

## Capstone Evaluation

Student: \_\_\_\_\_

Advisor: \_\_\_\_\_

Reader: \_\_\_\_\_

Graduate Director: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

### Component Checklist

Writing Sample

Engaged Learning Project

Bibliography Narrative

Abstract

CV or Resume

Teaching Philosophy, Syllabus,  
Class Observations\*

Note: any project missing one or more component shall automatically receive a "fail"

\*this component required for TFs and Composition and Rhetoric Track only.

Pass \_\_\_\_\_

Fail \_\_\_\_\_

**Capstone Rubric (Literature)**

	fail 1	low pass 2	pass 3	exceptional pass 4	Totals
<b>Writing Sample (1)</b>	Essay offers little insight on topic and is unorganized in its presentation of evidence, research and analysis. Thesis is weak or non-existent.	Essay offers some insight on topic, but has a low level of organization and/or evidence, research or analysis. Thesis is adequate.	Essay offers significant insight on topic, clear and well-organized evidence, research and analysis. Thesis is strong.	Essay offers truly penetrating insight on topic which is delivered through deft organization of evidence, research and analysis. Thesis is exceptionally strong.	
<b>Writing Sample (2)</b>	Essay contains careless errors - no proofing is evident. Essay's argument fails to persuade due to grammar, formatting and/or errors in MLA documentation	Repeated and varied errors in grammar, syntax or formatting, making it difficult to follow argument and/or numerous and varied errors in MLA documentation	Some errors in grammar, syntax or formatting. Adequate implementation of MLA documentation.	Essay is free from errors in grammar, syntax & formatting. Precise MLA documentation.	
<b>Bibliography Narrative (1)</b>	Bibliography narrative inadequately summarizes primary or secondary sources. Sources themselves lack credibility, range and applicability.	Bibliography narrative provides summaries of primary or secondary sources but they are unclear, wordy or too short. Sources themselves could be more appropriate or varied.	Bibliography narrative provides clear, concise summaries of primary or secondary sources. Sources themselves are appropriate.	Bibliography narrative provides clear, concise summaries of primary or secondary sources. Sources themselves are wide-ranging, varied and highly relevant.	
<b>Bibliography Narrative (2)</b>	Bibliography narrative fails to synthesize sources in relation to historical period(s), genre(s) and/or theoretical orientation(s).	Bibliography narrative only partially synthesizes sources in relation to historical period(s), genre(s) and/or theoretical orientation(s).	Bibliography narrative offers a clear synthesis of primary and secondary texts in relation to historical period(s), genre(s) and/or theoretical orientation(s).	Bibliography narrative offers a persuasive synthesis of primary and secondary texts in relation to historical period(s), genre(s) and/or theoretical orientation(s).	
<b>Engaged Learning Project</b>	Organizations selected are inappropriate for the context and/or does not sufficiently explain why organizations would benefit from student's critical reading, writing and/or research skills	Organizations selected could be more appropriate and/or student critical reading, writing, and/or research would not be beneficial to these particular organizations.	Engaged Learning Project demonstrates that student has done research of the named organizations, and explains persuasively how critical reading, writing and/or research skills might contribute to these organizations	Engaged Learning Project demonstrates remarkable research of named organizations and argues eloquently for the applicability of student's reading, writing and/or research skills to the mission of named organizations.	
<b>Abstract</b>	Abstract fails to state the essay's argument and/or lacks clarity. Abstract does not establish a compelling sense of context, provide a situating move or challenge existing scholarship. Abstract exceeds or falls short of word limit.	Abstract states the essay's argument but could be clearer and could provide a stronger context, situating move and challenge to existing scholarship. Abstract adheres to word limit.	Abstract states the essay's argument clearly and provides a context. Abstract situates the essay's argument within existing scholarship and adheres to word limit.	Abstract eloquently embodies the essay's argument. It provides a clear context and impressively situates the essay's argument within existing scholarship. Abstract adheres to word limit.	
<b>CV or Resume</b>	CV or resume is disorganized and unprofessional. It uses sloppy or inappropriate language, is wordy or unreadable.	CV or resume is moderately organized and professional. It employs adequate language but could be more concise or expressive.	CV or resume is organized and professional. It employs language that is concise and expressive.	CV or resume is exceedingly well organized and professional. Its use of language is polished, original and apt.	
<b>Strengths</b>					
<b>Suggestions</b>					
<b>Student:</b>				<b>Grade:</b>	<b>0</b>
<b>Key: 28-24 (exceptional pass) 23-19 (pass) 18-13 (low pass) 12-below (fail)</b>					

