

WRIT:4000 Grading Rubric

Capstone projects are unique and specific to each individual student. While the Magid Center believes in a given mentor's ability to assess their own student's work, a general set of guidelines for grading these projects is outlined below. Please keep them in mind as you prepare to calculate and submit your final grades.

Additionally, remember that the overall project assignment is defined by the following: students set and attend appropriate number of meetings, submit midterm draft and progress report by week 7, submit first deposit of complete project draft and introduction by week 12, submit final deposit of complete revised project draft and introduction by week 16, and actively engage with their work throughout the term.

As always, if there are any questions, please don't hesitate to contact Director Daniel Khalastchi at 319.384.1328 (daniel-khalastchi@uiowa.edu).

	A-Level Work	B-Level Work	C-Level Work	D-Level Work	F-Level Work
Quality of Work (50%)	The writing is cohesive and clear. The work shows imagination and ingenuity, uses rich language that is free of major grammatical mistakes, and displays complexity of invention. The writing exceeds expectations.	The writing is mostly cohesive and clear. The work shows imagination and uses rich language, but has enough grammatical mistakes to be distracting. While the writing exceeds certain expectations, there are specific areas that still need improvement.	The writing is often unclear and/or unorganized. The work shows imagination, but has enough grammatical mistakes to make the project's intent difficult to decipher. The writing meets only the basic expectations.	The writing is unclear and unorganized. The work is unimaginative and has major grammatical mistakes evident throughout the project. The writing falls short of expectations.	The writing lacks basic clarity and cohesiveness, and/or the project is simply not completed. The work shows minimal effort. The writing has many major grammatical mistakes.
Participation and Engagement (30%)	The student attended all appointments and participated actively during each one-on-one	The student participated in one-on-one meetings (missing no more than 1/3 of scheduled appointments),	The student did not actively participate in each one-on-one session (and/or missed 2/3 of scheduled appointments),	The student did not actively participate in conversations with their mentor (and/or missed more than 2/3	The student did not meet with their mentor and was not invested in the project.

	meeting with their mentor, submitted work on time, remained invested in the project for the duration of the term, and kept their mentor apprised (in advance) if a change in schedule was necessary.	submitted work on time, and remained invested in the project for the duration of the term; the student kept their mentor apprised of necessary changes to their meeting schedule, but did so erratically or at the last minute.	submitted work late or irregularly, did not remain invested in the project for the duration of the term, and did not keep their mentor apprised of schedule changes.	of scheduled appointments), submitted work irregularly or not at all, was not invested in the project for the duration of the term, and was not in regular communication with their mentor.	
Revision (20%)	The final draft of the project and its introduction reflect substantial and thoughtful revisions made throughout the term.	The final draft of the project and its introduction reflect some thoughtful revisions made throughout the term.	The final draft of the project and its introduction display cursory or superficial revisions made throughout the term.	The final draft of the project and its introduction show little or no evidence of revisions having been made to the work at all throughout the term.	The draft is incomplete.