

I. QUANTITATIVE AND QUALITATIVE ANALYSIS (Integrates elements of AACU VALUE rubrics for Inquiry and Analysis, Quantitative Literacy, and Problem Solving)				
	4: Capstone	3: Milestone	2: Milestone	1: Benchmark
A. definition of problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. 4	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. 3	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial. 2	Demonstrates a limited ability in identifying a problem statement or related contextual factors. 1
B. solutions/hypotheses	Proposes one or more solutions/hypotheses that indicate deep comprehension of the problem and are sensitive to contextual factors as well as ethical, logical, or cultural dimensions of the problem. 4	Proposes one or more solutions/hypotheses that indicate comprehension of the problem and are sensitive to contextual factors. 3	Proposes one solution/ hypothesis that is generic or unspecific rather than individually designed to address the specific contextual factors of the problem. 2	Proposes a solution/ hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement. 1
C. design process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines. 4	Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for. 3	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused. 2	Project design demonstrates a misunderstanding of the methodology or theoretical framework. 1
D. presentation of data	Organizes and synthesizes data (quantitative and/or qualitative) to reveal insightful patterns, differences, or similarities related to focus. 4	Organizes data (quantitative and/or qualitative) to reveal important patterns, differences, or similarities related to focus. 3	Organizes data (quantitative and/or qualitative), but the organization is not effective in revealing important patterns, differences, or similarities. 2	Includes data (quantitative and/or qualitative), but data is not organized and/or is unrelated to focus. 1
E. interpretation	Provides accurate explanations of data presented. Makes appropriate inferences based on that information. 4	Provides accurate explanations of data presented. 3	Provides somewhat accurate explanations of data presented, but occasionally makes minor errors. 2	Attempts to explain quantitative and/or qualitative data but draws incorrect conclusions about what the data means. 1
F. conclusions	States a conclusion that is a logical extrapolation from the project's analysis of data. 4	States a conclusion focused on the project's analysis of data. The conclusion arises specifically from and responds specifically to the findings. 3	States a general conclusion that, because it is so general, also applies beyond the scope of the project's analysis of data. 2	States a conclusion that is ambiguous, illogical, or unsupported by the project's analysis of data. 1

II. CRITICAL AND CREATIVE THINKING (Integrates elements of AACU VALUE rubrics for Critical Thinking, Creative Thinking, and Information Literacy)				
	4: Capstone	3: Milestone	2: Milestone	1: Benchmark
A. innovative thinking	Extends a novel or unique idea, question, thesis/ hypothesis, format, methodology, or product to create new knowledge or knowledge that crosses boundaries. 4	Creates a novel or unique idea, question, thesis/ hypothesis, format, methodology, or product. 3	Experiments with creating a novel or unique idea, question, thesis/ hypothesis, format, methodology, or product. 2	Reformulates a collection of available ideas. 1
B. synthesis/transformation	Transforms multiple ideas or solutions into entirely new forms. 4	Synthesizes multiple ideas or solutions into a coherent whole. 3	Connects multiple ideas or solutions in novel ways. 2	Recognizes existing connections among multiple ideas /solutions. 1
C. explanation of issues	Issue/problem to be considered is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. 4	Issue/problem to be considered is stated, described, and clarified so that understanding is not seriously impeded by omissions. 3	Issue/problem to be considered is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. 2	Issue/problem to be considered is stated without clarification or description. 1
D. evidence	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. 4	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. 3	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. 2	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question. 1
E. evaluation of sources	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the research question.) of multiple criteria (such as relevance to the research question., currency, authority, audience, and bias or point of view). 4	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority). 3	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency). 2	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question). 1
F. ethical and legal use of sources	Correctly employs all of the following information use strategies: [citations and references; appropriate choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution] and demonstrates full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 4	Correctly employs three of the following information use strategies: [citations and references; appropriate choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution] and demonstrates full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 3	Correctly employs two of the following information use strategies: [citations and references; appropriate choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution] and demonstrates understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 2	Correctly employs one of the following information use strategies: [citations and references; appropriate choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution] and demonstrates some understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 1
G. conclusions/products and outcomes	Conclusions/products and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. 4	Conclusion or product is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. 3	Conclusion or product is logically tied to the information discussed (because the material is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. 2	Conclusion or product is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. 1

III. COMMUNICATION AND COMMUNITY(Integrates elements of AACU VALUE rubrics for Intercultural Knowledge and Competence, Global Learning, Oral Communication, and Written Communication)				
	4: Capstone	3: Milestone	2: Milestone	1: Benchmark
A. central message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported). 4	Central message is clear and consistent with the supporting material. 3	Central message is basically understandable but is not often repeated and is not memorable. 2	Central message can be deduced, but is not explicitly stated. 1
B. context and audience	Demonstrates a thorough understanding of context, audience, and disciplinary/professional culture that is responsive to the assigned task(s) and focuses all elements of the work. 4	Demonstrates adequate consideration of context, audience, and disciplinary/professional culture. 3	Demonstrates awareness of context, audience, and disciplinary/professional culture (e.g. begins to show awareness of audience's perceptions and assumptions). 2	Demonstrates minimal attention to context, audience, and disciplinary/professional culture (e.g. expectation of instructor, self, or peers as audience). 1
C. content development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, shaping the whole work. 4	Uses appropriate, relevant, and compelling content to develop and explore ideas within the context of the discipline and shape the whole work. 3	Uses appropriate and relevant content to develop and explore ideas through most of the work. 2	Uses appropriate and relevant content to develop simple ideas in some parts of the work. 1
D. organization	Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful, and makes the content cohesive. 4	Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable. 3	Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable. 2	Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is not observable. 1

E. language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the work. Language is well-suited to audience.	Language choices are thoughtful and generally support the effectiveness of the work. Language is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the work. Language is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the work, and/or language is not appropriate to audience.
	4	3	2	1
F. perspective	Evaluates and applies diverse perspectives to complex subjects in the face of multiple and even conflicting positions (such as cultural, ethical, and disciplinary).	Synthesizes multiple perspectives (such as cultural, ethical, and disciplinary).	Identifies and explains multiple perspectives (such as cultural, ethical, and disciplinary).	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, ethical, and disciplinary).
	4	3	2	1
G. self-awareness	Articulates new insights into own cultural, ethical, and/or disciplinary biases and expectations.	Articulates meaningful differences between own cultural, ethical, and/or disciplinary biases and expectations, and those of others.	Demonstrates some awareness of own cultural, ethical, and/or disciplinary biases and expectations.	Shows minimal awareness of own cultural, ethical, and/or disciplinary biases and expectations.
	4	3	2	1