**Capstone Rubric (Creative Writing)**

		fail	low pass	pass	exceptional pass	
		1	2	3	4	Totals
<b>Writing Sample (1)</b>	<p>Creative work lacks imagination and fails to cohere. No structure is apparent or the work's intended form is poorly realized.</p>	<p>Creative work exhibits some imagination in an overall cohesive manner, but the structure could be more precisely or skillfully executed.</p>	<p>Creative work exhibits a coherent and imaginative artistic vision which is well-structured and deftly executed.</p>	<p>Creative work exhibits exceptional artistic vision which is thoughtfully structured and superbly executed.</p>		
	<p>Creative work contains careless errors and no proofing is evident.</p>	<p>Creative work contains some errors in grammar or formatting but proofing is evident.</p>	<p>Creative work uses appropriate grammar and formatting.</p>	<p>Creative work is free from errors in grammar and formatting.</p>		
	<p><b>Bibliography Narrative (1)</b></p> <p>Bibliography narrative inadequately summarizes primary or secondary sources. Sources themselves lack credibility, range and applicability.</p>	<p>Bibliography narrative provides summaries of primary or secondary sources but they are unclear, wordy or too short. Sources themselves could be more appropriate or varied.</p>	<p>Bibliography narrative provides clear, concise summaries of primary or secondary sources. Sources themselves are varied and credible.</p>	<p>Bibliography narrative provides truly useful and elegantly presented summaries of primary or secondary sources. Sources themselves are wide-ranging, varied and highly relevant.</p>		
	<p><b>Bibliography Narrative (2)</b></p> <p>Bibliography narrative fails to synthesize sources in relation to historical period(s), genre(s) and/or theoretical orientation(s).</p>	<p>Bibliography narrative only partially synthesizes sources in relation to historical period(s), genre(s) and/or theoretical orientation(s).</p>	<p>Bibliography narrative offers significant synthesis of primary and secondary texts in relation to historical period(s), genre(s) and/or theoretical orientation(s).</p>	<p>Bibliography narrative offers a graceful synthesis of primary and secondary texts in relation to historical period(s), genre(s) and/or theoretical orientation(s).</p>		
	<p><b>Engaged Learning Project</b></p> <p>Organizations selected are inappropriate for the context and/or ELP does not sufficiently explain why organizations would benefit from student's critical reading, writing and/or research skills</p>	<p>Organizations selected could be more appropriate and/or student critical reading, writing, and/or research would not be beneficial to these particular origins.</p>	<p>Engaged Learning Project demonstrates that student has done research of the named organizations, and explains persuasively how critical reading, writing and/or research skills might contribute to these organizations</p>	<p>Engaged Learning Project demonstrates remarkable research of named organizations and argues eloquently for the applicability of student's reading, writing and/or research skills to the mission of named organizations.</p>		
	<p><b>Abstract</b></p> <p>Abstract fails to state the essay's argument and/or lacks clarity. Abstract does not establish a compelling sense of context, provide a situating move or challenge existing scholarship. Abstract exceeds or falls short of word limit.</p>	<p>Abstract states the essay's argument but could be clearer and could provide a stronger context, situating move and challenge to existing scholarship. Abstract adheres to word limit.</p>	<p>Abstract states the essay's argument clearly and provides a context, situating move and a challenge to existing scholarship. Abstract adheres to word limit.</p>	<p>Abstract embodies the essay's argument in cogent and compelling language. It provides a perfectly clear sense of context and interweaves a situating move and challenge to existing scholarship. Abstract adheres to word limit.</p>		
	<p><b>CV or Resume</b></p> <p>CV or resume is disorganized and unprofessional. It uses sloppy or inappropriate language, is wordy or unreadable.</p>	<p>CV or resume is moderately organized and professional. It employs adequate language but could be more concise or expressive.</p>	<p>CV or resume is organized and professional. It employs language that is concise and expressive.</p>	<p>CV or resume is exceedingly well organized and professional. Its use of language is polished, original and apt.</p>		
<b>Strengths</b>						
<b>Suggestions</b>						
<b>Student:</b>					<b>Grade:</b>	<b>0</b>
<b>Key: 28-24 (exceptional pass) 23-19 (pass) 18-13 (low pass) 12-below (fail)</b>						

