<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Mastery Achieved (3 points)</th>
<th>Proficiency Achieved (2 points)</th>
<th>Proficiency Partially Achieved (1 point)</th>
<th>Not Proficient (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesize existing knowledge on a planning issue and specify the thesis's contribution to the literature.</td>
<td>The synthesis has a clearly defined scope, is comprehensive, and conveys diverse perspectives; the contribution identified is specific and stems from existing knowledge.</td>
<td>The synthesis is comprehensive but lacks a clearly defined scope and/or some perspectives; the contribution stems from existing knowledge but is vague.</td>
<td>The synthesis is broad and uneven, lacking areas of knowledge and/or perspectives related to the planning issue; the contribution is unclear or is not strongly connected to existing knowledge.</td>
<td>Existing knowledge related to the planning issue is not synthesized and a contribution to this knowledge is not identified.</td>
</tr>
<tr>
<td>Use quantitative and/or qualitative data and methods to develop new knowledge on the planning issue that productively contributes to the literature.</td>
<td>The data and methods are appropriate for contributing to the literature, clearly described, and applied using professional standards; findings are strongly linked to evidence and offer new knowledge that directly contributes to the literature.</td>
<td>Implications for future research, policy, and/or planning are addressed but lack specificity or development; implications are connected to the findings.</td>
<td>Implications for future research, policy, and/or planning are addressed but lack specificity or development and direct connection to the findings.</td>
<td>The data and methods are not appropriate for contributing to the literature.</td>
</tr>
<tr>
<td>Derive implications for future research, policy, and/or planning that stem from the findings.</td>
<td>Implications for future research, policy, and/or planning are specific, well-developed, and strongly connected to the findings.</td>
<td>Issues of reliability, validity, and other biases are considered and connected to possibilities for future research but there are some oversights.</td>
<td>Issues of reliability, validity, and/or other biases are mentioned but are underdeveloped and/or not connected to possibilities for future research.</td>
<td>Implications for future research, policy, and/or planning are not addressed.</td>
</tr>
<tr>
<td>Consider issues of reliability, validity, and other biases and ways to address them in future research.</td>
<td>Issues of reliability, validity, and other biases are thoroughly considered and connected to possibilities for future research.</td>
<td>The written thesis and oral defense tell a mostly clear story that is logical and has some compelling elements; some tables, charts, maps, other graphics, and slides are easier to discern than others; facts and ideas from sources consulted are mostly referenced appropriately.</td>
<td>The written thesis and oral defense tell a story that has some compelling elements but at points is difficult to comprehend; at least a few tables, charts, maps, other graphics, and slides are easy to discern; facts and ideas from sources consulted are unevenly referenced.</td>
<td>Issues of reliability, validity, and/or other biases are not mentioned.</td>
</tr>
<tr>
<td>Demonstrate professional standards in written, visual, and oral communication.</td>
<td>The written thesis and oral defense tell a clear, logical, and compelling story; key takeaways from tables, charts, maps, other graphics, and slides are easy to discern; facts and ideas from sources consulted are mostly referenced appropriately.</td>
<td>The written thesis and oral defense tell a story that has some compelling elements but at points is difficult to comprehend; at least a few tables, charts, maps, other graphics, and slides are easy to discern; facts and ideas from sources consulted are unevenly referenced.</td>
<td>The written thesis and oral defense do not tell a clear, logical, or compelling story; tables, charts, maps, other graphics, and slides are difficult to discern; facts and ideas from sources consulted are mostly not referenced appropriately.</td>
<td></td>
</tr>
</tbody>
</table>

Overall mastery:*  

*Based on sum of points earned in each area. Mastery Achieved (15 to 13 points); Proficiency Achieved (12 to 9 points); Proficiency Partially Achieved (8 to 4 points); Not Proficient (< 4 points)