

# Grading Rubric

	Exemplary <i>(Capstone)</i> 10	Accomplished <i>(Milestone)</i> 8	Developing <i>(Milestone)</i> 5	Beginning <i>(Benchmark)</i> 3	Score <i>(0-10)</i>	
Information Literacy	<b><i>Determine the Extent of Information Needed</i></b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely. Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	
Social Responsibility	<b><i>Diversity of Communities and Cultures</i></b>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	
	<b><i>Analysis of Knowledge</i></b>	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	
Personal Responsibility	<b><i>Ethical Self-Awareness</i></b>	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.	
	<b><i>Ethical Issue Recognition</i></b>	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	

# Grading Rubric

		Exemplary <i>(Capstone)</i> 10	Accomplished <i>(Milestone)</i> 8	Developing <i>(Milestone)</i> 5	Beginning <i>(Benchmark)</i> 3	Score <i>(0-10)</i>
Written Communication	<b>Sources and Evidence</b>	Demonstrates <u>skillful</u> use of high-quality, credible, relevant sources <u>to develop</u> ideas that are appropriate for the discipline and genre of writing.	Demonstrates <u>consistent</u> use of credible, relevant sources <u>to support</u> ideas that are situated within the discipline and genre of the writing.	Demonstrates <u>an attempt</u> to use credible and/or relevant sources <u>to support</u> ideas that are appropriate for the discipline and genre of the writing.	Demonstrates <u>an attempt</u> to use sources to support ideas in the writing.	
	<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	
Critical Thinking	<b>Influence of Context and Assumptions</b>	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant 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	Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position.	
	<b>Student's Position</b> <i>(perspective, thesis/hypothesis)</i>	Specific position is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position acknowledges different sides of an issue.	Specific position is stated, but is simplistic and obvious.	
	<b>Conclusions and Related Outcomes</b> <i>(implications and consequences)</i>	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly.	Conclusion is logically tied to information; some related outcomes are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	
					<b>TOTAL:</b>	