

Capstone Project Assessment Rubric

Task Description: This project serves as a measure of an individual’s capability in meeting the major goals of the GIS program. The program goals are as follows:

Be a provider of GIS data. *Themes:* Demonstrate knowledge and apply skills essential to the discipline. *Concepts:* Position and Data Acquisition.

Be a manager of GIS data. *Themes:* Demonstrate knowledge and apply skills essential to the discipline. *Concepts:* Analysis and Modeling, Software and Application Development

Be a communicator. *Themes:* Communicate effectively and appropriately within a professional setting in both written and oral form. Research, interpret and apply data/information in the professional setting. *Concepts:* Listening, speaking, and providing, in oral and written form, work related presentations.

Be a Resource. *Themes:* Apply critical thinking and problem-solving skills that reflect best practice. Research, interpret and apply data/information in the professional setting. *Concepts:* Recognizing, exploring and using a broad range of ideas and practices. Apply critical-thinking skills to solve problems by generating, evaluating and implementing solutions.

Be a team member. *Themes:* Perform as a team member exemplifying professional practices and behavior. *Concepts:* Work cooperatively with others to complete projects.

You will be presented with a set of criteria and perform all steps necessary to complete a project including: project planning, designing and developing a GIS database, data collection and editing, performing spatial analysis, creating maps, generating reports and presenting of project output.

	Mastery	Competent	Progression	Emergent
Proposal: Be a communicator	Purpose clearly identified, Need clearly stated.	Purpose or Need not clearly identified or stated.	Purpose and Need not clearly identified of stated.	Purpose and Need missing, not included in proposal.
Be a team member.	Logical and complete. Timeline steps and deliverables well documented and understood.	Lacking one or two steps. Steps and deliverables not always documented or appropriate.	Lacking more than two steps. Steps and deliverables tend to be unclear and/or inappropriate.	Lacks logic. Steps and deliverables minimally documented and difficult to understand.
Be a provider of GIS data Be a manager of GIS data Be a resource	Suggests appropriate use of discipline “tools” in collecting, processing and retrieving spatial and attribute data	Appropriate use of discipline “tools” not clear in one or two situations	Appropriate use of discipline “tools” lacking in more than two situations	Appropriate use of discipline “tools” lacking in general
Presentation: Be a communicator. Be a team	Information presented in logical, interesting sequence that	Information presented in logical sequence that audience can follow, lacking	Audience has difficulty following presentation because students	Audience cannot understand presentation because there is no sequence of

member.	audience can follow.	in interest.	jump around.	information and it lacks interest.
Be a communicator.	Holds attention of audience; direct eye contact; relaxed with no mistakes.	Consistent use of direct eye contact with audience; displays little or no tension; makes minor mistakes but recovers quickly.	Displays minimal eye contact with audience; displays mild tension; trouble recovering from mistakes.	Has no eye contact with audience; tension and nervousness is obvious; has trouble recovering from mistakes.
Be a provider of GIS data. Be a manager of GIS data. Be a resource	Fluently uses appropriate and relevant terminology to support critical reflection that is fully informed by engagement with the work	Capably uses appropriate and relevant terminology to support critical reflection that is informed by engagement with the work	Does not successfully use appropriate and relevant terminology to support critical reflection that is informed by engagement with the work	Unable to use appropriate and relevant terminology to support critical reflection informed by engagement with the work
Poster/Maps: Be a provider of GIS data. Be a manager of GIS data. Be a communicator.	Includes all essential cartographic elements.	Lacking one essential cartographic element.	Lacking two essential cartographic elements.	Lacking more than two essential cartographic elements.
	Professionally designed and organized.	Well designed and organized.	Minimal effort toward design and organization	Lacking design and organization
	Identifies and describes formal cartographic elements and aesthetic qualities of the work with exceptional clarity	Identifies and describes formal cartographic elements and aesthetic qualities of the work with clarity	Does not successfully identify or describe formal elements and aesthetic qualities of the work, or does so without clarity	Does not attempt to identify or describe formal elements and aesthetic qualities
Final Report: Be a provider of GIS data. Be a manager of GIS data. Be a communicator.	Correctly uses many professional terms and demonstrates full knowledge of subject (more than required).	Correctly uses some professional terms and is at ease with content but fails to elaborate.	Correctly uses fewer than expected professional terms and is able to demonstrate basic concepts.	Incorrectly uses professional terms and does not have grasp of information.

Be a team member.				
Be a provider of GIS data. Be a manager of GIS data.	Utilization of specific GIS applications/tools apparent and proper in all appropriate phases of project.	Utilization of specific GIS applications/tools apparent and proper in the majority of appropriate project phases.	Utilization of specific GIS applications/tools frequently missing in numerous appropriate phases of the project.	No apparent or proper use of specific GIS application/tools in appropriate phases of the project.
Be a provider of GIS data. Be a manager of GIS data.	Metadata complete for all feature classes for appropriate sections.	Metadata missing for only one feature class or tends to be missing for only one section.	Metadata missing for 2 – 3 feature classes or tends to be missing for more than one section.	Metadata absent or not addressed.
Be a communicator.	Have no misspellings or grammatical errors.	Have no more than two misspellings and/or grammatical errors.	Have three or four misspellings and/or grammatical errors.	Have more than four spelling errors and/or grammatical errors.
Be a provider of GIS data. Be a manager of GIS data. Be a resource	Interprets data accurately	Describes data accurately	Describes and/or interprets data with misconceptions or errors	Fundamentally unable to discuss data
Be a provider of GIS data. Be a manager of GIS data. Be a resource	Analyzes data to make valid conclusions and appropriate predictions beyond those that are immediately obvious	Uses data to make valid conclusion and accurate predictions	Uses data to make inaccurate or incomplete conclusions or makes invalid predictions	Unable to use data to draw valid conclusions and valid predictions