

**Capstone Rubric**

<b>Essential Skill/ Competency</b>	<b>4 Exemplary</b>	<b>3 Accomplished</b>	<b>2 Proficient</b>	<b>1 Marginal</b>
<p><b>Faith Integration</b></p> <p>Ground students in biblical perspectives and equip them to apply these perspectives to the content, methods, and significance of the chosen capstone project, both implicitly and explicitly</p>	Makes clear and deep connections between a biblical framework and the topic, content, and methods, demonstrating significance of issues under consideration. Relevant biblical, theological, and related worldview constructs (e.g. Creation-Fall- Redemption-Consummation; Structure/ Direction; imago dei; unity of knowledge in Christ) are substantially evident in the work(s).	Makes clear connections between a biblical framework and the topic, content, and methods, demonstrating significance of issues under consideration. Relevant biblical, theological, and related worldview constructs (e.g. Creation -Fall-Redemption-Consummation; Structure/Direction; imago dei, unity of knowledge in Christ) are evident in the work(s).	Makes shallow connections between a biblical framework and the topic, content, and methods. Relevant biblical, theological, and related worldview constructs (e.g. Creation-Fall-Redemption-Consummation; Structure/Direction; imago dei, unity of knowledge in Christ) are minimally evident in the work(s).	Makes few connections between a biblical framework and the topic, content, and methods. Relevant biblical, theological, and related worldview constructs (e.g. Creation-Fall-Redemption -Consummation; Structure/ Direction; imago dei, unity of knowledge in Christ) are vague or not evident in the work(s).
<p><b>Discipline Mastery</b></p> <p>Cultivate curiosity about the world in all its diversity by developing central concepts and structures necessary for faithful learning and living</p>	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject. Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject. Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject. Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject. Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
<p><b>Written Communication</b></p> <p>Develop students who write with skill and clarity</p>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses language that sometimes impedes meaning because of errors in usage. Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks (s) (e.g., expectation of instructor or self as audience). Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<p><b>Oral Communication</b></p> <p>Develop students who communicate orally with skill and clarity</p>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported). Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and the speaker appears polished and confident. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Central message is clear and consistent with the supporting material. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and the speaker appears comfortable. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Central message is basically understandable but is not often repeated and is not memorable. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and the speaker appears tentative. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Central message can be deduced but it is not explicitly stated in the presentation. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and the speaker appears uncomfortable. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.

CLOs: Faith Integration- 2a, 3e; Discipline Mastery- 3a-e, 4b; Written Communication- 5a; Oral Communication- 5a

**Capstone Rubric (Creative Project)**

<b>Essential Skill/ Competency</b>	<b>4 Exemplary</b>	<b>3 Accomplished</b>	<b>2 Proficient</b>	<b>1 Marginal</b>
<p><b>Faith Integration</b></p> <p>Ground students in biblical perspectives and equip them to apply these perspectives to the content, methods, and significance of the chosen capstone project, both implicitly and explicitly</p>	<p>Makes clear and deep connections between a biblical framework and the topic, content, and methods, demonstrating significance of issues under consideration. Relevant biblical, theological, and related worldview constructs (e.g. Creation-Fall- Redemption-Consummation; Structure/ Direction; imago dei; unity of knowledge in Christ) are substantially evident in the work(s).</p>	<p>Makes clear connections between a biblical framework and the topic, content, and methods, demonstrating significance of issues under consideration. Relevant biblical, theological, and related worldview constructs (e.g. Creation -Fall-Redemption-Consummation; Structure/Direction; imago dei, unity of knowledge in Christ) are evident in the work(s).</p>	<p>Makes shallow connections between a biblical framework and the topic, content, and methods. Relevant biblical, theological, and related worldview constructs (e.g. Creation-Fall-Redemption-Consummation; Structure/Direction; imago dei, unity of knowledge in Christ) are minimally evident in the work(s).</p>	<p>Makes few connections between a biblical framework and the topic, content, and methods. Relevant biblical, theological, and related worldview constructs (e.g. Creation-Fall-Redemption -Consummation; Structure/ Direction; imago dei, unity of knowledge in Christ) are vague or not evident in the work(s).</p>
<p><b>Discipline Mastery</b></p> <p>Cultivate curiosity about the world in all its diversity by developing central concepts and structures necessary for faithful learning and living</p>	<p>Evaluates creative process and product using domain-appropriate criteria. Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product. Individual, powerful commitment to the topic is obvious. Connection to the audience and purpose is excellent.</p>	<p>Creates an entirely new object, solution, or idea that is appropriate to the domain. Incorporates new directions or approaches to the assignment in the final product. Commitment to the topic is strong. Connection to the audience and purpose is good.</p>	<p>Successfully adapts an appropriate exemplar to his/her own specifications. Considers new directions or approaches without going beyond the guidelines of the assignment. Commitment to the topic is apparent. Connection to the audience and purpose is appropriate.</p>	<p>Successfully reproduces an appropriate exemplar. Stays strictly within the guidelines of the assignment. Commitment to the topic is limited. Connection to audience and purpose is limited.</p>
<p><b>Written Communication</b></p> <p>Develop students who write with skill and clarity</p>	<p>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.</p>	<p>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</p>	<p>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Uses appropriate and relevant content to develop and explore ideas through most of the work.</p>	<p>Uses language that sometimes impedes meaning because of errors in usage. Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks (s) (e.g., expectation of instructor or self as audience). Uses appropriate and relevant content to develop simple ideas in some parts of the work.</p>
<p><b>Oral Communication</b></p> <p>Develop students who communicate orally with skill and clarity</p>	<p>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported). Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and the speaker appears polished and confident. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</p>	<p>Central message is clear and consistent with the supporting material. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and the speaker appears comfortable. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</p>	<p>Central message is basically understandable but is not often repeated and is not memorable. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and the speaker appears tentative. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.</p>	<p>Central message can be deduced but it is not explicitly stated in the presentation. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and the speaker appears uncomfortable. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.</p>

CLOs: Faith Integration- 2a, 3e; Discipline Mastery- 3a-e, 4b; Written Communication- 5a; Oral Communication- 5a

Domain: field of study or activity and a sphere of knowledge and influence.