**Capstone Rubric (Composition and Rhetoric)**

	fail 1	low pass 2	pass 3	exceptional pass 4	Totals
<b>Writing Sample (1)</b>	Essay offers little insight on topic and is unorganized in its presentation of evidence, research and analysis. Thesis is weak or non-existent.	Essay offers some insight on topic, but has a low level of organization and/or evidence, research or analysis. Thesis is adequate.	Essay offers significant insight on topic, clear and well-organized evidence, research and analysis. Thesis is strong.	Essay offers truly penetrating insight on topic which is delivered through deft organization of evidence, research and analysis. Thesis is exceptionally strong.	
<b>Writing Sample (2)</b>	Essay contains careless errors - no proofing is evident. Essay fails to adhere to MLA documentation	Essay contains some errors in grammar or formatting, or it adheres imperfectly to MLA documentation	Appropriate grammar and MLA documentation are used.	Essay is free from errors in grammar and formatting. It also uses perfect MLA documentation.	
<b>Bibliography Narrative (1)</b>	Bibliography narrative inadequately summarizes primary or secondary sources. Sources themselves lack credibility, range and applicability.	Bibliography narrative provides summaries of primary or secondary sources but they are unclear, wordy or too short. Sources themselves could be more appropriate or varied.	Bibliography narrative provides clear, concise summaries of primary or secondary sources. Sources themselves are varied and credible.	Bibliography narrative provides truly useful and elegantly presented summaries of primary or secondary sources. Sources themselves are wide-ranging, varied and highly relevant.	
<b>Bibliography Narrative (2)</b>	Bibliography narrative fails to synthesize sources in relation to historical period(s), genre(s) and/or theoretical orientation(s).	Bibliography narrative only partially synthesizes sources in relation to historical period(s), genre(s) and/or theoretical orientation(s).	Bibliography narrative offers significant synthesis of primary and secondary texts in relation to historical period(s), genre(s) and/or theoretical orientation(s).	Bibliography narrative offers a graceful synthesis of primary and secondary texts in relation to historical period(s), genre(s) and/or theoretical orientation(s).	
<b>Engaged Learning Project</b>	Organizations selected are inappropriate for the context and/or ELP does not sufficiently explain why organizations would benefit from student's critical reading, writing and/or research skills	Organizations selected could be more appropriate and/or student critical reading, writing, and/or research would not be beneficial to these particular originsations.	Engaged Learning Project demonstrates that student has done research of the named organizations, and explains persuasively how critical reading, writing and/or research skills might contribute to these organizations	Engaged Learning Project demonstrates remarkable research of named organizations and argues eloquently for the applicability of student's reading, writing and/or research skills to the mission of named organizations.	
<b>Abstract</b>	Abstract fails to state the essay's argument and/or lacks clarity. Abstract does not establish a compelling sense of context, provide a situating move or challenge existing scholarship. Abstract exceeds or falls short of word limit.	Abstract states the essay's argument but could be clearer and could provide a stronger context, situating move and challenge to existing scholarship. Abstract adheres to word limit.	Abstract states the essay's argument clearly and provides a context, situating move and a challenge to existing scholarship. Abstract adheres to word limit.	Abstract embodies the essay's argument in cogent and compelling language. It provides a perfectly clear sense of context and interweaves a situating move and challenge to existing scholarship. Abstract adheres to word limit.	
<b>CV or Resume</b>	CV or resume is disorganized and unprofessional. It uses sloppy or inappropriate language, is wordy or unreadable.	CV or resume is moderately organized and professional. It employs adequate language but could be more concise or expressive.	CV or resume is organized and professional. It employs language that is concise and expressive.	CV or resume is exceedingly well organized and professional. Its use of language is polished, original and apt.	

<b>Strengths</b>	
<b>Suggestions</b>	

<b>Student:</b>	<b>Grade:</b>	<b>0</b>
<b>Key: 28-24 (exceptional pass) 23-19 (pass) 18-13 (low pass) 12-below (fail)</b>		