ULV Capstone Global Assessment Rubrics

5/23/08 University of La Verne

4 Accomplished	3 Developed	2 Developing	1 Undeveloped
DIVERSITY AND COMMUNITY			
The capstone project **explicitly** explores or examines issues of socio-cultural diversity and/or sustainability of human or natural communities with **much detail and complexity** in narrative content, methodology/process, and **includes** references to **more than one** of the following: race, ethnicity, gender, sexual orientation, ability, age, SES, political perspectives, belief systems or the natural world	The capstone project **explicitly** explores or examines issues of socio-cultural diversity and/or sustainability of human or natural communities with **few details and some complexity** in narrative content or methodology/process, and includes references to **one** of the following: race, ethnicity, gender, sexual orientation, ability, age, SES, political perspectives, belief systems or the natural world	The capstone project **tangentially** refers to issues of socio-cultural diversity and/or sustainability of human or natural communities with **few details but lacks complexity** in narrative content or methodology/process, and includes references to **one** of the following: race, ethnicity, gender, sexual orientation, ability, age, SES, political perspectives, belief systems or the natural world	The capstone project **lacks direct reference** to issues of socio-cultural diversity and/or sustainability of human or natural communities in narrative content or methodology/process, and might refer to **one** of the following **indirectly**: race, ethnicity, gender, sexual orientation, ability, age, SES, political perspectives, belief systems or the natural world
VALUES ORIENTATION			
The capstone project **explicitly** explores or examines beliefs or principles of human conduct in various historical, social, economic and/or personal context and/or in the natural world and their ethical implications with **much detail and complexity** in narrative content, methodology/process with inferences and implications for the human condition	The capstone project **explicitly** explores or examines beliefs or principles of human conduct in various historical, social, economic and/or personal context and/or in the natural world and their ethical implications with **few details and some complexity** in narrative content, methodology/process with inferences and implications for the human condition	The capstone project **tangentially** refers to beliefs or principles of human conduct in various historical, social, economic and/or personal context and/or in the natural world and their ethical implications with **few details but lacks complexity** in narrative content, methodology/process with inferences and implications for the human condition	The capstone project **lacks direct reference** to beliefs or principles of human conduct in various historical, social, economic and/or personal context and/or in the natural world and their ethical implications and makes a **passing remark** in narrative content, methodology/process on the impact of the project on the human condition
LIFELONG LEARNING			
Through the capstone project, the students demonstrates an **exceptional** ability to think critically by obtaining, evaluating and integrating information **effectively**, using **relevant and current** technologies (e.g. databases, software, analytical tools), and in making inferences and drawing conclusions **very effectively acknowledges** shortcomings and **avoids** overgeneralization, personal bias, political agenda and/or unfair financial gain	Through the capstone project, the student demonstrates a **strong** ability to think critically by obtaining, evaluating and integrating information **well with minor deficiencies**, using **relevant and current** technologies (e.g. databases, software, analytical tools), and in making inferences and drawing conclusions **acknowledges few** shortcomings and demonstrates **occasional** overgeneralization, personal bias, political agenda and/or unfair financial gain	Through the capstone project, the student demonstrates a **fair** ability to think critically by obtaining, evaluating and integrating information **with several minor and few major deficiencies**, using **somewhat relevant and current** technologies (e.g. databases, software, analytical tools), and in making inferences and drawing conclusions **superficially acknowledges** shortcomings with **several instances** of overgeneralization, personal bias, political agenda and/or unfair financial gain	Through the capstone project, the student demonstrates a **marginal** ability to think critically by obtaining, evaluating and integrating information **with numerous minor and few major deficiencies**, using **marginally relevant and current** technologies (e.g. databases, software, analytical tools), and in making inferences and drawing conclusions **fails to acknowledge** shortcomings with **several instances** of overgeneralization, personal bias, political agenda and/or unfair financial gain