

ASSESSMENT OF GRADUATE ENGLISH PROGRAM LEARNING OUTCOMES IN CAPSTONE/ENGL 599

Faculty complete the rubric below for the thesis paper written for ENGL 599. In the right-hand column indicate the number representing the level of proficiency demonstrated by the student in the thesis paper. Send the completed rubric and the thesis paper to the Program Head. This rubric does not command the grade.

Level 3 (proficient) is the minimum level which all students are expected to demonstrate in the final draft of their 599 thesis paper.

		1: not proficient	2: marginally proficient	3: proficient	4: highly proficient	Score (or N/A)
Concerning Student Learning Outcomes 1&2. Professors can elect to respond to one or the other	The student must demonstrate critical thinking and interpretive skills reflecting knowledge and comprehension of the American literature studied in the thesis paper (if the focus is on American literature).	Insights and explications are not at all supported by the text(s) being studied, diverge too far afield from the evidence in the text(s), and/or betray a lack of comprehension of the text(s)' meaning.	Insights and explications are only somewhat supported by the text(s) being studied, and demonstrate only moderate comprehension of the text(s). Critical insights are underdeveloped.	Insights and explications: are well supported by the text; demonstrate solid comprehension of the text(s) being considered; demonstrate smart critical insight and consideration	Insights and explications are of the highest order, of publishable quality reflecting thorough understanding of the texts being considered and a critical awareness of any issues involved	
	The student must demonstrate critical thinking and interpretive skills reflecting knowledge and comprehension of the British literature studied in the thesis paper (if the focus is on British literature).	Insights and explications are not at all supported by the text(s) being studied, diverge too far afield from the evidence in the text(s), and/or betray a lack of comprehension of the text(s)' meaning.	Insights and explications are only somewhat supported by the text(s) being studied, and demonstrate only moderate comprehension of the text(s). Critical insights are underdeveloped.	Insights and explications: are well supported by the text; demonstrate solid comprehension of the text(s) being considered; demonstrate smart critical insight and consideration	Insights and explications are of the highest order, of publishable quality reflecting thorough understanding of the texts being considered and a critical awareness of any issues involved	
Concerning Student Learning Outcome 3	The student must demonstrate critical thinking and interpretive skills reflecting an awareness of relevant trends in criticism and/or theory, as much as is relevant to the thesis topic.	Student doesn't use or refer to any relevant theory and/or criticism in any useful way, or at all, and/or cannot differentiate source quality.	Student uses some sources but doesn't often use them effectively to support the thesis; and/or uses low- quality sources.	Student draws upon sources well, most of the time, in mostly relevant ways that support the thesis; and mostly uses appropriate sources.	Student uses top-quality sources exceptionally well at all necessary times in the study; the paper is woven tightly into the ongoing critical field with which it engages.	
Concernin Student Learning Outcome 4	The student must demonstrate knowledge of some of the literary traditions, and/or cultural situations, and/or historical eras relevant to the literature the student is writing about.	At relevant times in the paper where such knowledge should or could be integrated, student does not demonstrate awareness of and/or understanding of any relevant cultural, historical, or traditional context.	At relevant times in the paper where such knowledge should or could be integrated, student demonstrates underdeveloped and/or inaccurate awareness of and/or understanding of any relevant cultural, historical, or traditional context.	At many relevant times in the paper the student demonstrates a developed and accurate awareness of and understanding of some cultural, historical, and/or traditional context. Some area for improvement remains.	Throughout the paper the student consistently demonstrates a thorough awareness and understanding of the relevant cultural, historical, and or traditional contexts.	
Concerning Student Learning Outcome 5	The student must design an original thesis topic that involves, but is not limited to, American and/or British literature.	The thesis is entirely unclear or irrelevant to the field	The thesis is present but is not expressed completely clearly, or lacks development and relevance	The thesis is clear and demonstrates a developed thought as well as relevance	The thesis is perfectly clear, thoroughly developed, and highly relevant to the field	
	The student must demonstrate consistent and accurate style when documenting sources.	Style is inconsistent or nonexistent	Style is present but not largely accurate or consistent throughout	Style is mostly consistent and accurate throughout	Style is exceptionally consistent and accurate throughout	
	The student must demonstrate clear and accurate sentence-level mechanics throughout the paper.	Syntax, diction, grammar and punctuation are sloppy	Syntax, diction, grammar and punctuation are adequate but with some error	Syntax, diction, grammar and punctuation are correct, for the most part	Syntax, diction, grammar and punctuation are exceptional throughout	
	The student must demonstrate sound structure and overall organization of ideas throughout the paper.	Not organized, on the whole	Marginally well organized with some areas of order, some of confusion	Well organized for the most part; just a few questionable areas if any	Exceptionally well organized first paragraph to last	