**MSCR Capstone Grading Rubric**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Assessment Dimension** | **Needs Improvement (1)** | **Acceptable (2)** | **Proficient (3)** |
| ***Writing*** | Writing has deficits in multiple areas that could be professionally detrimental | Writing has deficits in some areas and lacks some clarity but overall is acceptable in professional settings | Writing is clear and concise and is a strong professional product |
| ***Results*** | Results only partially align with objectives, are poorly described or do not align with methods. Tables and figures are missing or do not clearly present the findings. Interpretation of data is incorrect. | Results are adequately aligned with objectives, adequately described and aligned with methods. Tables and figures are  present and adequately present the findings. Interpretation of data is correct. | Results fully align with objectives. Are superiorly described and align with methods. Tables and figures are present and superiorly present the findings. Interpretation of data is sophisticated, precise. |
| ***Discussion/ Conclusions*** | Key findings are poorly summarized, poor integration and interpretation of results. Findings poorly evaluated within the context of the literature.  Does not identify or poorly describes project strengths and limitations. Poor discussion of long-term consequences and future directions. | Key findings are adequately summarized, adequate integration and interpretation of results. Findings adequately evaluated within the context of the literature. Project strengths and limitations are adequately identified and described. Adequate discussion of long-term consequences and future directions. | Key findings are fully summarized, superior integration and interpretation of results. Findings fully evaluated within the context  of the literature. Project strengths and limitations are superiorly identified and described. Superior discussion of long-term consequences and future directions. |
| ***Professionalism*** | Project timeline poorly managed by student; consistently missed deadlines; consistently required prompting by mentors. Student rarely sought feedback. Minimally responsive to written/verbal feedback. | Project timeline mostly managed by student with some oversight,  some deadlines missed. Student sought some feedback and  occasionally asked for help when it was needed. Adequately responsive to written/verbal feedback. | Project timeline completely managed by student; student met  all project deadlines. Student struck an exceptional balance between working independently but asking for necessary feedback/help. Exceptionally responsive to written/verbal feedback. |

**Score: \_\_\_\_\_\_\_\_/12**

**Comments:**