

Student: _____

Semester: _____

Student CWID: _____

Faculty Member: _____

Indicate if you are the mentor or second reader:

Mentor: _____ Second Reader: _____

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

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
Concerning SLO 1	Analyze and interpret literary texts	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, marginal comprehension of the text(s) meaning.	Insights and explications are mostly well supported by the text(s) being studied; demonstrate solid comprehension of the text(s), are nicely developed throughout.	Insights and explications are of the highest order, of publishable quality, reflecting thorough understanding of the texts being studied.	
Concerning SLO 2	Apply critical approaches and concepts to the analysis and interpretation of literary texts	Throughout the paper the student's application of critical approaches and concepts is nonexistent, or bespeaks a complete lack of understanding of any relevant critical approach or concept.	Throughout the paper the student's application of critical approaches and concepts is largely underdeveloped, or bespeaks a marginal understanding of any relevant critical approach or concept.	Throughout the paper the student's application of critical approaches and concepts is nicely developed, for the most part, and bespeaks a sound understanding of any relevant critical approach or concept.	Throughout the paper the student's application of critical approaches and concepts is exceptional, and bespeaks a thorough and advanced understanding of any relevant critical approach or concept.	
Concerning SLO 3	Conduct research relevant to the field, and evaluate source quality	Student involves no relevant or appropriate secondary sources in their study, uses only low-quality or absurd secondary sources, and/or cannot differentiate source quality.	Student uses some relevant and appropriate secondary sources in their study, but not enough, and/or not very effectively; and/or also uses some low-quality or absurd secondary sources.	Student effectively uses relevant and appropriate secondary sources, for the most part, throughout the paper. Amount of secondary sources used is appropriate, for the most part.	Student uses an appropriate amount of top-quality sources, and uses them exceptionally well, at all necessary times in the study. No low-quality or absurd sources are used. The paper is woven tightly into the ongoing critical field with which it engages.	
Concerning SLO 4	Create original research topics and produce writings on those topics which demonstrate clear writing and accurate documentation style	4a. Design an original and relevant thesis, and tend to the thesis well	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
		4b. Demonstrate clear and accurate sentence-level mechanics	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
		4c. Demonstrate sound structure and overall organization of ideas	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
		4d. Demonstrate accurate style when documenting sources and formatting the paper	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
					SLO 4 average score (mentor can leave blank; Program Director will tally)	