**Rubric for the Honors Thesis in Biology**

Assessor/Committee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Element of Thesis** | **Excelling** | **Acceptable** |
| **Proposal** | **Connections to Discipline**  *Sees (makes) connections across disciplines, perspectives.* | * Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study. | * When prompted, connects examples, facts, or theories from more than one field of study or perspective. |
| **Evidence gathered**  *Selecting and using information to investigate a point of view or conclusion.* | * Information is taken from source(s) with enough interpretation or evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | * Information is taken from source(s) with some interpretation or evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact with little or no questioning. |
| **Sources and Evidence** | * Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for their research project. | * Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for their research project. |
| **Evaluation of progress by the end of January interim.**  *Performed by thesis committee and mentor.* | | * Comments: | |
| **Thesis** | **Disciplinary-specific Conventions in Writing**  *Formal and informal rules for writing are followed.* | * Demonstrates detailed attention to and successful execution of conventions particular to the discipline and the writing task – including organization, content, presentation, formatting, and stylistic choices. | * Follows expectations appropriate to Biology for basic organization, content, and presentation. |
| **Solving Problems** | * Develops a logical, consistent plan to solve a problem, and recognizes the consequences of their solution and can articulate their reason for choosing the solution. | * Only a single approach is considered and used to solve the problem. |
| **Embrace of Contradictions** | * Integrates alternate, divergent, or contradictory perspectives or ideas fully. | * Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas in a small way. |
| **Application/Analysis**  *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data.* | * Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. | * Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. |

**Adopted by the Department of Biology, March 1, 2012.**

An amalgam of VALUE Rubrics from <http://www.aacu.org/value/rubrics>

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