

General Guide

| CONTENT (/40) | | | |
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| <p>LITERATURE REVIEW/CONTEXT Background information/literature review; appropriate analytical techniques, citations, sources, and/or use of data; How well does the student connect knowledge to other knowledge, ideas, and experiences?</p> | <p>No/limited and/or inaccurate use of background information/literature review; appropriate analytical techniques, citations, sources, and/or use of data 0 - 8</p> | <p>Moderate and mostly accurate use of background information/literature review; analytical techniques, citations, sources, and/or use of data 9 - 17</p> | <p>Thorough and accurate use of background information, literature review; analytical techniques, citations, sources, and/or use of data 18 - 25</p> |
| <p>ENGAGEMENT How does the project show creativity, originality, development of thought based upon interactive engagement with literature? How well does the student use sources of information & any data/materials gathered to create new insights or to support a particular perspective?</p> | <p>The project shows little to no degree of originality, creativity, and/or development of thought through interactive engagement with the works of others. 0 - 5</p> | <p>The project shows some degree of originality, creativity, and/or development of thought through interactive engagement with the works of others. 6 - 10</p> | <p>The project shows significant degree of originality, creativity, and/or development of thought through interactive engagement with the works of others. 11 - 15</p> |
| REASON (/40) | | | |
| <p>CRITICAL THINKING/PROBLEM SOLVING & RESEARCH What higher order thinking skills do students display? To what degree are complexities and assumptions addressed? Is there clarity? Breadth? Relevance?</p> | <p>Little amount of critical thinking, problem solving, or research was evident 0 - 8</p> | <p>Some critical thinking; some problem solving, some research was evident 9 - 17</p> | <p>Critical thinking & research was firmly evident & strengthens the project; plans, manage activities for informed decisions or solution 18 - 25</p> |
| <p>LOGICAL DEVELOPMENT Clear thesis/hypothesis; main points developed in logical manner with evidence/specific details/clear examples; main points support thesis/hypothesis; clear conclusion. Is there clarity in the presentation? Is there necessary level of detail to express meaning?</p> | <p>No/limited development of thesis/hypothesis and conclusion; main points are poorly developed in logical manner with missing evidence/specific details; main points poorly support thesis/hypotheses. 0 - 5</p> | <p>Moderately clear & developed thesis/hypothesis & conclusion; main points are somewhat developed in clear & effective logical manner with appropriate evidence/specific details; main points moderately support thesis/hypotheses. 6 - 10</p> | <p>Clear and well-developed thesis/hypothesis and conclusion; main points are developed in clear and effective logical manner with appropriate evidence/specific details; main points clearly support thesis/hypotheses. 11 - 15</p> |
| REFLECTION (/20) | | | |
| <p>IMPORTANCE To what degree does this project connect to and grow from the work of others? Does this work show a significant level of advanced thought for an undergraduate?</p> | <p>No or little evidence of advanced thought or connection to broader research in subject area. 0 - 3</p> | <p>Some evidence of advanced thought or connection to broader research in subject area. 4 - 7</p> | <p>Strong evidence of advanced thought or connection to broader research in subject area. 8 - 10</p> |
| <p>BALANCE Has the student presented in a balanced and fair manner - meaning, justifiable, not self-serving or one-sided?</p> | <p>No/limited balance or critical assessment of main points against others' work. 0 - 3</p> | <p>Some balance or critical assessment of main points against others' work. 4 - 7</p> | <p>Well-developed balance or critical assessment of main points against others' work. 8 - 10</p> |
| FINAL SCORE (OUT OF 100) : | | | |