

CREATE Rubric—for use with Capstone Projects

revised 5/2016

Category / Dimension	Exemplary (4)	Effective (3)	Emergent (2)	Elementary (1)	Score
<p style="text-align: center;">Purpose of Project</p> <p>Obj. 2.1.C – Demonstrate critical thinking as they develop, produce, evaluate product or performance.</p>	Clearly and concisely directs the project development; scope is suitable for assigned task and focuses all elements of work; firmly establishes significance of project	Effectively directs the project development; generally focused and specific; reasonably addresses assigned task; demonstrates significance of project	Purpose of project is present but vague and offers limited significance of the project	Purpose of project is not clear or appropriate and offers little to no explanation of the significance of the project	
<p style="text-align: center;">Organization or Structure</p> <p>Obj. 2.1.B – Apply information to planning & creation of a product or performance</p>	Superior and carefully organized response to the topic. Each paragraph has a focused idea and excellent supporting detail. Sources are critically synthesized to address chosen topic. Appropriate, logical conclusions are made and connected to the project purpose.	Effective response to topic. Synthesis of information is coherent. Conclusions are appropriate and connected to the project purpose.	Weak response to topic: moderately sustained and developed ideas and acceptable analysis of topic ideas. Conclusions are made, but not entirely supported by presented information or do not attempt to fully address the purpose of the project.	Inadequate response to the topic: ideas are undeveloped, confused or disconnected. Conclusions are not present or are not connected to presented information or project purpose.	
<p style="text-align: center;">Integrative Learning</p> <p>Obj. 2.1.C – Demonstrate critical thinking as they develop, produce, evaluate product or performance</p>	Relevant and critical connections exhibited from a variety of diverse learning and experiences. Demonstrates deep understanding of connections with past experiences and future trends.	Makes generally effective connections from a variety of diverse learning and experiences. Shows an understanding of connections with past experiences and future trends.	Makes weak connections from a variety of diverse learning and experiences and little understanding of past experiences and future trends.	Underdeveloped or missing connections to a variety of diverse learning experiences; shows no understanding of past experiences and future trends.	

Category / Dimension	Exemplary (4)	Effective (3)	Emergent (2)	Elementary (1)	Score
<p>Use of Sources to Answer Question</p> <p>Obj. 2.1.A – Demonstrate effective use of information literacy skills through writing.</p>	<p>Information appropriately and fully answers the proposed question. Sources are appropriately synthesized in a way that addresses chosen topic. Appropriate, logical conclusions are made and connected to the research question.</p>	<p>Information is mostly linked to the proposed question. Synthesis of information is coherent. Conclusions are appropriate and mostly connected to the research question.</p>	<p>Attempts are made to relate information to proposed question. Information is connected, but weakly synthesized. Conclusions are made, but not entirely supported by presented information or do not attempt to fully answer question.</p>	<p>No link between information presented and original proposed question. Sources are not connected with little to no synthesis. Conclusions are not present or are not connected to presented information or research question.</p>	
<p>Ethical and Appropriate Use of Sources</p> <p>Obj. 2.1.A – Demonstrate effective use of information literacy skills through writing.</p>	<p>Student correctly implements all four of the following strategies: 1) selects critical sources; 2) adheres to proper citation and reference style; 3) paraphrases, summarizes, or quotes in ways that are true to original context; 4) distinguishes between common knowledge and ideas requiring attribution. Practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Student correctly uses three of the information use strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Student correctly uses two of the information use strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Student correctly use one or none of the information use strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	
<p>Mechanics</p> <p>Obj. 2.1.B – Apply information to planning & creation of a product or performance</p>	<p>Excellent command of standard English that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</p>	<p>Sufficient command of standard English that adequately communicates meaning to readers with infrequent errors in grammar, punctuation or usage. Paper flows well.</p>	<p>Weak command of standard English. Errors in grammar, punctuation, or usage are present but do not compromise meaning.</p>	<p>Inadequate command of standard English. Major errors or repeated minor errors in grammar, punctuation, or usage obscure meaning.</p>	

Authors: Dan Brannan, Stephen Baldrige, Suzie Macaluso, Sarah Lee, Nancy Jordan, Rodney Ashlock, Brenda Bender, and Denise Barnett.