1. Disciplinary Proficiency
Students with excellent disciplinary proficiency demonstrate the depth and breadth of knowledge and skills necessary to complete independent, creative work in the discipline(s) in which the senior project is situated while adhering to the highest standards of quality and professional ethics.

(Rubric development left to departments and programs)

2. Independent Project Planning and Development
7 = Student exhibits the following characteristics:
   • requires little guidance in identifying a specific, significant problem;
   • proposes alternative methods for resolving the problem;
   • designs an appropriate project to address the problem;
   • works effectively within the context of the plan;
   • and adjusts the plan as needed as more information becomes available.

4 = Student may require two or three of the following interventions:
   • substantial guidance in identifying a specific, significant problem;
   • assistance identifying alternative methods for resolving the problem;
   • substantial guidance in project design;
   • help working effectively within the context of the plan;
   • and guidance with adjusting the plan as needed when more information becomes available.

1 = Student may require all of the following interventions:
   • substantial guidance in identifying a specific, significant problem;
   • assistance identifying alternative methods for resolving the problem;
   • substantial guidance in project design;
   • help working effectively within the context of the plan;
   • and guidance with adjusting the plan as needed when more information becomes available.

3. Locating Information
7 = Student exhibits the following characteristics:
   • conducts a thorough yet not excessive search
   • locates a sufficient amount and appropriate range of source material for his/her project
   • consults primary sources as needed.
4 = Student exhibits two of the following errors:
- Conducts a cursory search for information
- Conducts an unfocused or excessive search and is unable to recognize when he/she has sufficient information to make decisions
- Does not locate a sufficient and appropriate range of source material for his/her project,
- Relies too heavily on secondary or tertiary sources

1 = Needs excessive guidance in locating and identifying an appropriate set of information.

4. Evaluation and Use of Information
7 = Student demonstrates the following characteristics:
- critically evaluates both the information and its sources
- uses information to set the problem in a broad disciplinary context
- systematically and methodically analyses own and others assumptions in interpreting information
- organizes and synthesizes information to achieve a specific purpose fully
- demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary

4 = Student fails to exhibit two or three of the following characteristics:
- critically evaluates both the information and its sources
- uses information to set the problem in a broad disciplinary context
- systematically and methodically analyses own and others assumptions in interpreting information
- organizes and synthesizes information to achieve a specific purpose fully
- demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary

1 = Student fails to exhibit any of the following characteristics:
- critically evaluates both the information and its sources
- uses information to set the problem in a broad disciplinary context
- systematically and methodically analyses own and others assumptions in interpreting information
- organizes and synthesizes information to achieve a specific purpose fully
- demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary

5. Integrative Thinking
7 = Student exhibits the following characteristics
- constructively faces the tensions of opposing models
- generates an integrated model that reconciles multiple views
- recognizes limitations of the project and areas for further work
4 = Student exhibits one or more of the following errors
- multiple views are presented without conscious relationship among them
- unable to recognize the limitations of the theoretical framework
- fails to situate the work within a larger context

1 = Student exhibits all of the following errors
- multiple views are presented without conscious relationship among them
- unable to recognize the limitations of the theoretical framework
- fails to situate the work within a larger context

6. **Reasoning**
7 = Student exhibits the following characteristics:
- clearly and comprehensively defines the problem, delivering all relevant information for full understanding
- activates prior knowledge in completing new tasks
- expresses his/her reasoning and strategies for problem-solving
- apprehends the implications of results or outcomes of his/her activities
- seeks to create coherent meaning from individual components
- identifies inconsistencies and confusion in his/her own thought processes
- is persistent in his/her quest for comprehension

4 = Student fails to demonstrate three or four of following characteristics:
- clearly and comprehensively defines the problem, delivering all relevant information for full understanding
- activates prior knowledge in completing new tasks
- expresses his/her reasoning and strategies for problem-solving
- apprehends the implications of results or outcomes of his/her activities
- seeks to create coherent meaning from individual components
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- is persistent in his/her quest for comprehension
7. Written Communication
7 = Student exhibits the following characteristics:
- writing is clear
- writing is interesting
- writing is logically organized (both as a unified whole and within its constituent parts)
- writing is concise and articulate
- assertions are specific, precisely stated, and persuasively supported
- arguments are carefully crafted and cohesive
- author employs the conventions and citation protocols of the discipline correctly
- the document is free of technical errors

4 = Student fails to demonstrate three or four of the following characteristics:
- writing is clear
- writing is interesting
- writing is logically organized (both as a unified whole and within its constituent parts)
- writing is concise and articulate
- assertions are specific, precisely stated, and persuasively supported
- arguments are carefully crafted and cohesive
- author employs the conventions and citation protocols of the discipline correctly
- the document is free of technical errors

1 = Student fails to demonstrate most of the following characteristics:
- writing is clear
- writing is interesting
- writing is logically organized (both as a unified whole and within its constituent parts)
- writing is concise and articulate
- assertions are specific, precisely stated, and persuasively supported
- arguments are carefully crafted and cohesive
- author employs the conventions and citation protocols of the discipline correctly
- the document is free of technical errors

8. Oral Communication
7 = Student exhibits the following characteristics:
- presentation is clear
- presentation is interesting
- presentation is well organized
- presentation is focused on a specific claim appropriate to the context
- assertions are specific, precisely stated, and persuasively supported
- arguments are carefully crafted and cohesive
- presentation is consistently professional and effectively uses tools and techniques appropriate to the discipline
- presentation is sincere, enthusiastic, and confident
4 = Student fails to demonstrate three or four of following characteristics:

- presentation is clear
- presentation is interesting
- presentation is well organized
- presentation is focused on a specific claim appropriate to the context
- assertions are specific, precisely stated, and persuasively supported
- arguments are carefully crafted and cohesive
- presentation is consistently professional and effectively uses tools and techniques appropriate to the discipline
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- presentation is sincere, enthusiastic, and confident

9. **Student Development**

Compared to other students completing similar senior projects, the student’s intellectual growth and development as a professional over the course of the senior project was:

- 7 = Much greater than other students
- 4 = Comparable to other students
- 1 = Much less than other students