

Advanced Project Assessment Rubric

Complete: Faculty Mentor Name: _____ AP Title: _____ Student ID # _____

Check if you are: Faculty Mentor _____ AP Course Instructor _____ Student Author _____ Professional Advisor _____

Instructions: Please circle a cell on each row of the rubric as it best describes the Advanced Project.

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| <p>Learning from Experience</p> <p><i>Demonstrates connection between personal or professional experience and interest in a particular problem, issue, or theory</i></p> | <p>Contextualizes personal or professional experience within the <u>particular</u> problem, issue, or theory</p> | <p>Relates personal or professional experience to the <u>particular</u> problem, issue, or theory</p> | <p>Explains personal or professional experience and interest in a <u>general</u> problem, issue, or theory</p> | <p><u>Identifies</u> personal or professional experience and summarizes a <u>general</u> problem, issue, or theory</p> | <p>No discussion of personal or professional experience</p> <p>No evidence of discussion of a problem, issue, or theory</p> |
| <p>Inquiry</p> <p><i>Demonstrates understanding of the broader context of a particular problem, issue, or theory</i></p> | <p><u>Synthesizes</u> what others have said/done about a given problem, issue, or theory and accesses appropriate/related existing resources.</p> | <p><u>Analyzes</u> the context of what others have said/done about a given problem, issue, or theory and accesses appropriate/related existing resources.</p> | <p><u>Summarizes</u> what others have said/done about a given problem, issue, or theory and accesses appropriate/related existing resources.</p> | <p><u>Describes</u> broader context of a particular problem, issue, or theory, but <u>no evidence of access</u> to appropriate/related existing resources/literature</p> | <p>No evidence of understanding of broader context of a particular problem, issue, or theory, nor access to appropriate/related existing resources/literature</p> |
| <p>Decision Making</p> <p><i>Demonstrates use of direct investigation, hands-on experience, application of theories or secondary analysis to independently address the problem, issue, or theory, and shows how this method connects to the larger theoretical framework and standards in the field.</i></p> | <p><u>Chooses and explains appropriate</u> direct investigation, hands-on experience, theory application, and/or secondary analysis to independently address the problem/issue/theory.</p> <p><u>Justifies connections</u> with the larger theoretical framework.</p> | <p><u>Chooses and summarizes appropriate</u> direct investigation, hands on experience, theory application, and/or secondary analysis to independently address the problem/issue/theory.</p> <p><u>Establishes a connection</u> to the larger theoretical framework.</p> | <p><u>Chooses appropriate</u> direct investigation, hands-on experience, theory application, or secondary analysis to independently address the problem/issue/theory.</p> <p>Does <u>not explain a connection</u> to larger theoretical framework.</p> | <p><u>Chooses</u> direct investigation, hands-on experience, theory application, or secondary analysis to independently address the problem/issue/theory, but method is <u>not appropriate</u>.</p> <p>Does <u>not explain or connect</u> to larger theoretical framework.</p> | <p>No evidence of an appropriate direct investigation, experience, application, or secondary analysis to independently address the problem/issue/theory</p> |

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| <p>Writing</p> <p><i>Demonstrates effective presentation, coherence, organization, and academic standards in final documentation of the Advanced Project</i></p> | <p>Logically organizes a clear, effective presentation of the final documentation of the Advanced Project according to the purpose and audience of the project.</p> <p><u>Consistently uses</u> appropriate format and citation style and includes supporting materials (when necessary).</p> <p>Has <u>no obvious errors</u> (grammar, fluency).</p> | <p>Organizes with coherence and clarity; and appropriately presents final documentation of the Advanced Project for the purpose and audience.</p> <p><u>Mostly demonstrates</u> appropriate academic standards (format, citation, supplements).</p> <p>Has <u>some minor errors</u> (grammar, fluency).</p> | <p>Organizes with coherence and clarity and presents final documentation of the Advanced Project for the appropriate purpose and audience.</p> <p><u>Does not demonstrate</u> appropriate academic standards (format, citation, supplements).</p> <p>Has <u>several errors</u> (grammar, fluency).</p> | <p>Presents final documentation of the Advanced Project for the appropriate purpose and audience.</p> <p>Lacks organization, coherence, and clarity,</p> <p><u>Does not use</u> appropriate academic standards (format, citation style, supplements).</p> <p>Has <u>many errors</u> which make understanding difficult.</p> | <p>Final documentation of the Advanced Project is incomplete and is not effectively presented for the purpose and audience.</p> |
| <p>Self-Assessment</p> <p><i>Reflects on learning process and competency gained through completing Advanced Project</i></p> | <p><u>Evaluates</u> how the project achieved its intended purpose, how it was executed, and how it contributes to the field.</p> <p><u>Appraises</u> the characteristics of the learning process and examines implications for future learning.</p> | <p><u>Analyzes</u> how the project achieved its intended purpose, how it was executed, and how it contributes to the field.</p> <p><u>Assesses</u> the learning process and relates to ideas for future.</p> | <p><u>Describes</u> how the project achieved its intended purpose, how it was executed, and how it contributes to the field.</p> <p><u>Summarizes</u> learning process and identifies ideas for future.</p> | <p><u>Summarizes</u> how the project achieved its intended purpose, how it was executed, <u>or</u> how it contributes to the field.</p> <p><u>Identifies</u> learning outcomes and/or plans.</p> | <p>No evidence of reflection on learning or plans for future learning.</p> |

Comments: