

Student:		Capstone Presentation Rubric			
Expectations	Exceeds Standard	Meets Standard	Nearly Meets Standard	Below Standard	
<u>LANGUAGE USE AND DELIVERY</u>	<input type="checkbox"/> <u>Effectively</u> uses eye contact	<input type="checkbox"/> Maintains good eye contact	<input type="checkbox"/> Uses minimal eye contact	<input type="checkbox"/> Uses no eye contact	
Communicates ideas effectively	<input type="checkbox"/> Speaks clearly, <u>effectively</u> , and <u>confidently</u> using suitable volume and pace	<input type="checkbox"/> Speaks clearly and uses suitable volume and pace	<input type="checkbox"/> Demonstrates some difficulties speaking clearly, using suitable volume, and/or pace	<input type="checkbox"/> Fails to speak clearly and audibly and uses unsuitable pace	
	<input type="checkbox"/> <u>Fully</u> engages the audience	<input type="checkbox"/> Engages the audience	<input type="checkbox"/> Takes steps to engage the audience	<input type="checkbox"/> Does not engage the audience	
	<input type="checkbox"/> Selects <u>rich</u> and <u>varied</u> words appropriate for context and audience, and uses correct grammar	<input type="checkbox"/> Selects words appropriate for context and audience and uses correct grammar	<input type="checkbox"/> Occasionally selects words appropriate for context and audience; uses some incorrect grammar	<input type="checkbox"/> Selects words inappropriate for context and audience; uses incorrect grammar frequently	
	<input type="checkbox"/> Dresses <u>professionally</u>	<input type="checkbox"/> Dresses appropriately	<input type="checkbox"/> Dresses somewhat inappropriately	<input type="checkbox"/> Dresses inappropriately	
	<i>OC-2.1, 2.5</i>	<input type="checkbox"/> Delivers presentation within stated time limits *	SCORE OF "BELOW" CANNOT PASS ENTIRE PRESENTATION		<input type="checkbox"/> Presentation is not within stated time limits *

*** Time minimum: 15 minute presentation, then a question and answer period**

<u>ORGANIZATION AND PREPARATION</u>	<input type="checkbox"/> Exhibits <u>sophisticated</u> organization (e.g., one concept/idea builds to the next)	<input type="checkbox"/> Exhibits logical organization (e.g., key ideas/concepts are meaningfully connected to topic)	<input type="checkbox"/> Exhibits little organization	<input type="checkbox"/> No organization is evident
Exhibits logical organization	<input type="checkbox"/> Maintains an <u>exemplary</u> focus throughout	<input type="checkbox"/> Maintains a consistent focus throughout	<input type="checkbox"/> Occasionally lacks focus	<input type="checkbox"/> Lacks focus
	<input type="checkbox"/> Exhibits <u>flowing, seamless</u> transitions between key points	<input type="checkbox"/> Includes smooth transitions between key points	<input type="checkbox"/> Includes transitions between most key points, but is sometimes choppy or confusing	<input type="checkbox"/> Exhibits few, transitions between key points; or no transitions; little flow from one idea to the next
	<input type="checkbox"/> Provides a <u>clear</u> and <u>compelling</u> conclusion which restates the premise of core question effectively	<input type="checkbox"/> Provides a coherent, logically supported conclusion related to core question	<input type="checkbox"/> Attempts to provide a conclusion	<input type="checkbox"/> Little or no attempt to provide a conclusion
	<i>OC-2.1, 2.2, 2.3</i>	<input type="checkbox"/> Uses agenda, outline, notes and/or other memory aids to execute an <u>exemplary</u> presentation	<input type="checkbox"/> Uses agenda, outline, notes and/or other memory aids to structure presentation	<input type="checkbox"/> Uses some memory aids ineffectively to structure presentation

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<p><u>CONTENT</u></p> <p>Explains the process and findings of the project and resulting learning</p> <p><i>W-6.2, 6.4 a & b,</i></p> <p><i>W- 6.5; 8.1, 8.2,8.4, OC-2.3, R-15</i></p>	<input type="checkbox"/> Clearly defines the core question and its <u>significance</u>	<input type="checkbox"/> Clearly defines the core question	<input type="checkbox"/> Attempts to define the core question	<input type="checkbox"/> Does not clearly define the core question	
	<input type="checkbox"/> Supports the core question and key findings with an <u>analysis</u> of relevant and accurate evidence	<input type="checkbox"/> Supports the core question and key findings with evidence	<input type="checkbox"/> Attempts to support core question and key findings, but evidence is weak or connection is unclear	<input type="checkbox"/> Does not support core question with evidence	
	<input type="checkbox"/> Provides evidence of <u>extensive</u> and well chosen <u>details</u> from multiple and <u>varied</u> sources with appropriate depth (works cited /citations provided)	<input type="checkbox"/> Presents evidence of valid research from multiple sources with appropriate depth (works cited/citations provided)	<input type="checkbox"/> Presents some evidence of research, but sources are limited and/or validity of some sources is questionable	<input type="checkbox"/> Provides little or no evidence of valid research	
	<input type="checkbox"/> Provides evidence of complex problem solving to form <u>new insights</u>	<input type="checkbox"/> Provides evidence of problem solving to form new insights	<input type="checkbox"/> Provides some evidence of problem solving	<input type="checkbox"/> Shows little evidence of problem solving	
	<input type="checkbox"/> <u>Elaborates</u> on significance of new knowledge (learning stretch) acquired or makes insightful connections to core question	<input type="checkbox"/> Clearly states significance of new knowledge (learning stretch) acquired to support core question	<input type="checkbox"/> Attempts to state significance of new knowledge acquired to support core question	<input type="checkbox"/> Little evidence of acquisition of new knowledge to support core question	
<p><u>MEDIA USE</u></p> <p>Uses technology and/or other media to enhance the presentation OC-2.6</p>	<input type="checkbox"/> Selects and uses <u>well-crafted</u> audio/visual supports to maximize impact of presentation	<input type="checkbox"/> Selects and uses audio/visual supports to communicate desired information	<input type="checkbox"/> Uses few audio/visual supports to communicate desired information	<input type="checkbox"/> Selects audio/visual supports and/or media that do not communicate desired information	
	<input type="checkbox"/> Uses appropriate English conventions (grammar, capitalization, spelling) in media presentations	<input type="checkbox"/> Minimal errors in English conventions (grammar, capitalization, spelling) do not compromise media presentation	<input type="checkbox"/> Many errors in English conventions (grammar, capitalization, spelling) do not compromise media presentation	<input type="checkbox"/> Mostly uses inappropriate English conventions (grammar, capitalization, spelling) in media presentations	
<p><u>Q & A: Effectively responds to audience questions and feedback</u></p> <p><i>OC-2.4</i></p>	<input type="checkbox"/> Responds effectively to audience questions and feedback to provide <u>new insights</u>	<input type="checkbox"/> Responds effectively to audience questions and feedback	<input type="checkbox"/> Responds somewhat effectively to audience questions and feedback	<input type="checkbox"/> Responds ineffectively to audience questions and feedback	
Judge:		Capstone Presentation Rubric		Score:	