**Senior Capstone Assessment**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Thesis:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reader/Scorer:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Outcome 1: Reading**

Upon completion of the English major, students will have developed a literary ethics of reading, which involves close, nuanced reading and reasoned response to texts that respects their integrity and imaginative possibilities.

| **RUBRIC for Reading** | 1 | 2 | 3 | Score |
| --- | --- | --- | --- | --- |
| **Close, nuanced reading.** | Able to summarize a plot, but with little detail. | Selects a part of the text to focus on, links it to lived experience, outside world, or other parts of the text. | Subdivides selections to examine terminology, patterns of language, tensions, shades of meaning, etc. |  |
| **Reasoned response that respects the limits of the text and its imaginative possibilities.** | Quick, intuitive, and unexamined reactions to characters and situations. | Is able to stand back from the text to acquire critical distance. | Responding to imaginative possibilities of the text, but within its limits, with measure, reason, and attention to detail. |  |

**Outcome 2: Critical Thinking**

Upon completion of the English major, students will have advanced competence in analyzing and interpreting texts in various contexts (social, historical, political, with regard to gender, race, class, etc.), within different critical traditions, and with an awareness of their own theoretical stances.

| **RUBRIC for Critical Thinking** | 1 | 2 | 3 | Score |
| --- | --- | --- | --- | --- |
| ***Contexts*:**   * personal * social * historical * political, etc. | Student is able to make a personal connection to the text (often identifying with a character). | Student recognizes that the text reads differently in historical, social, political (etc.) context. | Student can analyze a text in context maintaining a personal connection, which means that the student’s sense of self develops historical breadth. |  |
| **Critical traditions** for a specific work | Student is able to analyze the primary text on its own. | Student is able to take a critical perspective into account in his or her analysis. | Student is able to analyze a text taking into account multiple (2-3) critical perspectives. |  |
| **Theoretical awareness** | Student assumes that his/her analysis is neutral and without presuppositions. | Student is familiar with several theoretical approaches to literary analysis and recognizes that no interpretation is neutral. | Student is able to identify and work within a theoretical framework in a literary analysis. |  |

**Outcome 3: Writing**

Upon completion of the English major, students will have advanced competence in thinking and writing abilities in argument, organization, rhetorical sensitivity and style, conventions and mechanics, and the writing process.

| **RUBRIC for Writing** | 1 | 2 | 3 | Score |
| --- | --- | --- | --- | --- |
| *a) Argument*: will be able to craft a clear and complex argument and support it with textual evidence. | Intuitive exploration of an issue. Evidence is nonessential and used decoratively. | Logical progress through a problem that is not yet clear. Evidence supports claims, but is not analyzed much. | Clearly focused problem that is analyzed and logically explored. Evidence cited and analyzed to support claims. |  |
| *b) Organization:* will write coherently at all levels (essay, paragraph, and sentence-to-sentence | Organization reflects the process of working through the problem. | Shows step-wise logic, but may switch back and forth between texts too much. | Concise and pointed introduction whose vision is carried through the paper. |  |
| *c) Rhetorical sensitivity & style*: will be able to determine what genre and type of language best fits the rhetorical situation. Writes clearly and concisely using appropriate diction. | Unintentionally discomforting writing (such as excessive informality or stiffness). | Uneven writing that nevertheless makes its point. May shine in places, but in others is vague or loose. | Grace, flow, pizzazz. Writing is succinct and clear. Some especially fine expressions, lines, or sentences stand out. |  |
| *d) Conventions & mechanics:* will be able to write in grammatically correct Standard English, using appropriate punctuation, diction, sentence structure, and voice. Able to document sources correctly. | Errors cause confusion. Incomplete or incorrect documentation. | Errors remain, but do not hinder communication. | The writing has been proofed and polished to achieve a clean and smooth surface. |  |
| *e) Process:* will have developed the practice of writing, revising, editing, and polishing before submitting or publishing a piece of writing, using a variety of modes and a range of media, both old and new. | Submits first draft or revises only conventions and mechanics. Does not address feedback on argument, organization, use of evidence, rhetoric or style. | Revises based on feedback on conventions & mechanics, with some effort to address high order thinking: argument, organization, use of evidence, etc. | Revises based on feedback in all areas, including style. Paper is polished and ready to present. |  |

**Outcome 4: Research**

Upon completion of the English major, students will be able to conduct critical inquiry into the interpretation of a literary text or texts.

| **RUBRIC for Research** | 1 | 2 | 3 | Score |
| --- | --- | --- | --- | --- |
| **Information literacy** | Unable to conduct database searches without assistance | Able to use databases independently | Able to mine footnotes for related primary sources and other secondary sources (and secure them through library system). |  |
| **Source**  **Assessment** | Unable to judge quality of sources. | Able to select appropriate sources. | Able to identify sources most important to the critical tradition of the topic and work under study. |  |
| **Theoretical**  **Framing** | Little or no theoretical consideration | Theoretical questions considered in in parts of the thesis. | Theory used to shape a frame of reference for the study conducted. |  |

**Comments?**