Thesis Capstone Rubric—WRTC Graduate Program

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Trait | Poor (1) | Fair (2) | Good (3) | Excellent (4) | Score |
| Apply relevant disciplinary theories and models to their own projects | Student ignores relevant bodies of knowledge in the field. | Student references relevant bodies of knowledge in the field without making many meaningful connections. | Student demonstrates engagement with relevant bodies of knowledge in the field. | Student demonstrates robust, nuanced engagement with relevant bodies of knowledge in the field. |  |
| Develop texts appropriate for a specific audience, purpose and context | Student’s description of composing the thesis reveals little-to-no insight into the audience, purpose and context. | Student’s description of composing the thesis reveal limited insight into the audience, purpose and context. | Student’s description of composing the thesis reveals insight into their audience, purpose and context. | Student’s description of composing the thesis reveals clear and compelling insight into the audience, purpose and context. |  |
| Employ appropriate research methods | Student cannot justify research methods; other methods appear more appropriate for the research questions posed. | Student offers little explanation for the appropriateness of the research methods; other methods might be more compelling. | Student articulates a connection between the research methods and the research questions posed. | Student is able to compellingly articulate the connection between the research methods and the research questions posed. |  |
| Engage in a significant communication process | Student responds to questions on the thesis project with deflection and defensiveness. Responses reveal little-to-no understanding of committee members’ questions. | Student responds to questions on the thesis project with hesitation. Responses reveal a misunderstanding of committee members’ questions. | Student responds to questions on the thesis project with clarity. Responses reveal clear comprehension of committee members’ questions. | Student responds to questions on the thesis project with compelling insight. Responses reveal a robust engagement with committee members’ questions. |  |

Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_