



Graduate ILO Assessment Rubric

Student Number or Name: _____

Degree (circle one): Masters Doctorate

Year-Semester/Term: _____

Committee Chair or Capstone Course Instructor: _____

College or School: _____ Department or Program: _____

Name of Evaluator: _____

Directions to Evaluators: Place a check mark on the line in front of the rubric description for each Institutional Learning Outcome Assessment that best reflects the quality and level of achievement related to the capstone deliverable (e.g., report, poster, thesis, dissertation, or portfolio as required in the capstone course and/or graduate program requirements). Feel free to copy this form if there is more than one evaluator or to report a consensus score for the committee. Please scan and send the completed rubric(s) --or a spreadsheet with all the scores if you have a large number of students to report on--to the AAPRC co-Chairs for archiving in SharePoint.

	1. Deficient	2. Acceptable	3. Proficient	4. Exemplary
Scholarly Mastery: capstone project (e.g. thesis, portfolio, professional paper, poster) demonstrates advanced knowledge, skills, and perspectives that contribute to their discipline				
Level of knowledge reflected in the written document	___ Reflects an unacceptably low level of knowledge, skills, and perspectives.	___ Reflects an acceptable level of knowledge, skills, and perspectives.	___ Reflects an above average level of knowledge, skills, and perspectives.	___ Reflects an outstanding level of knowledge, skills, and perspectives.
Level of knowledge reflected in the oral presentation and/or defense	___ Reflects an unacceptably low level of knowledge, skills, and perspectives.	___ Reflects an acceptable level of knowledge, skills, and perspectives.	___ Reflects above average level of knowledge, skills, and perspectives.	___ Reflects an outstanding level of knowledge, skills, and perspectives.

	1. Deficient	2. Acceptable	3. Proficient	4. Exemplary
Critical Thinking: <i>identify and explain issues, analyze evidence, assess assumptions, define their own perspectives and positions, and present the implications and consequences of their conclusions</i>				
Level of critical thinking reflected in the written document	__ Reflects an unacceptably low level of critical thinking.	__ Reflects an acceptable level of critical thinking.	__ Reflects an above-average level of critical thinking.	__ Reflects an outstanding level of critical thinking.
Level of critical thinking reflected in the oral presentation and/or defense.	__ Reflects an unacceptably low level of critical thinking.	__ Reflects an acceptable level of critical thinking.	__ Reflects an above-average level of critical thinking.	__ Reflects an outstanding level of critical thinking.
Written Communication: <i>The ability to organize their thoughts and feelings, synthesize relevant information and concepts, and effectively, clearly, and persuasively communicate their perspectives through written language.</i>				
Level of communications skill reflected in the written document	__ Reflects an unacceptable ability to express oneself clearly, accurately, and professionally in writing.	__ Reflects an acceptable ability to express oneself clearly, accurately, and professionally in writing.	__ Reflects an above-average ability to express oneself clearly, accurately, and professionally in writing.	__ Reflects an outstanding ability to express oneself clearly, accurately, and professionally in writing.
Information Literacy: <i>The ability to recognize and articulate an information need, and to access, evaluate, and use relevant source material effectively, ethically, and legally in their academic pursuits.</i>				
Level of skills reflected in the written document	__ Reflects an unacceptably low level of information literacy.	__ Reflects an acceptable level of information literacy.	__ Reflects an above average level of information literacy.	__ Reflects an outstanding level of information literacy.