

## Colorado Graduation Guidelines Promising Practice

<b>District</b>	Denver Public Schools
<b>School</b>	Denver School of Science and Technology – Stapleton High School
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<b>Title of artifact</b>	Senior Project Proposal Rubric – DSST
<b>Type of practice</b>	Implementation tools

### Brief description of artifact

Senior project teachers use this rubric to score a student’s senior project proposal. A standard is described for 10 elements, along with corresponding expectations for exceeding, meeting, and below standards. The 10 elements include: executive summary, essential question and thesis statement, rationale, product and deliverables, SMART goals, academic rigor, timeline, budget and materials, mentor, and overall assessment. A comments section is also provided.

#### ***Types of practices in the CDE Graduation Guidelines Promising Practices collection:***

1. Communications, such as announcements to school community and business community
2. Implementation process plans, such as strategic plans and timelines
3. Implementation tools connected to local graduation requirements, for instance:
  - Testing implementation (ACT, AP, ASVAB, CMAS, IB, PARCC, SAT), such as classes and retreats, administration procedures and agreements
  - Capstone implementation, such as instructions and samples
  - Concurrent Enrollment implementation, such as classes and agreements
  - Career/academic assessment implementation (e.g., ACCUPLACER, COMPASS, Work Keys), such as administration procedures and agreements
  - Industry Certificates implementation, such as samples
4. Local graduation requirements aligned with state guidelines, such as board policies
5. Regarding students with exceptionalities
6. Other: \_\_\_\_\_

Name:

Project Topic:

Period:

# PROJECT PROPOSAL - SCORE: \_\_\_\_\_/100

## I. Executive Summary (10)

<b>Standard</b>	<b>Exceeds Standards 10 points</b>	<b>Meets Standards 8 points</b>	<b>Below Standards 6 points</b>
<i>Develop a clear and concise 300-500 word introduction to your Senior Project.</i>	<ul style="list-style-type: none"> <li>You meet all criteria in the “meets standards” category.</li> <li>In addition, your Executive Summary contains a strong hook that draws the reader in and keeps him or her reading.</li> </ul>	<ul style="list-style-type: none"> <li>Your Executive Summary is clear, concise, and compelling.</li> <li>Your Executive Summary explains the following in language that is easy to understand:               <ul style="list-style-type: none"> <li>The Problem</li> <li>The Solution</li> <li>Why does it matter?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Your Executive Summary is not clear or concise.</li> <li>Your Executive Summary is clear and concise but not compelling.</li> <li>Your Executive Summary does not adequately introduce your Senior Project or sufficiently draw a reader in.</li> </ul>

## II. Essential Question and Thesis Statement (5)

<b>Standard</b>	<b>Exceeds Standards 5 points</b>	<b>Meets Standards 4 points</b>	<b>Below Standards 3 points</b>
<i>Develop an overarching EQ that encompasses your project such that both your product and thesis can be tied to it. The EQ is the glue that holds your entire Senior Project together.</i>	<ul style="list-style-type: none"> <li>You meet all criteria in the “meets standards” category. In addition, your EQ is a perfect fit between your product and your thesis. The question helps to develop a story that reveals authentic insights on your topic. In addition, your EQ represents a “big idea” that has enduring value.</li> </ul>	<ul style="list-style-type: none"> <li>Your EQ meets the “big three”. It is specific, encourages deep thought and requires an original answer.</li> <li>Research and critical thinking will be needed to answer your EQ. You use probing questions like why? how? what if? should? while avoiding questions that can be answered with yes or no like what or when...</li> <li>Your EQ connects to your proposed product and has potential to connect to a Senior Thesis.</li> </ul>	<ul style="list-style-type: none"> <li>Your EQ does not represent a “big idea” or has little enduring value beyond this project.</li> <li>Your EQ can be answered without research and critical thinking; you may already know how to answer it.</li> <li>Your EQ doesn’t connect to your proposed product or has limited potential to connect to a thesis.</li> </ul>

Name:

Project Topic:

Period:

