

Medical Center Master’s Program Capstone Project Rubric

	Exceeds expectations	Meets expectations	Below expectations
I. Design Document			
<p>Need for the Project that includes:</p> <ol style="list-style-type: none"> 1. Statement of the problem 2. The instructional goal 3. Data that substantiates the need 	<p>The need for the Project is well stated and is substantiated with data that clearly points to instruction as a viable means to meet the need. The problem statement is well written. An instructional goal is provided that is consistent with the stated need.</p>	<p>The need for the Project is stated and is substantiated with some data that points to instruction as a possible means to meet the need. The problem statement is clearly written. An instructional goal is provided that is consistent with the stated need.</p>	<p>The need for the Project is not stated or if provided, it is not substantiated with adequate data that points to instruction as a possible means to meet the need. The problem statement is not provided or if provided, it may be unclear. An instructional goal is not provided or if provided, it is not entirely consistent with the stated need.</p>
<p>Needs Assessment that includes:</p> <ol style="list-style-type: none"> 1. Background of the problem 2. Needs analysis that justifies the instructional goal 3. Rationale for the need for instruction. 	<p>The “Background of the Problem” includes narrative with references of general professional or research literature and/or state/national reports that support and justify the instructional goal. The “Needs Analysis” includes data collected locally (e.g. surveys, interviews, etc.) that support and justify the instructional goal. The "Rationale for the Need for Instruction" provides a strong explanation and justification for why instruction is the best</p>	<p>The “Background of the Problem” includes narrative with some references of general professional or research literature and/or state/national reports that somewhat support and justify the instructional goal. The “Needs Analysis” includes some data collected locally (e.g. surveys, interviews, etc.) that support and justify the instructional goal. The "Rationale for the Need for Instruction" provides an adequate</p>	<p>The “Background of the Problem,” the “Needs Analysis,” and/or the “Rationale for the Need for Instruction” is not provided, or it is incomplete or vague.</p>

	solution to this problem.	explanation and justification for why instruction is the best solution to this problem.	
Analysis of Learning Context	The Design Document contains a clear and accurate context analysis of the performance setting and the learning environment.	The Design Document contains a context analysis of the performance setting and the learning environment.	A context analysis of the performance setting and the learning environment is either not conducted or reported, or it is incomplete or vague.
Analysis of Learners	The Design Document contains a learner analysis with the following clearly reported: entry behaviors; prior knowledge of the topic area; motivation, education and ability levels; and general learning preferences.	The Design Document contains a learner analysis with most of the following clearly reported: entry behaviors; prior knowledge of the topic area; motivation, education and ability levels, and general learning preferences.	The Design Document does not contain a learner analysis is or it is incomplete or vague.
Analysis of Learning Task	The project appropriately addresses the instructional goal resulting from the needs assessment.	The project somewhat appropriately addresses the instructional goal resulting from the needs assessment.	The course does not address the instructional goal resulting from the needs assessment.
Learning Objectives	The Design Document contains project objectives that are written to show what the learner will be able to do after the instruction takes place. The objectives are written to clearly indicate the learning capability verb and a clearly observable	The Design Document contains project objectives that are written to show what the learner will be able to do after the instruction takes place.	The Design Document contains project objectives that are poorly written and do not reflect what the learner will be able to do after the instruction takes place.

	behavior. The objectives are written at the appropriate level and scope.		
Formative Evaluation Plan	The Design Document contains a formative evaluation plan that is designed for each of the following levels: expert review; one-to-one evaluation; small-group evaluation; and field trial. Each level describes what the evaluation will include, when it would be conducted, and the respective procedures for each (i.e. how). The plan should be consistent with the instructional objectives and should yield data informing the designer of necessary revisions.	The Design Document contains a formative evaluation plan that is designed for each of the following levels: expert review; one-to-one evaluation; small-group evaluation; field trial. Each level describes what the evaluation will include, when it would be conducted, and the respective procedures for each (i.e. how).	The Design Document contains a formative evaluation plan that is designed poorly or does not address all levels. It does not adequately describe what, when, or how the evaluation will be conducted.
Student's Statement about Personal Learning	The Design Document includes a student's statement that shows thoughtful reflection on personal learning, sets goals for continued learning,	The student's statement shows reflection on personal learning and sets goals for future learning.	The student's statement shows some reflection on personal learning, but other areas simply list general information about learning.

	allow goals to be reached.		
Clarity and mechanics	The Design Document is written in an easy to read style that is free of	Writing is fair in quality and contains some errors in clarity or mechanics.	Writing contains multiple errors and is poorly written.
II. Automated Multimedia Presentation with Audio Narration			
Design	The presentation is creatively and effectively designed, following appropriate design principles for the selected medium.	The presentation is somewhat creatively and effectively designed and follows some design principles, though there is room for improvement.	The presentation is poorly designed and ineffective in presenting the ideas to others.
Organization	The presentation is organized/ designed extremely well and is very engaging for the audience.	The presentation is adequately organized/ designed and somewhat engages the audience.	The presentation is poorly organized/ designed and does not engage the audience.
Choice of Content	The content used in presentation demonstrates an excellent connection to the topic (perhaps symbolically related) and could easily be used in an instructional setting.	The content used in the presentation demonstrates a fair connection to the topic and could probably be used in an instructional setting.	The content used in the presentation demonstrates a poor connection to the topic and could only be used in an instructional setting with considerable modification.
Media	The presentation includes high quality media (audio, images, video, etc.), that is appropriate to the topic, and is either original or follows fair use guidelines.	The quality of the media in the presentation is fair, with some room for improvement, is somewhat appropriate to the topic, and for the most part is original and follows fair use guidelines.	The quality of the media in the presentation is poor and/or does not follow fair use guidelines.
Originality	The project developer	The project	The presentation makes

	made an original contribution to the application of the topic(s) through this presentation.	developer made a somewhat original contribution to the application of the topic(s) through this presentation.	little to no original contribution to the application of the topic.
Clarity and mechanics	The presentation is written in an easy to read style that is free of grammar, usage,	The writing is fair in quality and contains some errors in clarity or mechanics.	The writing contains multiple errors and is poorly written.
Narration	The presentation contains excellent high quality audio narration that can be clearly heard and understood.	The project contains fair quality audio narration that could be improved with additional effort.	The project contains poor quality audio narration that needs a significant amount of additional effort.
Timeframe	The presentation length is between 10-15 minutes.		The presentation length is longer or shorter than 10-15 minutes.