Graduation Project Portfolio Rubric

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| **Total**  **Points** | **Evaluation**  **Criteria** | **Distinguished**  **4** | **Effective**  **3** | **Insufficient**  **2** | **Unsatisfactory**  **1** | **No**  **Submission**  **0** |
| ***X2*** | Student  Reflections | Reveals **mature and critical insight** into how student **anticipated changes** and dealt with contingencies. Student discusses anticipated challenges **and** how they were handled. Student **expresses a change internally**. | Reveals **sufficient** insight into how student anticipated changes and dealt with contingencies. Student discusses changes, **but doesn’t** address how they were handled. Student **may not** discuss an internal change in his or her self. | Reveals **insufficien**t insight into how student anticipated changes and dealt with contingencies | Reveals **no insight** into how student anticipated changes and dealt with contingencies | No Portfolio |
|  | Student  Growth | Demonstrates **significant ongoing** academic and/or personal growth  -Student’s **worldview is changed as a result of completing the project**. | Demonstrates **adequate** academic and/or personal growth. Student shows a **deeper understanding of the impact** topic but **may not** display a changed worldview. | Demonstrates **insufficient** academic and/or personal growth | **Does not demonstrate** academic and/or personal growth |
|  | Technology | Technology **used skillfully** to **enhance** construction of portfolio. **All possible** forms are typed. | Technology used **adequately** to construct portfolio. **Mos**t forms are typed. | Technology used **minimally** in construction of portfolio. **Some** forms are typed. | **Uses no technology** in construction of portfolio. Majority, if not all documents are handwritten. |
|  | Format and  Appearance | Portfolio **appearance is professional**  **All possible** forms are typed. **Formatting** of documents is **consistent** throughout  Student includes **labeled tabs** for **each** section of portfolio. **All documents** are in a page protectors and on white paper. **All** forms and documents are **clearly** labeled. | Portfolio **appearance is adequate**  **Most** forms are typed. **Formatting** of documents is **mostly consistent** throughout. Student **includes tabs for each** section of portfolio**. Most** documents are in a page protectors and white paper. **Most** forms and documents are labeled. | Portfolio **appearance is inappropriate** or **insufficient.** **Some f**orms are typed. **Formatting** of documents is **inconsisten**t throughout. **Not all sections** include tabs. **Some** documents are on colored paper and some documents are in page protectors**. Some** forms and documents are labeled | **Does not adhere to guidelines** for portfolio appearance |
|  | Organization | Exhibits **effective organizational** skills in compilation of portfolio. **All** documents and forms are **complete, present,** and **in the order indicated in the table of contents.** Sections are **tabbed and clearly** labeled | Exhibits **adequate organizational** skills in compilation of portfolio. **Most** documents and forms are in the order indicated in the table of contents. Sections **are tabbed and labeled** | Exhibits **insufficient** organizational skills in compilation of portfolio. Documents **may not appear** in the correct order. **Not all sections** are tabbed and labeled | Exhibits **no clear organizational** skills in compilation of portfolio |
|  | Completeness | **Exceeds requirements** for portfolio contents **in thoughtful ways** to **enhance** meaning. Portfolio includes **all required** documents **AND** **optiona**l documents **in separately tabbed section.** | **Meets requirements** for portfolio contents  -**All required** documents are present | **Meets most** of the requirements for portfolio contents | **Does not meet** requirements for portfolio contents |
| **Total**  **Points** | *Each dimension can receive between 1-4 points. The maximum score for a Distinguished level portfolio is 32. The minimum score for a portfolio is 7. Portfolios can receive a combination of points from all categories. If students do not submit a portfolio, they may receive a score of 0.* | | | | ***Scale: Overall Presentation Score***  ***28-25 =4 4, 3, 2, 1, 0***  ***24-18 =3***  ***17-11 =2***  ***10-7 =1***  ***0 =0*** | |

Graduation Project Presentation Rubric

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| **Total**  **Points** | **Evaluation**  **Criteria** | **Distinguished**  **4** | **Effective**  **3** | **Insufficient**  **2** | **Unsatisfactory**  **1** | **No**  **Submission**  **0** |
|  | Communication/ Speaking Skills | **Consistentl**y speaks with **engaging**  volume, tone, and articulation  **Consistently** makes **appropriate** eye contact | Speaks with **effective** volume, tone, and  articulation  **Appropriate** level of nervousness **Frequently** makes **appropriate** eye contact | Has **difficulty speaking with appropriate**  volume, tone, and articulation  Makes **infrequent** eye contact | **Does not** speak with appropriate volume,  tone, and articulation  **Makes no** eye contact | No Presentation |
|  | **Consistently** maintains **appropriate**  posture, non-verbal communication techniques  **Consistently** exhibits poise, enthusiasm, confidence  **Engages** audience | **Maintains appropriate** posture, non-  verbal communication techniques **Generally** exhibits poise, enthusiasm, confidence  **Engages** audience | **Exhibits weak** posture, non-verbal  communication techniques  **Exhibits limited** poise, enthusiasm, confidence | **Poor** posture, non-verbal communication  techniques  **Lacks** poise, enthusiasm, confidence |
|  | **Effective** use of grammar, diction, and  style | **Appropriate** use of grammar, diction,  and style | **Occasiona**l inappropriate use of grammar,  diction, and style | **Consistently uses inappropriate** grammar,  diction, and style |
|  | Artifacts **creatively enrich or reinforce**  Presentation. **Goes beyond** regurgitation of information. Serves as **an effective aid** in the student’s argument. | Artifacts **effectively reinforce**  Presentation. Serves as an aid in the student’s argument. | Artifacts **detrac**t from presentation | Provides **no artifacts** |
|  | Content / Coherence | **Effectively defines** purpose of presentation**, maintaining** focus **throughout** | **Defines purpose** of presentation, **generally maintaining** focus **throughout** | **Insufficiently** defines purpose of presentation, **may lose focus** | **Does not adequately** define purpose of presentation or adhere to its purpose |
| **Expertly** presents a **logical and engaging** sequence which the audience can follow. | **Effectively** presents **a logical and engaging** sequence which the audience can follow | **Sufficiently** presents a **logica**l sequence which the audience can follow | **Does not** present a logical and engaging sequence which the audience can follow |
|  | Extemporaneous  Responses | **Effectively**, **confidently, politely**, and **accuratel**y responds to judges’ questions | **Politely** and **accurately** responds to judges’ questions | **Insufficiently** responds to judges’  questions | Unable to respond to judges’ questions |
|  | Time | **Consistentl**y manages time **effectively** **(6-8 minutes)** | **Generally** manages time **effectively (5-6 minutes)** | **Insufficient** time management (**ove**r or  under significantly) **(4-3 minutes** or **exceeding 8 minutes**) | **Mismanages** allotted time (**1-2 minutes**) |
| **Total**  **Points** | *Each dimension can receive between 1-4 points. The maximum score for a Distinguished level presentation is 32. The minimum score for a presentation is 8. Presentations can receive a combination of points from all categories. If students do not present to judges, they may receive a score of 0.* | | | | ***Scale: Overall Presentation Score***  ***32-28 =4 4, 3, 2, 1, 0***  ***27-20 =3***  ***19-12 =2***  ***11-8 =1***  ***0 =0*** | |

Graduation Project Service Learning Experience/ Product Rubric

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| **Total**  **Points** | **Evaluation**  **Criteria** | **Distinguished**  **4** | **Effective**  **3** | **Insufficient**  **2** | **Unsatisfactory**  **1** | **No**  **Submission**  **0** |
|  | Learning Over Time/ Depth of Knowledge | Chooses a **significant community/ global**  **issue** and demonstrates **creative and effective** problem-solving skills. Issue is **prominent** and **impacts a large pocket** of society in some way. | Chooses a **community/global issue** and  demonstrates **sufficien**t problem-solving skills. Issue is **prominent,** but may **impact** a **smaller pocket** of society. | Chooses a **community/ global issue** but  demonstrates **limited** problem-solving skills. Issue is **not as well-know** and **impacts a smaller, very specific** pocket of society. | **Does not focus** on a community/ global  issue  **Does not demonstrate** problem-solving skills | No Submission |
|  | Artifacts demonstrate a **significant,**  **logical,** and **relevant link** to the service learning experience and **add** to the presentation. Artifacts show student **applying t**he knowledge gained through service learning experience in **an impactful way**. | Artifacts demonstrate an **adequate** and  **relevant link** to the service learning experience, Artifacts show student **understanding** the knowledge gained through service learning experience. | Artifacts demonstrate a **minimal link** to the  service learning experience. Artifacts do not show student **applying t**he knowledge gained through service learning experience. Artifact may be a **regurgitation of information.** | Artifacts **show little or no link** to the service  learning experience |
|  | Demonstrates **comprehensive, critical analysis** of researched issue in developing the service learning experience. Product and/or service **effectively and creatively** **attempts** to **address the issue** being presented in a **meaningful** way. | Demonstrates analysis of researched  issue in developing the service learning experience. Product and/or service **effectively attempts** to **address the issue** being presented. | Demonstrates **limited understanding** of  researched issue in developing the service learning experience. Product and/or service **insufficiently attempts** to **address the issue** being presented. | Demonstrates **unacceptable** understanding  of researched issue in developing the service learning experience. Product and/or service **does not** **attempt** to **address the issue** being presented. |
|  | Demonstrates **exemplary** creative  thinking, decision-making, reasoning, and/or problem-solving | **Demonstrates** creative thinking,  decision-making, reasoning, and/or problem-solving | Demonstrates **insufficient** creative  thinking, decision-making, reasoning, and/or problem-solving | Demonstrates **unacceptable** creative  thinking, decision-making, reasoning, and/or problem-solving |
|  | Demonstrates **extensive connection** to  real world situations | Demonstrates **effective connection** to  real world situations | Demonstrates **limited connection** to real  world situations | Demonstrates **unacceptable** connection to  real world situations |
|  | Quality of Work  Effort | Exhibits **creative and exceptional** results  using talents, abilities, and varied resources  Displays **extensive** use of leadership skills | Exhibits **effective** results using talents,  abilities, and varied resources Displays **effective** use of leadership skills | Exhibits **insufficient** results using talents,  abilities, and varied resources  Leadership skills are used **minimally**. | Exhibits u**nacceptable** or no results using  talents, abilities, and varied resources  **Lacks use** of leadership skills |
|  | Displays evidence of **exceptiona**l  technical, creative, and/or organizational skills | Displays evidence of **effective** technical,  creative, and/or organizational skills | Displays evidence of **minimal** technical,  creative, and/or organizational skills | Displays **no evidence** of technical,  creative, and/or organizational skills |
|  | Service Learning Experience  demonstrates **exceptional quality** that **exceeds 15 hours** of **time** and **effort**. Artifacts show student’ experience had **large impact** on student and student’s **worldview**. | Service Learning Experience  demonstrates **quality** that reflects **15 hours of time** and **effort.** Artifacts show student’ experience had **large impact** on student. | Service Learning Experience  demonstrates **insufficient quality** resulting from **minimal time** and **effort**  **(less than 15 hours).** Artifacts show student’ experience had **minimal to no impact** on student and student’s **worldview** | Service Learning Experience  demonstrates **unacceptable evidence** of **time** and **effort** |
| **Total**  **Points** | *Each dimension can receive between 1-4 points. The maximum score for a Distinguished level product is 32. The minimum score for a submitted product is 8. Products can receive a combination of points from all categories. If students do not submit a product, they may receive a score of 0.* | | | | ***Scale: Overall SLE/Product Score***  ***32-28 =4 4, 3, 2, 1, 0***  ***27-20 =3***  ***19-12 =2***  ***11-8 =1***  ***0 =0*** | |