**III. Rationale for Senior Project (15)**

	<b>Exceeds Standards 13-15 points</b>	<b>Meets Standards 10-12 points</b>	<b>Below Standards 7-9 points</b>
<i>Define and describe passion for senior project and explain how your project puts you in your Element.</i>	You meet all criteria in the “meets standards” category. In addition, your rationale is thorough and thoughtful. You convince me that this approach is not only a perfect fit for you, but will also communicate to a greater audience your depth of learning. Your passions colliding with your talent is clear to the reader.	<ul style="list-style-type: none"> <li>You offer reflection that gives insight to your reasons for this design of your Product and Thesis.</li> <li>Your rationale communicates your passion and your intellectual thoughtfulness.</li> <li>You offer a clear explanation for how your EQ puts you in your element – passions are meeting talents.</li> </ul>	<ul style="list-style-type: none"> <li>It is unclear where you are headed with this current Product and Thesis. There is not a coherent link between your EQ and you’re your Element.</li> <li>Your rationale lacks thoughtful development.</li> <li>I am not convinced that you have a clear direction for your work.</li> </ul>

**IV. The First P - Product and Deliverables (20)**

<b>Standard</b>	<b>Exceeds Standards 18-20 points</b>	<b>Meets Standards 15-17 points</b>	<b>Below Standards (must revise) 12-14 points</b>
<i>Articulation of product idea</i>	You describe your product—what you will actually create—in detail. You have included as many specifics as possible at this point. It is very clear what you plan to do.	You describe your product—what you will actually create—in some detail. You may have some gaps of information, but it is clear what you plan to do.	Your product idea is vague. You need to develop more of the details in order to make it clear what you want to do.
<i>Identify deliverables and evidence that will document your product development.</i>	Your list of deliverables is thorough. You have considered all phases of your product creation (beginning, middle, and end), and have chosen appropriate types of documentation to fit each stage.	Your list of additional deliverables is specific and complete.	Your list of additional deliverables needs to be more specific or thorough.
<i>Design an authentic product.</i>	Your product clearly benefits another business, organization, person, or academic field OR your project is as “real world” as possible given the confines of a high school project.	Your product furthers your own passions in a tangible way, but it is unclear how it will benefit a larger community.	Your product is not very authentic. More planning is necessary to make it beneficial, purposeful, and/or real.

Name:

Project Topic:

Period:

**V. Academic Learning (SMART) Goals (10)**

<b>Standard</b>	<b>Exceeds Standards 10 points</b>	<b>Meets Standards 8 points</b>	<b>Below Standards (must revise) 6 points</b>
<i>Design a product with specific goals and measurable outcomes in mind</i>	<ul style="list-style-type: none"> <li>All learning goals are specific, clearly defined, measurable by a teacher and/or mentor, and clearly obtainable.</li> <li>5 or more learning goals are identified for the work product.</li> </ul>	<ul style="list-style-type: none"> <li>All learning goals are understandable, measurable, and likely obtainable.</li> <li>5 or more learning goals are identified for the work product.</li> </ul>	<ul style="list-style-type: none"> <li>Learning goals are unclear, unable to be measured and/or may not be obtainable.</li> <li>Less than 5 learning goals are identified.</li> </ul>
<b>Note: These are goals just for your PRODUCT, not for your Senior Thesis or Presentation.</b>			

**VI. Academic Rigor – the learning stretch (5)**

<b>Standard</b>	<b>Exceeds Standards 5 points</b>	<b>Meets Standards 4 points</b>	<b>Below Standards (must revise) 3 points</b>
<i>Design a project that is academically challenging and pushes you to meet your Learning Goals.</i>	<ul style="list-style-type: none"> <li>You explain in detail how your learning goals will challenge you and build on existing knowledge and skills. You make a convincing argument for how the product is a “learning stretch”.</li> </ul>	<ul style="list-style-type: none"> <li>You explain how your learning goals will extend your current academic knowledge and skills. Project is a “learning stretch”.</li> <li>You clearly articulate what you do not know about the project, and that which you will have to learn in order to complete the project.</li> </ul>	<ul style="list-style-type: none"> <li>It is unclear how the project will extend your academic knowledge and skills AND/OR it is not enough of a “learning stretch” for you.</li> </ul>

