

Grading Rubric for the Capstone Project and Discussion Board (DB) Postings

0 – Cap. Project 0 – DB Posting 0 – Response Posting	25 – Cap. Project 2 – DB Posting .5 – Response Posting	50 – Cap. Project 4 – DB Posting 1 – Response Posting	75 – Cap. Project 6 – DB Posting 1.5 – Response Posting	100 – Cap. Project 8 – DB Posting 2 – Response Posting	125 – Cap. Project 10 – DB Posting 2.5 – Response Posting
CONTENT					
<p>Absence of Understanding Analysis shows no awareness of the discipline or its methodologies as they relate to the topic</p>	<p>Lack of Understanding Analysis seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them.</p>	<p>Inadequate understanding Analysis is sometimes unclear in understanding or articulating concepts of the discipline.</p>	<p>Adequate understanding Analysis demonstrates an understanding of basic concepts of the discipline but could express them with greater clarity.</p>	<p>Solid Understanding Analysis demonstrates a clear understanding and articulation of concepts with some sense of their wider implications.</p>	<p>Insightful understanding Analysis clearly demonstrates an understanding and articulation of concepts of the discipline as they relate to the topic; highlights connections to other concepts; integrates concepts into wider contexts.</p>
RESEARCH					
<p>Missing Research Paper shows no evidence of research: citation of sources missing.</p>	<p>Inadequate research and/or documentation Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.</p>	<p>Weak research and/or documentation Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</p>	<p>Adequate research and documentation but needs improvement Good choice of sources but could be improved with some additions or better selection; did not always cite sources; too many citation errors.</p>	<p>Solid research and documentation A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors</p>	<p>Excellent critical research and documentation Critically selected and relevant scholarly sources demonstrating extensive, in-depth research; sources skillfully incorporated into paper at all necessary points; all citations follow standard bibliographic format</p>
WRITING & EXPRESSION					
<p>Incomplete writing Analysis is only partially written or completely misses the topic</p>	<p>Writing difficult to understand, serious improvement needed Analysis fails to address the topic; confusing organization or development; little elaboration of position; insufficient control of sentence structure and vocabulary; unacceptable number of errors in grammar, mechanics, and usage</p>	<p>Episodic writing, a mix of strengths and weaknesses. Analysis noticeably neglects or misinterprets the topic; simplistic or repetitive treatment, only partially-internalized; weak organization and development, some meandering; simple sentences, below-level diction; distracting errors in grammar, mechanics, and usage</p>	<p>Acceptable writing, but could use some sharpening of skill Analysis is an uneven response to parts of the topic; somewhat conventional treatment; satisfactory organization, but more development needed; adequate syntax and diction, but could use more vigor; overall control of grammar, mechanics, and usage, but some errors</p>	<p>Solid writing, with something interesting to say. Analysis is an adequate response to the topic; some depth and complexity in treatment; persuasive organization and development, with suitable reasons and examples; level-appropriate syntax and diction; mastery of grammar, mechanics, and usage, with hardly any error</p>	<p>command-level writing, making a clear impression Analysis is a thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development; superior syntax and diction; error-free grammar, mechanics, and usage</p>

COMMUNITY INTERACTION (40- to 50-word response)

Inadequate response	Poor response	Weak response	Acceptable response	Individually-conscious contributory response	Community-conscious contributory response
Response merely provides laudatory encouragement for original post, e.g., “Excellent post! You really have thought of something there.”	Response misses the point of the original posting	Response summarizes original posting to which it responds	Response makes a contribution to the posting to which it responds	Response makes a contribution to the posting to which it responds and fosters its development	Response makes a contribution to the learning community and fosters its development