

Colorado Graduation Guidelines Promising Practice

District	Mapleton 1
School	
Contact Information	
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Title of artifact	Capstone Rubrics - Mapleton
Type of practice	Implementation tools

Brief description of artifact

This file contains rubrics for Capstone elements: overall presentation, independent research project, ICAP portfolio, and presentation of community service project. Panel members use the rubrics to provide ratings and/or comments.

Brief description of the process resulting in the artifact

All of Mapleton's IKF documents are part of the Mapleton Superintendent Policy. Each school applies their model to Capstone experiences.

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:
 - o Testing implementation (ACT, AP, ASVAB, CMAS, IB, PARCC, SAT), such as classes and retreats, administration procedures and agreements
 - o Capstone implementation, such as instructions and samples
 - o Concurrent Enrollment implementation, such as classes and agreements
 - o Career/academic assessment implementation (e.g., ACCUPLACER, COMPASS, Work Keys), such as administration procedures and agreements
 - o 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: _____

Exhibit: Graduation Requirements

Capstone Rubric

Name: _____ Date: _____

School: _____ Final Score: _____

Panel Members: _____

The Senior Capstone is a 20-30 minute presentation to a panel that includes: an overview of the independent research project, a reflection on the student's service learning experience, and a review of the Individualized Career and Academic Portfolio (ICAP).

Overall Presentation Rubric

	Advanced	Proficient	In Progress
Presentation	<input type="checkbox"/> Dresses professionally <input type="checkbox"/> Arrives early <input type="checkbox"/> Firm handshake and introduces self, appears confident	<input type="checkbox"/> Dresses casually, neat appearance <input type="checkbox"/> Arrives on time <input type="checkbox"/> Shakes hands, introduces self, but lacks confidence	<input type="checkbox"/> Dresses inappropriate as the presenter <input type="checkbox"/> Arrives late <input type="checkbox"/> Does not shake hands or introduces self
Communication Skills	<input type="checkbox"/> Answers all questions presented thoroughly and stays on track <input type="checkbox"/> Maintains eye contact, uses appropriate volume and articulation <input type="checkbox"/> Demonstrated high level of preparation	<input type="checkbox"/> Answers to questions are brief or not fully developed <input type="checkbox"/> Inconsistent eye contact, body language, volume and articulation <input type="checkbox"/> Demonstrates an adequate level of preparation	<input type="checkbox"/> Fails to answer a question or answers "I don't know" <input type="checkbox"/> Does not maintain eye contact, or inappropriate volume/articulation <input type="checkbox"/> Demonstrates limited preparation

Exhibit: Graduation Requirements

Independent Research Project Rubric			
Name: _____ Date: _____			
Traits	Advanced	Proficient	In Progress
Written Conventions	<input type="checkbox"/> 5-7 typed pages <input type="checkbox"/> Proper use of citations <input type="checkbox"/> Conventions (spelling, grammar, punctuation, etc.) are used correctly, enhancing the final product's readability	<input type="checkbox"/> 2-4 typed pages <input type="checkbox"/> Proper use of citations <input type="checkbox"/> Conventions include some errors but they do not detract from the final product's readability	<input type="checkbox"/> Less than 2 typed pages <input type="checkbox"/> Improper or misuse of citations <input type="checkbox"/> Conventional errors detract from the final product's readability
Written Objective and Purpose	<input type="checkbox"/> In depth description of the Project, including goals and objectives <input type="checkbox"/> Fully explores and presents research findings regarding the personal passion or interest of the project <input type="checkbox"/> Describes and analyzes the topic including effective, detailed evidence that supports the learning	<input type="checkbox"/> Complete description of the Project, including goals and objectives <input type="checkbox"/> Explores and presents research findings regarding the personal passion or interest of the project <input type="checkbox"/> Describes and analyzes the topic generally, including basic evidence that supports the learning <input type="checkbox"/>	<input type="checkbox"/> Limited description of the Project <input type="checkbox"/> Minimally explores and presents research findings regarding the personal passion or interest of the project <input type="checkbox"/> Fails to describe or analyze the topic or makes general claims without supporting evidence
Visual Presentation	<input type="checkbox"/> Project topic is effectively represented through the visuals <input type="checkbox"/> High degree of craftsmanship demonstrated	<input type="checkbox"/> Project topic is appropriately represented through the visuals <input type="checkbox"/> Appropriate craftsmanship demonstrated	<input type="checkbox"/> Project topic is not effectively represented through the visuals <input type="checkbox"/> Low quality craftsmanship demonstrated
Application to future aspirations	<input type="checkbox"/> Includes insightful reflection of learner's learning and how it applies to their future	<input type="checkbox"/> Includes a reflection of learner's learning and how it applies to their future	<input type="checkbox"/> Reflection of learner's learning and how it applies to their future is not included

Exhibit: Graduation Requirements

Individualized Career and Academic Portfolio Rubric

Name: _____ Date: _____

School: _____ Final Score: _____

Panel Members: _____

	Advanced	Proficient	In Progress
Portfolio	<input type="checkbox"/> Portfolio is organized and contains all components and available to the panel	<input type="checkbox"/> Portfolio contains all components and is available to the panel	<input type="checkbox"/> Portfolio lacks organization and may or may not be available to the panel
Reflection	<input type="checkbox"/> Shares aspects of the ICAP in detail regarding how it has prepared them to pursue their goals after high school	<input type="checkbox"/> Shares aspects of the ICAP regarding how it has prepared them to pursue their goals after high school	<input type="checkbox"/> Shares aspects of the ICAP but does not link it to their goals after high school

Comments:

Exhibit: Graduation Requirements

Rubric for Presentation of Community Service Project

Name: _____ Date: _____

School: _____ Final Score: _____

Panel Members: _____

	Advanced	Proficient	In Progress
Service Learning Project	<input type="checkbox"/> Project is described with sufficient detail to understand the scope of the experience	<input type="checkbox"/> Project is described with details to understand the scope of the experience	<input type="checkbox"/> Project is not described with enough details to understand the scope of the experience
Reflection	<input type="checkbox"/> Includes insightful reflection of learner's experience and how it applies to their future	<input type="checkbox"/> Includes a reflection of learner's experience and how it applies to their future	<input type="checkbox"/> Reflection of learner's experience and how it applies to their future is not included

Comments: