***Capstone Presentation Assessment Rubric***

*Student Name:*

**Please circle or highlight the appropriate Assessment level for each Criteria identified**

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| **Criteria** | **Extending (90-100%)** | **Proficient (75-89%)** | **Developing (60-74%)** | **Emerging (50-59%)** |
| **Organization** | Effectively presents information, findings, and supporting evidence. | Presents information, findings, and supporting evidence. | Attempts to present information, findings, and supporting evidence. | Ineffectively presents information, findings, and supporting evidence. |
| **Explains the process, findings of the project and resulting learning** | Clearly defines the core question and what was learned.  Supports the core question with an analysis of relevant and accurate evidence.  Elaborates on significance of new knowledge acquired or makes insightful connections to thesis/topic. | Defines the core question and what was learned.  Supports the core question with evidence.  Clearly states significance of new knowledge acquired to support thesis/topic. | Attempts to define the core question and what was learned.  Attempts to support the core question with limited evidence.  Attempts to state significance of new knowledge acquired to support thesis/topic. | Does not clearly define the core question and what was learned.  Does not support the core question with evidence.  Little evidence of acquisition of new knowledge to support thesis/topic |
| **Delivery** | A significant amount of thought, effort and creativity are evident in the presentation.  Speaks clearly, effectively, and confidently using suitable volume and pace.  Dresses appropriately for the occasion. | Thought and effort are evident and follow a logical sequence in the presentation.  Speaks clearly and uses suitable volume and pace.  Dresses appropriately. | Thought and effort are evident but are disjointed or lack development in the presentation.  Demonstrates some difficulties speaking clearly, using suitable volume and pace.  Dresses somewhat appropriately. | Minimal thought and effort are evident in the presentation.  Fails to speak clearly  Dresses inappropriately |
| **Evidence of Learning** | Effectively shares and demonstrates their evidence or learning. | Shares and demonstrates their evidence of learning. | There are signs of evidence of learning but student fails to articulate or share. | There are no signs of evidence of learning in the presentation. |
| **Timing**  **(7-10 min)** | Adheres to time. | Closely adheres to time. | Somewhat adheres to time. | Significantly above or below time. |

Notes: