Thesis Capstone Rubric—WRTC Graduate Program

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| 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_