

## Sample Project Assessment Rubric

<b>Goal: Formulate and complete a project that addresses a combination of social, cultural, humanistic, and technical issues</b>			
<i>Learning Outcomes (university-wide)</i>			
<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the project's technical, social and humanistic context.</li> <li>2. Define clear, achievable goals and objectives for the project.</li> <li>3. Select and implement a sound approach to solving an interdisciplinary problem.</li> <li>4. Analyze and synthesize results from social, ethical, humanistic, technical or other perspectives, as appropriate.</li> </ol>			
<i>Sources of evidence: Meetings, presentations, report, and project implementation in general</i>			
	<b>Excellent (A)</b>	<b>Good (B)</b>	<b>Fair, Acceptable (C)</b>
Goal and objectives	Project has a well-conceived and clearly stated goal and objectives, and the goal is achieved.	Project has a stated goal and objectives, and the goal is achieved.	Project has a stated goal and objectives, and the goal is partially achieved.*
Background and project context	A sophisticated understanding of social, cultural, humanistic, and technical issues related to the project is evident throughout the students' work.	Shows a good understanding of social, cultural, humanistic, and technical issues related to the project.	Does not consider some important social, cultural, humanistic, and/or technical issues related to the project or shows a poor understanding of them, limiting project outcomes and credibility.
Methods	Students select and implement sound methodologies to achieve the goal, understanding and communicating their limitations.	Students select reasonable methods, and implementation of methods is mostly sound. Limitations are acknowledged.	Weaknesses in methodology are often unrecognized or could have been anticipated and addressed, or students do not approach project systematically.
Analytical thinking	Students analyze data or design alternatives systematically, in-depth, and with critical thinking.	Data or design alternatives are analyzed mostly systematically. Critical thinking is usually evident.	Little evidence that a systematic process was used to analyze data or design alternatives. Critical thinking is often weak.
Recommendations or other deliverables	Delivers clear, comprehensive recommendations to the sponsor that are well supported by project findings.	Delivers useful recommendations to the sponsor that are supported by project findings.	Recommendations may not be useful to sponsor or are weakly supported by project findings.

*\*Sometimes the project goal is not entirely achieved for reasons that are beyond the students' control. Advisors evaluate only what is within the students' control.*



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