Capstone RUBRIC — Spanish Section

MARSHALL UNIVERSITY

	Item	Very Good / Excellent	Good / Average	Poor / Insufficient
Presentation	Oral Spanish	● Vocabulary: ample & appropriate ● Structures: with. few mistakes (verbs) ● Fluency: without interruptions & comfortable ● pronunciation: clear & understandable	● Vocabulary: appropriate but with limitations or mistakes in the meaning ● Structures: some mistakes but in general good verbs. ● Fluency: some hesitations and interruptions ● pronunciation: in general understandable	● Vocabulary: very limited, important interference in communication ● Structures: wrong use of verbs & repeated mistakes in basic structures ● Fluency: much hesitation, many interruptions, repetition of expressions ● pronunciation: consistent mispronunciation, particularly with vowels
	Media aid	● Outstanding design / elaboration / technical quality ● Superior level of creativity, synthesis, originality	● Good design / elaboration / technical quality ● Good level of creativity, synthesis, originality	● Poor, repetitive, or copy of another design / elaboration / insufficient technical quality ● Lack or poor creativity, synthesis, originality; mere repetition
	Content	● Perfect focus on the given target (culture, text, film, etc.) ● Perfect integration of relevant areas of knowledge & methodology ● Outstanding reasoning & articulation of the argument ● Outstanding application of theoretical framework	● focus on the given target (culture, text, film, etc.) but with some deviations ● Some integration of relevant areas of knowledge & methodology ● Good reasoning & articulation of the argument ● Application of theoretical framework	● Lack (or loose) of focus on the given target (culture, text, film, etc.) ● Insufficient integration of relevant areas of knowledge & methodology ● Lack of consistency or clarity in the reasoning & articulation of the argument ● Very poor or lack of application of some theoretical framework
	Contact with audience	● Perfect & permanent contact; audience engaged (not reading at all)	● Good contact; audience en general paying attention (only some recitation)	● Lack of insufficient contact; audience lost or bored (recitation or reading)
	Other material	● Excellent invitation, attractive, well elaborated, clear information ● Excellent handouts, complete, clear, without mistakes	● Good invitation, good features & clear information ● Complete handouts, clear, & without or minor mistakes	● Very poor (or lack) of invitation, insufficient information, showing no care for the presentation ● Poor handouts, incomplete with mistakes
			Maximum of points for this section	**30**

Item	Very Good / Excellent	Good / Average	Poor / Insufficient
Essay — Primary sources	● All of them appropriate for the topic ● All the important sources are academic / valid ● More than 10 artifacts / a novel & additional texts / more than 4 hard data works / four movies / & similar …	● Most of them appropriate for the topic ● Most sources are academic / valid ● More than 5-10 artifacts / only a novel or five texts (poems, short stories, etc.) / 3-4 hard data works / two movies / & similar …	● Most of them inappropriate for the topic ● Less than four academic sources or not valid ● Less than 5 artifacts / less than five texts (poems, short stories, etc.) / less than 3 hard data works / one movie / & similar …
Secondary sources	● All of them relevant to the topic ● All of them are academic and cover an ample range of areas ● In the Bibliography more than 10 critical sources & at least 3 theoretical articles	● Most of them relevant to the topic ● Most of them are academic and cover a good range of areas ● In the Bibliography more than 6-10 critical sources & 2 theoretical articles	● Few of them relevant to the topic ● Most of them are not academic and cover a very limited range of areas ● In the Bibliography less than 6 critical sources & 1 or none theoretical reference
Content	● Hypothesis / point: sound foundation, original, very well articulated and relevant ● Analysis & reasoning: well articulated, consistent developing of ideas following inductive / deductive reasoning ● Supporting ideas: relevant, consistent, boosting the development of the reasoning ● Quotations: 5 or more from hard data records, 10 or more from critical sources, & 3 or more from theoretical works. ● Personal conclusions: based on the premises established in the analysis, original, entails a logic summary of the discussion, persuasively articulated	● Hypothesis / point: original, well articulated and relevant ● Analysis & reasoning: in general well articulated, good developing of ideas following inductive / deductive reasoning ● Supporting ideas: consistent, solid support for the reasoning ● Quotations: 3-4 from hard data records, at least 6 from critical sources, & 2 from theoretical works. ● Personal conclusions: they follow the analysis, pretty original and are well articulated	● Hypothesis / point: none or confused, vague, inconsistent, not pertinent ● Analysis & reasoning: very poor, confused, inconsistent , significant lack of logical reasoning, chaotic ● Supporting ideas: few, not relevant, inconsistent, confuse ● Quotations: less than 5 from hard data records, less than 6 from critical sources, & only 1 or none from theoretical works. ● Personal conclusions: inconsistent or irrelevant with the discussion, mere repetition of previous ideas, confusing or vague
Format & Bibliography	● Perfect adherence to the MLA format in the body of the essay ● Bibliography: MLA format, clear distinctions of primary sources from secondary sources, clear identification of other valid sources	● Follows to the MLA format in the body of the essay (few mistakes) ● Bibliography: MLA format, in general distinctions of primary sources from secondary sources is clear, identification of other valid sources	● Loose adherence to the MLA format in the body of the essay ● Bibliography: MLA format with inconsistencies, nor distinction of primary sources from secondary sources, no enough identification of other valid sources
Maximum of points for this section			**30**

