

I#! 0(1: . -!(*5! 6('4(1. !&-) < (-7!2+). *1)9+!)1. -(14-. !(*5!K450. !1: . !6('4. !, 9!1: . !)*9, - < (1), *!
&- . 2. *1. 5!)*!- . '(1), *!1, !&(-1)+4'(-!/, ', 0)+('!F4. 2!), *2!>?@A!''3BC#!

!
!

9"#\$\$%&'%() #*+(%, -, '#. /01&) +324#! 22+22+6#

9"5"B9"! "#\$%&'%() 2@L: . !5. &(-1 < . *1!&(-1)+&(1. 5!)*!M*)6. -2)17!@A!(22. 22 < . *1!, 9!N-)11. *!
0, << 4*)+(1), *#!P, !, 1: . -!&-, 0-(<!' . (-*)*0!, 4!+, < . 2! = . - . !(22. 22. 5!9, -!1: . 2. !&-, 0-(<2!54-)*0!
QR!ES" T8" U#!

A"5"#\$\$%&'%() @N. !(22. 22. 5!V@A!E3!G3!H!(*5!I!>2. . !(/, 6. C#L: . 2. !&-, 0-(<!' . (-*)*0!, 4!+, < . 2!
= . - . !('2, !(22. 22. 5!)*QR!ES" T8" U#!

!
!

<"#5/)) (%>#&;#! 22+22) +, 0#\$%&1+22#

C, 20%/) +, 0324@W, -!1: . !M*)6. -2)17!@A!(22. 22 < . *1!, 9!N-)11. *!0, << 4*)+(1), *3!J-#!0: -)2!X)11)*0!
&- , 6)5. 5!1: . !9)* ('!1. - < !& (& . -!9, -!Y?A@!HBZ!8!0, *2. -6(1), *!Y), ', 07!1, !1: . ! < . < / . -2!, 9!1: . !?@A!
[4/+ , < <)11. . #!L:)2!+, 4-2. !2. -6. 2!(2!1: . !+ (&2!, * . !. %&. -). *+ . !9, -!, 4-!\$+, ', 07!(*5!\$6, '4!), *(-7!
Y), ', 07!+, *+ . *1-(1), *!2145. *12#!

!

W, -!1: . !\ #[#!&-, 0-(< ! = . !42. 5!1: . !]?*F4)-7!(*5!Q* ('72)2!^4/-)+_!(*5!1: . !]A-('!0, << 4*)+(1), *!
^4/-)+_!1, !(22. 22!1: . !, -('!5. 9. *2. 3!(1+ (&2!, * . !. 6. *1!)*!&(-1)('!94'9)'' < . *1!, 9!1: . !\ (21. -!, 9![+). *+ . !
J. 0-. . #!Q!+, &7!, 9!1: . 2. !-4/-)+2!2!)*+'45. 5!)*!1: . !Q&&. *5)!>W)O#!QTC#L: . 2. !-4/-)+2!(-. !/(2. 5!, *!
1: . !` Q@M\$!-4/-)+2!5. 6. ', & . 5!/7!1. (<2!, 9!9(+4'17! . %&. -12!- . &- . 2. *1)*0!+, ". 0. 2!(*5!4*)6. -2)1). 2!
(+-, 22!1: . !M*)1. 5![1(1. 2#!L: . !` ('4. !^4/-)+!J. 6. ', & < . *1!V-, K. +1! = (2!2&, *2, -. 5!/7!1: . !
Q22, +)(1), *1, 9!Q < . -)+(*!0, ". 0. 2!(*5!M*)6. -2)1). 2#!

!

5() D:-, '#\$%&1+6/%+@#L: . !+, < /)* . 5!]?*F4)-7!(*5!Q* ('72)2a!(*5!aA-('!0, << 4*)+(1), *a!-4/-)+! = (2!
(&&'). 5!1, !('!Z!\ #[#!2145. *12!1: (1!2+: . 54'. 5!(*!, -('!5. 9. *2. !)*!54-)*0!QR!ES" U8" Z#!

