

Process and Written Product: 80%

	Location, evaluation, and use of relevant literature and source material	Depth of topic-specific expertise, including theoretical framework	Integration of cultural, political, historical, and/or economic questions and processes	Foreign language use and proficiency	Written expression	Initiative and follow-through
4	Student has located a sufficient amount and appropriate range of sources and has used them to draw relevant conclusions.	Student demonstrates superior expertise in a topic.	Student relates cultural, political, historical, and/or economic processes to the topic and explains the meaning and significance of these relations.	Student has met all the requirements for foreign language use and proficiency.	Student writes in a clear, organized manner, and uses style guide and citations to the highest of standards.	Student demonstrates superior initiative and follow-through.
3	Student has located a sufficient amount and appropriate range of sources but has underused them to draw logical conclusions.	Student demonstrates sufficient acquired expertise in a topic.	Student describes relationships between the topic and relevant processes but does not explain the implications of these descriptions.	Student has met most of the requirements for foreign language use and proficiency.	Student writes in a clear, organized manner, and uses style guide and citations to sufficient standards.	Student demonstrates sufficient initiative and follow-through.
2	Student has not located a sufficient amount and appropriate range of sources and has underused them to	Student demonstrates minimal acquired expertise in a topic.	Student identifies and describes examples of cultural, political, historical, and/or economic processes in relation to the topic, but	Student has met some of the requirements for foreign language use and proficiency.	Student does not consistently write in a clear, organized manner, and uses style guide and citations to a minimum standard.	Student demonstrates minimal initiative and follow-through.

	draw logical conclusions.		cannot organize these descriptions in a meaningful, coherent way.			
1/0	Student has not located a sufficient amount of sources and has not used them to draw logical conclusions.	Student demonstrates very limited to no acquired expertise in a topic.	Student omits cultural, political, historical, and/or economic processes and questions, or seriously misunderstands them.	Student has not met the requirements for foreign language use and proficiency.	Student does not write in a clear, organized manner, and fails to use style guide and appropriate citation.	Student demonstrates little to no initiative and follow-through.

Oral Defense of Project: 20% (Foreign language use and proficiency = 25% of this grade)

The **oral defense** gives students an opportunity to present their written product to their project board. Typically, the student begins with an overview of the project by restating the question and its importance, describing the methods used to examine the question, and restating the conclusions to the project. Then board members begin asking questions that can be quite detailed (in referencing sections or sentences) or broad (in asking the student to relate the project to broader questions, trends, and phenomena). Students are evaluated based on their ability to discuss the project with ease, their ability to extend beyond the findings in the senior project and/or deepen them, and their oral foreign language use and proficiency.