Item	Very Good / Excellent	Good / Average	Poor / Insufficient
Research — Sources	• Relevant to the topic and appropriate for both the presentation & the essay. • From a large variety of origins and means (not only articles) • Excellent understanding of the material and its pertinence to the topic & development of the research	• Most of the sources are relevant to the topic and appropriate for both the presentation & the essay. • From a good variety of origins and means (not only articles) • Good understanding of the material and its pertinence to the topic & development of the research	• A few number of sources are relevant to the topic and appropriate for both the presentation & the essay; chaotic pattern of material • From a limited variety of origins and means (not only articles) • Poor understanding (or misunderstanding) of the material and its pertinence to the topic & development of the research
Skills	• Quick identification of a relevant topic to the course • Keep focus deepening on the subject, going from a broad theme to a very specific one • Creativity exploring possible sources or collateral areas of research using different means (internet, library, bibliographies, etc.) • Willingness of looking for more sources • Creativity & acuteness asking questions that develop the research • Accuracy applying concepts from secondary sources to primary material • Appropriateness applying theoretical framework to the research (following hints/models provided by theoreticians in their essays)	• Identification of a relevant topic to the course with some hesitations, or restarting • Few deviations from the focus of the research, • Good exploration of possible sources or collateral areas of research using different means (internet, library, bibliographies, etc.) • Some willingness of looking for more sources • Good choosing of good questions that develop the research • Good application of concepts from secondary sources to primary material, with some limitations or mistakes • In general good application of the theoretical framework to the research	• Lack of identification of a relevant topic to the course • Significant hesitations or restarts of the research; superficial searches • Limited exploration of sources or collateral areas of research using different means (internet, library, bibliographies, etc.) • lack of willingness of looking for more sources • Poor or insufficient questions that develop the research • Wrong or insufficient applications of concepts from secondary sources • Wrong or insufficient application of theoretical framework to the research
Consultation with experts	• with librarians on campus: at least 5 times • experts (professor) on campus: at least 3 • with expert out of campus: at least 2	• with librarians on campus: at least 3 times • experts (professor) on campus: at least 2 • with expert out of campus: at least 1	• with librarians on campus: less than 2 times • experts (professor) on campus: 1 or less • with expert out of campus: none
Timely	• From the beginning follows the established schedule. Keep perfect record of all activities and material produced. Meet all the deadlines.	• In general follows the established schedule. Good record of all activities and material produced. Only twice didn't meet the deadlines.	• Repeated failures following the established schedule. Significant lack of record of the activities and material produced. More than three times didn't meet the deadlines.
Maximum of points for this section			**40**