!

5() D:-, '# < 8(%(10+%20-12@#L: . !, -('!5. 9. *2. !)2!, * . !, 9!1: . !9)* ('!- . F4)-. < . *12!1: (1!, 4-!\ #[#!
2145. *12!+, < &' . 1. #!Y7!1:

E"#5/)) (%>#& ;# 22+22) +, 0#F+2/:02#

A(-, #G-, 6-, ' 2@1: . !5. &(-1<. *1!=(2!6. -7!5)2(&& ,)*1. 5!1, !'. (- *!1: (1!, *'7!9, 4-!&(&. -2!9-, <! , 4-!
Y?A@!HBZ!+, 4-2. !=. -. !42. 5!)*!1: . !M*)6. -2)17!?!@A!(22. 22<. *1!, 9!N-)11. *!0, <<4*)+(1), *#!N. !
=. -. !4*5. -!1: . !)<&- 22), *!1: (1!1: . !5. &(-1<. *1!=, 4'5!/. !&-, 6)5. 5!)=)1: !-. 24'12!9, -!1: . !. *1)-. !
+'(22!2, !1: (1!=. !+, 4'5!(2, !<(c. !42. !, 9!1: . 2. !(22. 22<. *123!/41!+. -1()*'7!4*5. -21(*5!1: . !
+, *21-()*'12!(*5!)<)1(1), *2!, 9!1: . !?@A!24/+, <<)11. . !<. </- 2!0)6. *!1: . !(-0. !*4</- !, 9!&(&. -2!
1: . 7!=. -. !1(2c. 5!)=)1: !. 6('4(1)*0#\ , 6)*0!9, -=(-5!1, !5. &(-1<. *1!)=)'!+, *1)*4. !=)1: !, 4-!, =*!V@A!
(22. 22<. *1!, 9!1: . !Y#Q#!(*5!Y#[#!&- , 0-<2#!
!

W, -!1: . !\#[#!&- , 0-<3!=. !: , &. 5!(' !, 9!, 4-!2145. *12! =, 4'5!2+, -. !(1!G!, -!(/, 6. !(2!Gd&- , 9)+. *1!
>Hd. %. <&'(-7C#!@, , c)*0!(1!1: . !)*5)6)54('!V@A2!(22. 22. 5!>W)04-. !J''C3!1: . !(6. -(0. !2+, -. !=(2!G!, -!
(/, 6. !9, -!(' !9, 4-!V@A2#!e, =. 6. -3!)1!+(*!/. !2. . *!9-, <!1:)2!2(<. !0-(&: !1: (1!2145. *12!('2, !2+, -. 5!E!
>d!/(2)+G!, -!'!>d<)*<('C!9, -!2. 6. -(' !, 9!1: . !(22. 22<. *1!+-)1. -)(#!Q!2<)'(-!&(11. -*!+(*!/. !, /2. -6. 5!
) *!W)04-. !JE3!1: . !(6. -(0. !. (-* . 5!2+, -. !9, -!)*5)6)54('!(22. 22<. *1!+-)1. -)(#!? *!1:)2!0-(&: !=. !2. . !
1: (1!1: . !(6. -(0. !2+, -. !9, -!<, 2!1+-)1. -)(!)2!G!, -! : 0: . -3!/41!9, -!9, 4-!, 9!1: . !+-)1. -)(!1: . !(6. -(0. !

Average score

Score:

4 = Exemplary

3 = Proficient

2 = Developing

1 = Minimal

Organization: The organization of the conclusions are sequenced and the content of the paragraphs is clear and the transitions are seamless.

Language: The language is appropriate for the discipline as well as the audience and free of jargon.

Delivery: Delivery is clear and concise, contact and vocal delivery is appropriate, pronunciation is clear, and the overall presentation is professional.

Supporting Information: The supporting information is relevant and central to the main idea and the author's thesis.

