

Zombie Capstone Final Project Rubric:

	Did Not Attempt 0	Benchmark 1	Milestones 2	Milestones 3	Capstone 4	Score
Broad Integrative Knowledge (1d)		Identifies connections between life experiences, prior knowledge and academic texts and ideas. Presents basic examples, facts or theories	Explains connections between life experiences, prior knowledge and academic texts and ideas. Presents multiple examples, facts or theories from more than one perspective	Selects and connects examples of life experiences, and prior knowledge to illuminate concepts from multiple perspectives	Evaluates differences and similarities among perspectives by comparing life experiences, prior knowledge and academic texts or ideas	N/A
Specialized Knowledge (2c)		Recognizes that there are relationships between general education courses and those in the majors	Describes in general terms the connections between specific general education and major courses	Establishes clear and precise connections between content of specific general education courses and specific courses in the major	Integrates and applies the content of general education courses to advance learning of content of courses in the major	N/A
Intellectual Skills for Life Long Learning (8a)		When given an idea, theory or issue, student can identify the components integral to it	When given an idea, theory, or issue, student can identify its components and offer insight on their significance or relationship to one another.	Breaks down and explains components of an idea, theory, or issue and offers insight on their significance and their relationship to one another.	Engages in breaking down and explaining components of an idea, theory, or issue in ways that are insightful. Offers substantial insight on the relationship among these components and their application/significance in theory and practice	N/A
Intellectual Skills for Life Long Learning (2b)		Demonstrates minimal attention to context, audience, and/or purpose. Focus is on completion of the assigned task(s) within the class context.	Demonstrates awareness of context, audience (including their perceptions and assumptions), and purpose for the assigned task(s).	Demonstrates adequate consideration of context, audience, purpose, and their relationship in response to the assigned task(s)	Demonstrates a thorough understanding of context, audience, and purpose and their relationship in response to the assigned task(s).	N/A
Intellectual Skills for Life Long Learning (2c)		Attempts to use an appropriate and consistent system for basic organization and presentation. Uses language that sometimes impedes	Follows expectations appropriate to a specific discipline, writing task(s), and/or oral communication for basic organization, content and presentation. Uses	Demonstrates consistent use of important conventions particular to a specific discipline, writing task(s), and/or oral communication, including organization, content,	Demonstrates recognition of and successful execution of a wide range of conventions, whether writing across the curriculum, writing in a	N/A

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		meaning because of errors in usage.	language that generally conveys meaning to readers, although writing may include some errors	presentation, and stylistic choices. Uses straightforward language that conveys meaning to readers with clarity and few errors.	discipline, and/or communicating orally.	
Applied Learning (a)		Describes real-world problems in general and summarizes existing solutions	Explains real-world problems and identifies a range of possible solutions and reasons for pursuing some solutions over others	Integrates research methods to analyze and assess specific solutions to real-world problems	Purposes creative solutions to specific real-world problems. Solutions are supported by substantial research and presented in clear and compelling ways to stakeholders	N/A
Applied Learning (b)		Participates in group projects when assigned as part of class or co-curricular activities.	Makes identifiable and measurable contributions to the project, given each member's specific responsibilities in completing the project according to established deadlines	Works collaborative with and supports other group members to complete projects	Employs self and peer evaluation strategies to assess and improve, as necessary, the quality of the project	N/A