Name:

Project Topic:

Period:

**VII. Timeline (15)**

<i>Standard</i>	<b>Exceeds Standards 13-15 points</b>	<b>Meets Standards 10-12 points</b>	<b>Below Standards (must revise) 8-9 points</b>
<i>Develop a realistic project timeline that includes all major Product and Paper due dates.</i>	<ul style="list-style-type: none"> <li>You outline the major steps in a sequential manner</li> <li>The major steps are specific and as comprehensive as possible at this point.</li> <li>Your estimated due dates for each step seem logical. There is no doubt that with proper effort, you can complete the product in the time allowed.</li> </ul>	<ul style="list-style-type: none"> <li>You outline the major steps in a sequential manner</li> <li>Your timeline is complete; you have included the major steps that you can predict at this point.</li> <li>Your estimated due dates for each step seem logical. It is likely you can complete the product in the time allowed.</li> </ul>	<ul style="list-style-type: none"> <li>Your steps are not specific enough or not sequential</li> <li>Your timeline is incomplete; you are missing some key steps</li> <li>It is unlikely you can complete the product in the time allowed.</li> </ul>

**VIII. Materials List and Budget (5)**

<i>Standard</i>	<b>Exceeds Standards 5 points</b>	<b>Meets Standards 4 points</b>	<b>Below Standards (must revise) 3 points</b>
<i>Develop a comprehensive list of materials you need to complete your project, and a realistic budget for your project.</i>	<ul style="list-style-type: none"> <li>You meet all the criteria in “meets standards.” In addition, you include descriptions of where/how/when you plan to obtain your needed materials.</li> </ul>	<ul style="list-style-type: none"> <li>You outline your materials needed and for your project, and list the costs associated with those materials.</li> <li>You come up with a realistic estimate of your total project budget.</li> </ul>	<ul style="list-style-type: none"> <li>Your budget and materials list are not clear or not specific enough.</li> <li>Your budget and materials list are missing or incomplete.</li> </ul>

**IX. Mentor (5)**

<i>Standard</i>	<b>Exceeds Standards 5 points</b>	<b>Meets Standards 4 points</b>	<b>Below Standards (must revise) 3 points</b>
<i>Secure a person to serve as your Mentor for your Senior Project.</i>	<ul style="list-style-type: none"> <li>You find, contact, and invite an “expert in the field” to provide you with knowledge and expertise in the discipline or area of your Senior Project.</li> <li>Your designated expert agrees to serve as your Senior Project mentor.</li> </ul>	<ul style="list-style-type: none"> <li>You find, contact, and invite an “expert in the field” to provide you with knowledge and expertise in the discipline or area of your Senior Project.</li> <li>Your designated expert agrees to serve as your Senior Project mentor.</li> </ul>	<ul style="list-style-type: none"> <li>You do not find, contact, or invite an “expert in the field” to provide you with knowledge and expertise in the discipline or area of your Senior Project.</li> </ul>

Name:

Project Topic:

Period:

**X. Overall Proposal (10)**

<b>Standard</b>	<b>Exceeds Standards 9-10 points</b>	<b>Meets Standards 7-8 points</b>	<b>Below Standards (must revise) 5-6 points</b>
<i>Write an effective project proposal</i>	<ul style="list-style-type: none"> <li>• Proposal is concise but thorough, does not contain superfluous material, and explains all information well enough for any reader to understand.</li> <li>• Proposal is neat, properly formatted, and aesthetically pleasing to the eye.</li> <li>• Proposal contains little to no grammar, mechanics, or spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal is acceptable in length (covers the requirements), contains little superfluous material, and explains information well enough for most readers to understand.</li> <li>• Proposal is neat and properly formatted, with very few grammar, mechanics, and spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal is too concise or is verbose, contains enough superfluous material to distract the reader, and/or contains unexplained or vague information.</li> <li>• Proposal may reflect sloppiness or lack of attention to formatting detail.</li> <li>• Proposal contains multiple grammar, mechanics, and spelling errors.</li> </ul>

**Comments from Senior Project Teacher:**