Central Message: The central message is clearly stated and supported by relevant and appropriate evidence.

Hypothesis/Question: The hypothesis/question is manageable and testable and the relationship between the hypothesis/question and the evidence is clear.

Background Knowledge: The background knowledge is relevant and informative and the author's perspective is clear.

Design Process: The design process is clear and the application of the design process is appropriate and the overall presentation is professional.

Analysis: The analysis is clear and the evidence is relevant and the author's perspective is clear.

Conclusion: States a clear conclusion and provides a clear explanation from the evidence.

Caveats: The caveats are clear and the author's perspective is clear.

#

G-' /%+#EJ"#Q6. -(0. !-4/-)+!2+, -.!. (-* . 5!9, -!. (+: !V@A!+-)1. -)(!9, -!(!"!Z!2145. *12!. 6('4(1. 5!)*!QRIES" T8"U#!

!

F+1&)) +, 6(0-&, 2#;&%#\$%&' %() #C) D%&K+) +, 0@#L: . !9(+4'17!(-. !(= (-. !, 9!1: . !(-. (2!)*!=:)+ : !, 4-!
2145. *12!-. F4)-. !(55)1), *(!)*21-4+1), *(!*5!. %&. -). *+. 3!(*5!: (6. !5. +)5. 5!4&, *!21. &2!1: (1!2: , 4'5!
/. !1(c. *!1, !)<&- , 6. !2145. *1!, 4!+, <. 2!>2. . !P. %![1. &>2C!/. ', =C#!

!

L+M0#50+D324#;&%#<:&2-, '#08+#* &&D@#', =C

!

. 08+%#F+;:+10-&, 2h!?*!0. * . -('3!1: . !9(+4'17!+, *1)*4. !1, !6('4. !1: . !-4/-)+!(2!(*!. 99. +1)6. !<. (24-. !9, -!
(22. 22)*0!)9!, 4-!2145. *12!(-. !<. . 1)*0!, 4-!&- , 0-(<'! . (-*)*0!, 41+, <. 2#!N. !(-. !('2, !+, *9)5. *1!1: (1!
1: . !)*+'42), *1, 9!(!7. (-8', *0!+, 4-2. !)*!1: . !+4--)+4'4<!1: (1!2&. +)9)+('7!9, +42. 2!, *1!1: . !V@A2!, 9!1: . !
&- , 0-(<! =)'!1: (6. !(!2)0*)9)+(*13!&, 2)1)6. !)<&(+!1, *1!1: . !24++ . 22!, 9!, 4-! \#[#!2145. *12#!Q55)1), *('73!
/7!42)*0!1: . !2(<. !^4/-)+!7. (-! (91. -!7. (-3! =. ! =)'!)*+ . (2. !, 4-!21(1)21)+(!&, =. -!(*5!/. !(/'. !1, !
. 6('4(1. !)9!(*7!, 9!, 4-!&- , 0-(<<(1)+!+: (*0. 2!<(c. !(15)99. -. *+ . !)*!2145. *1!, 41+, <. 2#!

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! @78 ;5ABW

Program Learning Outcomes

1. biological ... from ions to ecosystems.
2. Der...
3. In...
4. Clear...
5. ...

A description of an ex...
true. *Scores: 4 = ...

Criteria	Capstone / Master	Score	PLO
Presentat...	The introduction...		
Deliver...	Deliver...		
Supporting material	Supporting material...		
Claim(s)	Main claim is clear and...		

INQUIRY

Criteria	Capstone / Master	Score	PLO
Hypothesis/Question	Hypothesis or question...		
Background/Outline	Background/Outline...		
Evidence	Evidence...		
Recognizes Limitations	Recognizes Limitations...		

G-' /%+#! N"!^4/-)+2!42. 5)!*(22. 22<. *1!, 9!\#[#!2145. *1!, -(!5. 9. *2. !, 9!1: . 2)2#!