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| CAPSTONE PROJECT RUBRICS | | | | |
| RESEARCH PROCESS RUBRIC | | | | |
| Mentor Name:  Student Name: | | |  | |
| **CATEGORY** | **Exceeds Expectations** | **Meets Expectations** | | **Below Expectations** |
| Question | Generates a thoughtful, clear, and creative essential question that requires genuine research and problem solving.  Generates and continually add thoughtful and focused sub questions in a specific area to guide research and project. | Generates an essential question that requires research and problem solving.  Generate sub questions to guide research and project. | | Relies on teacher to generate questions.  Does not generate sub questions to guide research and project. |
| Plan | Clearly articulates the scope of the research project and establishes a strategy for research, including developing keywords.  Identifies a wide range of potential sources, both primary and secondary, determines how to access them, and considers the strengths and weaknesses of each source type. | Articulates the scope of the research project and establishes a strategy for research, including developing keywords.  Identifies some potential sources, determines how to access them, and considers the strengths and weaknesses of each source type. | | Has little understanding of the scope of the research project.  Identifies few sources. |
| Search, Evaluate, Take Notes | Accesses, evaluates and compares a wide range of relevant resources.  Demonstrates a very well organized note taking system, which consistently connects notes to sources and sub questions.  Demonstrates the ability to paraphrase notes. | Accesses, evaluates and compares relevant resources.  Demonstrates an appropriate, organized note taking system, which connects notes to sources and sub questions. | | Access few/no relevant resources.  Note taking system is disorganized or nonexistent. |
| Cite Information | Documents all sources, including visuals, sounds, and animations in an approved format. Sources are properly cited on Works-Consulted pages/slides.  Documentation is error-free. | Documents all sources, including visuals, sounds, and animations in an approved format. Sources are properly cited on Works-Consulted pages/slides.  Few errors noted. | | Needs to use greater care in documenting sources. Documentation is poorly constructed or absent. |
| Synthesize | Clearly organizes information in a pre-writing plan/graphic organizer. Sub topics relate to and address complexities of the essential question.  Develops an appropriate structure for communicating product.  Information is logically and creatively organized with smooth transitions. Draws appropriate and inventive conclusions by carefully analyzing the information collected and supporting it with evidence. Student’s voice is evident. | Clearly organizes information collected in a pre-writing plan/graphic organizer. Sub topics relate to the essential question.  Develops an appropriate structure for communicating product.  Information is logically organized. The product makes connections among ideas. Conclusions show effort was made in to analyze the information collected. | | Outline is disorganized. Sub topics show little or no relation to essential question.  Work is not logically or effectively structured. Conclusions simply restate information from sources or were not supported by evidence. |
| Reflect | Thoughtfully reflects on the research cycle, revises accordingly and considers further avenues of research. | Reflects on the research cycle and revises accordingly. | | Does not reflect on the research cycle and shows little evidence of revision. |

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| **CAPSTONE PROJECT RUBRICS** ORAL PRESENTATION RUBRIC | | | | | |
| Mentor Name: | |  | |  |  |
| Student Name: | | | |  | |
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| **CATEGORY** | **Exceeds Expectations** | | **Meets Expectations** | | **Below Expectations** |
| Language Use and Delivery  Student communicates ideas effectively | Effectively uses eye contact.  Speaks clearly and confidently using suitable volume and pace.  Selects rich and varied language for context and uses correct grammar.  Dresses and presents him/herself appropriately. | | Uses eye contact.  Speaks clearly using suitable volume and pace.  Selects appropriate language for context and uses correct grammar.  Dresses and presents him/herself appropriately. | | Uses minimal eye contact.  Does not speak clearly or use suitable volume and pace.  Does not select appropriate language for context and does not use correct grammar.  Does not dress or present him/herself appropriately |
| Organization and Preparedness  The student exhibits logical organization. | Introduces the topic clearly and creatively.  Maintains focus on the topic and transitions smoothly from key points.  Ends with logical, effective and relevant conclusion. | | Introduces the topic clearly.  Maintains focus on the topic.  Ends with relevant conclusion. | | Does not introduce the topic clearly.  Does not maintain focus on the topic.  Does not end with relevant conclusion. |
| Content  The student explains the project, process and findings. | Clearly states topic or thesis and explains why it is important.  Supports the thesis with key, well-developed points.  Provides evidence of excellent research from multiple sources including primary sources such as experts in the area. | | States topic or thesis.  Supports the thesis with well-developed points.  Provides evidence of research from multiple sources. | | Does not state the topic or thesis.  Does not support the thesis with well-developed points.  Does not provide evidence of research. |
| Use of technology/media to enhance presentation  Student selects the best medium for the message. | Selects a highly effective medium for the message.  Uses technology effectively and ethically to enhance the presentation. | | Selects an appropriate medium for the message.  Uses technology to enhance the presentation. | | Does not select an appropriate medium for the message.  Does not use technology or the use of technology distract from the message of the presentation. |
| Response to questions and feedback | Responds effectively to audience questions and feedback and helps audience in understanding the project, problem and findings. | | Responds to audience questions and feedback. | | Does not respond to audience questions and feedback. |

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| **CAPSTONE PROJECT RUBRICS** PRODUCT RUBRIC | | | | | |
| Mentor Name: | |  | |  |  |
| Student Name: | | | |  | |
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| **CATEGORY** | **Exceeds Expectations** | | **Meets Expectations** | | **Below Expectations** |
| Rationale for choice of product | Provides detailed explanations and justifications for choices made in final design. | | Explains choices made in final design. | | Lacks explanation for choices made in final design. |
| Criteria for evaluation | Generates criteria for evaluating the product. | | Identifies criteria for evaluating the product. | | Lacks criteria for evaluation of the product. |
| Planning/Design | Provides a specific timeline and detailed plan (ex. outline, storyboard, script, technical drawing etc). | | Provides a timeline and a plan (ex. outline, storyboard, script, technical drawing etc). | | Provides no timeline and plan. |
| Implementation | Follows through with established plan and makes adjustments if necessary. | | Follows through with established plan but does not make necessary adjustments. | | Did not follow through with established plan |
| Content | Product evidences significant depth of understanding and accuracy. | | Product evidences understanding, but may have some inaccuracies. | | Product evidences significant lack of understanding or many inaccuracies. |
| Product Evaluation | Effectively achieves the goals of the project proposal. | | Achieves goals of the project proposal. | | Achieves few or none of the goals of the project proposal. |

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