**CAP-SWIG Assignment Rubric – Draft**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Capstone4 | Milestone3 | Milestone2 | Benchmark1 |
| Contributes to Collaboration(LO1, LO3) | Moves the collaboration forward by synthesizing and articulating concepts that connect to the project. | Provides suggestions that build on the ideas of others to advance the project. | Shares ideas and offers some suggestions to advance the project. | Shares ideas but does not advance the project. |
| Fosters Constructive Collaboration (LO3, LO4) | Supports a constructive collaboration through positive communication, including the following:* Treats collaborators respectfully by being polite and constructive in communication.
* Provides assistance and/or encouragement to collaborators.
 | Some support of a constructive team climate by offering some useful feedback. | Some support of a constructive team climate by offering minimal useful ­feedback. | Does not participate in collaboration or provides meaningless or negative feedback. |
| Responds to Conflict(LO 3) | Addresses conflict directly andconstructively, helping to manage/resolve it in a way that strengthens overall teamcohesiveness and future effectiveness. | Identifies and acknowledges conflict and stays engaged with it. | Redirecting focus toward common ground, toward task at hand (away from conflict). | Passively accepts/ignores alternate viewpoints / ideas / opinions. |
| Connecting and Synthesizing across Disciplines(LO 2, LO4) | Independently connects examples, facts, or theories from more than one field of study or perspective | When prompted, connects examples, facts, or theories from more than one field of study or perspective. | When prompted, presents examples, facts, or theories from more than one field of study or perspective. | Does not make connections. |
| Reflection and Self-Assessment(LO4) | Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts. | Evaluates changes in own learning over time; recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks). | Articulates strengths and challenges (within specific projects or assignments) to increase effectiveness in different contexts (through increased self-awareness). | Describes own performance on projects or assignments with general descriptors of success and failure. |
| Existing Knowledge, Research,and/or Views(LO3) | Synthesizes in-depth information from relevant sources representing various points of view approaches. | Presents in-depth information from relevant sources representing various points of view/approaches. | Presents information from relevant sources representing limited points of view/approaches. | Presents information from irrelevant (or no) sources representing limited points of view/approaches. |

When applicable:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Transfer | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. |

**SWIG Student Learning Outcomes**

Students will be able to:

1. Use available technologies to collaborate asynchronously to complete tasks.
2. Apply key words and concepts of course discipline while acknowledging the perspective of the collaborating course discipline.
3. Produce meaningful visual and/or textual commentary about other students’ work and feedback in a timely manner.
4. Articulate how they contribute to and learn from the interdisciplinary collaboration.