

BONNY EAGLE HIGH SCHOOL CAPSTONE PRESENTATION/PROJECT RUBRIC

Student Name: _____ Project Title: _____

Advisor: _____

MGP- A Clear and Effective Communicator who:

A3. Uses a variety of modes of expression and adjusts communication based on the audience	The student is able to extend the knowledge of using a variety of modes of expression and adjusts communication based on the audience	The student is able to use a variety of modes of expression and adjusts communication based on the audience	Student is making progress towards using a variety of modes of expression and adjusts communication based on the audience	Student is able to demonstrate some knowledge using a variety of modes of expression and adjusts communication based on the audience
	Exceeds - 4	Meets - 3	Partially Meets - 2	Does Not Meet - 1
Organization (Presentation is well planned, organized, and paced)	I can: <input type="checkbox"/> Give an engaging presentation with an introduction to effectively get audience attention <input type="checkbox"/> Offer meaningful information in the body of my work <input type="checkbox"/> Conclude successfully(review all major points of my presentation)	I can: <input type="checkbox"/> Present in a logical flow <input type="checkbox"/> Present with a clear introduction, body and conclusion	I can: <input type="checkbox"/> Present with some flow <input type="checkbox"/> Partially Introduce the body and conclusion	I can: <input type="checkbox"/> Begin to present but lacks flow <input type="checkbox"/> Introduce a portion of project
Delivery (Effectively communicates to audience)	I can: <input type="checkbox"/> Speak in an interesting and engaging manner with an expressive voice, showing interest in the subject <input type="checkbox"/> Be prepared demonstrating all elements ready for presentation in advance	I can: <input type="checkbox"/> Speak with appropriate volume, clarity, and pace <input type="checkbox"/> Speak with confidence and not just read from a script <input type="checkbox"/> Be prepared and punctual for my presentation	I can: <input type="checkbox"/> Speak in front of an audience <input type="checkbox"/> Reference script occasionally, or had difficulty clearly answering questions.	I can: <input type="checkbox"/> Use verbal skills, but they need work - volume, clarity, pace with help <input type="checkbox"/> Read from a script for most of presentation <input type="checkbox"/> Unable to answer questions about the project.
Question/Answer Time (Interaction with audience)	I can: <input type="checkbox"/> Answer <u>impromptu</u> questions with skill and supply effective responses	I can: <input type="checkbox"/> Answer questions clearly and honestly with strong supporting evidence	I can: <input type="checkbox"/> Answer <u>impromptu</u> questions with some supporting evidence	I can: <input type="checkbox"/> Answer <u>impromptu</u> questions with help

Clear and Effective Communicator Score (1-4) _____

MGP B. Self-Directed and Lifelong Learner Who: (A self motivated learner for life)

B5. Uses interpersonal skills to learn and work with others	The student is able to extend the knowledge of using interpersonal skills to learn and work with others	The student is able to use interpersonal skills to learn and work with others	Student is making progress towards using interpersonal skills to learn and work with others	Student is able to demonstrate some knowledge of using interpersonal skills to learn and work with others
	Exceeds - 4	Meets - 3	Partially Meets - 2	Does Not Meet - 1
Involve an adult expert or organization in project research	I can: <input type="checkbox"/> Collaborate with <i>multiple</i> individuals (advisor, mentor, peers) to accomplish project	I can: <input type="checkbox"/> Collaborate at least one individual (advisor, mentor, peers) or organization.	I can: <input type="checkbox"/> Reach out to other individuals, but didn't work with them.	I can: <input type="checkbox"/> Not collaborate with individuals on my project
Content (Student Learning Stretch)	I can: <input type="checkbox"/> Passionately communicate about my project and what I learned and how the essential question/topic was important to me. <input type="checkbox"/> Strongly communicate recognition of my personal growth during this project	I can: <input type="checkbox"/> describe my capstone and what I accomplished and why the essential question/topic was important to me. <input type="checkbox"/> Describe personal growth from the project	I can: <input type="checkbox"/> Communicate about my capstone and personal growth during the project with help	I can: <input type="checkbox"/> Communicate a description of my capstone with help

Self Directed and Lifelong Learner Score (1-4) _____

MGP D. A Responsible and Involved Citizen Who:

D. Accepts responsibility for personal decisions and actions	The student is able to clarify decisions and actions they made over the capstone process.	The student is able to explain decisions they made over the capstone process.	The student is able to explain steps they took in their capstone process.	The student is able to list steps they took in their capstone process.
	Exceeds - 4	Meets - 3	Partially Meets - 2	Does not meet - 1
	I can: <input type="checkbox"/> Clarify decisions and actions made during the capstone process.	I can: <input type="checkbox"/> explain decisions they made over the capstone process.	I can: <input type="checkbox"/> explain steps I took in their capstone process.	I can: <input type="checkbox"/> list the steps they took in the capstone process.

Responsible and Involved Citizen Score (1-4)_____

MGP E. Integrative and Informed Thinker who:
(Is skilled at using complex reasoning processes to make meaning, can understand and make connections between different topics)

E 1. Gains, evaluates and applies knowledge across disciplines and learning contexts	The student is able to extend and apply knowledge and inference across disciplines and learning contexts	The student is able to gain and applies knowledge across disciplines and learning contexts	Student is making progress towards gaining and applies knowledge across disciplines and learning contexts	Student is able to demonstrate some ability to gain and apply knowledge across disciplines and learning contexts
Essential Question	Exceeds - 4	Meets - 3	Partially Meets - 2	Does Not Meet - 1
	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Address my essential question <input type="checkbox"/> Explain my research discoveries and verify their reliability to my essential question and topic 	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Address my essential question <input type="checkbox"/> Explain my research discoveries and verify their reliability 	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Address my essential question <input type="checkbox"/> Explain my research discoveries 	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Address my essential question with assistance <input type="checkbox"/> Explain my research with assistance

Integrative and Informed Thinker Score (1-4)_____

Comments: _____

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The individual scores for each of the Maine Guiding Principles (MGP) will be reported. For the class of 2019, students must achieve an overall average score of “3” in order to pass the Capstone and receive credit.

Overall Capstone Presentation Score (1-4) _____

Pass/Fail _____