Capstone Experience.</p> | <p>The student demonstrates LEAP High Impact Practices at Moderate levels during the Capstone Experience.</p> | <p>The student demonstrates LEAP High Impact Practices at Weak levels during the Capstone Experience.</p> | <p>The student does not demonstrate LEAP High Impact Practices during the Capstone Experience.</p> |

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| <i>defined by LEAP. These include: (a) collaborative learning projects, (b) undergraduate research, (c) public performances, (d) diversity/global learning, (e) community engaged learning, (f) internships, or (g) intensive writing.</i> | | | | | |