GRADING RUBRIC FOR PRIMARY DATA CAPSTONE PAPER

Final Capstone Paper
Grading Rubric—Primary Data

Student __________________________
Faculty supervisor ____________________
Semester/Year ____________________
Title _____________________________

Detailed Explanation of Criteria:

1. **Criterion 1:** The student has constructed a set of logical, clear, and well thought out research questions, hypotheses, and/or propositions to use to explore the topic. (15%)

2. **Criterion 2:** The student selected an appropriate source/type of data and used valid methods to collect the primary data. (20%)

3. **Criterion 3:** The literature review is well organized and comprehensive. Theory drawn from the literature is used to support the research questions/hypotheses and thesis (15%).

4. **Criterion 4:** Data analysis methods are appropriate. The data analysis is clear, comprehensive, and accurate. (20%)

5. **Criterion 5:** The student’s findings and conclusions are appropriate. The student makes a valid argument that connects the data results to the literature/theory. (10%)

6. **Criterion 6:** Overall, the capstone is well written. The capstone uses appropriate and accurate citation methods, is nearly free of typos and other errors, and is clear and succinct. (20%)

Competencies Assessment

Dependent on the nature of the capstone project, the following core competencies may be met through the capstone process:

**Competency 1:** Students should be able to effectively work with internal and external stakeholders.

**Competency 1a:** Students should be able to integrate current and preferred management practices of budgeting and financial management, human resources, information technology, statistical analysis, and performance measurement to improve organizations.

**Competency 2:** Students should be able to use decision-making theories to frame and address public service problems.

**Competency 3:** Students should be able to communicate effectively both orally (public speaking) and in writing (analytical and persuasive) for a public service organization and in the public policy process.

**Competency 4:** Students should be able to evaluate public service issues in terms of effectiveness, efficiency, equity, and economy.

**Competency 4a:** Students should be able to demonstrate the trade-offs between efficiency, effectiveness, and equity in terms of program alternatives.

**Competency 5:** Students should be able to understand and listen critically to diverse perspectives to address public service issues.
Grading Table for Capstone Paper with Primary Data Collection

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<th>Level of Achievement</th>
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<th>Grade</th>
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Grading Rubric for Analytical Capstone Paper

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<tr>
<th>Final Capstone Paper</th>
<th>Student __________________________</th>
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<tbody>
<tr>
<td>Grading Rubric—Analytical</td>
<td>Faculty supervisor ______________</td>
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<td></td>
<td>Semester/Year ____________________</td>
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<tr>
<td></td>
<td>Title ____________________________</td>
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</table>

**Detailed Explanation of Criteria:**

1. **Criterion 1:** The student has constructed a logical set of research questions to use to explore the topic. (15%)
2. **Criterion 2:** In the introductory section, the student cogently links theory to practice when discuss the objective of the paper. (20%)
3. **Criterion 3:** The literature review is well organized and comprehensive. Theory drawn from the literature was used to support the research questions and thesis (20%).
4. **Criterion 4:** Case analysis selection is appropriate. The case is a logical choice to explore the theories presented. (15%)
5. **Criterion 5:** The student’s findings and conclusions are well written. The student makes a valid argument that connects the literature to practice. (10%)
6. **Criterion 6:** Overall, the capstone is well written. The capstone uses appropriate and accurate citation methods, is nearly free of typos and other errors, and is clear and succinct. (20%)

**Competencies Assessment**

Dependent on the nature of the capstone project, the following core competencies may be met through the capstone process:

- **Competency 1:** Students should be able to effectively work with internal and external stakeholders.
- **Competency 1a:** Students should be able to integrate current and preferred management practices of budgeting and financial management, human resources, information technology, statistical analysis, and performance measurement to improve organizations.
- **Competency 2:** Students should be able to use decision-making theories to frame and address public service problems.
- **Competency 3a:** Students should be able to communicate effectively both orally (public speaking) and in writing (analytical and persuasive) for a public service organization and in the public policy process.
- **Competency 4:** Students should be able to evaluate public service issues in terms of effectiveness, efficiency, equity, and economy.
- **Competency 4a:** Students should be able to demonstrate the trade-offs between efficiency, effectiveness, and equity in terms of program alternatives.
- **Competency 5:** Students should be able to understand and listen critically to diverse perspectives to address public service issues.
# Grading Table for Analytical Capstone Paper

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