



Name:

Capstone Topic:

Capstone Proposal Rubric ELL Levels 1/2

Paragraph 1: *Capstone Topic and Products*

What is your proposed topic? What will be your final product, project, or performance? What deliverables will you produce along the way?

Exceeds Standards	Meets Standards	Below Standards (must revise)
<p>IDEAS</p> <ul style="list-style-type: none"> <input type="checkbox"/> You describe your product orally and in writing using your native language and English. Your project is described in detail and includes specifics that make it clear what you plan to do. <input type="checkbox"/> Your list of deliverables describes specific tasks and includes documentation using visuals and provided sequential language (first, next, last, or beginning, middle, end). 	<ul style="list-style-type: none"> <input type="checkbox"/> You describe your product orally and in writing using your native language and English. Your project includes some details and specifics, and it is clear what you plan to do. <input type="checkbox"/> Your list of deliverables is specific and complete using visuals and provided sequential language (first, next, last, or beginning, middle, end). 	<ul style="list-style-type: none"> <input type="checkbox"/> You describe your product orally and in writing using your native language and English, but the idea is vague. You need to develop more of the details in order to make it clear what you want to do. <input type="checkbox"/> Your list of deliverables needs to be more specific or thorough using visuals and provided sequential language (first, next, last, or beginning, middle, end).
<p>LANGUAGE</p> <ul style="list-style-type: none"> <input type="checkbox"/> You use formulaic or repetitive phrases and short sentences to describe your project. <input type="checkbox"/> You use general social and content words. <input type="checkbox"/> List of deliverables can be a list of visuals with numbers or transition words. <input type="checkbox"/> Support from L1, visuals, realia, sentence frames, videos, oral rehearsal, and interactive structures to practice oral language. Proposal can be submitted using Screencastify, Google Docs, or another format that allows a combination of writing, visuals, and speaking. 	<ul style="list-style-type: none"> <input type="checkbox"/> You describe your project using words, phrases, and single words. <input type="checkbox"/> You use common phrases. <input type="checkbox"/> You use general social words and some memorized general content vocabulary. <input type="checkbox"/> List of deliverables can be a numbered list of visuals. <input type="checkbox"/> Support from processing in L1, visuals, realia, sentence frames, videos, oral rehearsal, and interactive structures to practice oral language. Proposal can be submitted using Screencastify, Google Docs, or another format that allows a combination of writing, visuals, and speaking. Task list can include a numbered list of visuals. 	<ul style="list-style-type: none"> <input type="checkbox"/> You describe your project using copied words or phrases. <input type="checkbox"/> You use some high frequency social words in English. <input type="checkbox"/> List of deliverables can be a numbered list of visuals. <input type="checkbox"/> Support from processing in L1, visuals, realia, sentence frames, videos, oral rehearsal, and interactive structures to practice oral language. Proposal can be submitted using Screencastify, Google Docs, or another format that allows a combination of writing, visuals, and speaking. Task list can include a numbered list of visuals.

Paragraph 2: *Rationale and Authenticity*

Explain your interest and any previous experience you have in this field. Why do you want to do this? How will this project combine your passions and talents? How is your project authentic?

Exceeds Standards	Meets Standards	Below Standards (must revise)
<p>IDEAS</p> <ul style="list-style-type: none"> <input type="checkbox"/> You meet all criteria in the “meets standards” category. <input type="checkbox"/> In addition, your rationale is thorough and thoughtful. You explain orally and in writing using your native language and English that this approach is not only a perfect fit for you, but will also communicate to a greater audience your depth of learning. <input type="checkbox"/> Your product meets one or more of the following criteria: <ul style="list-style-type: none"> <input type="checkbox"/> a real need or is used by real people <input type="checkbox"/> focuses on a problem or an issue or topic that is real <input type="checkbox"/> sets up a scenario or simulation that is realistic, even if it is fictitious <input type="checkbox"/> involves tools, tasks, standards, processes, or audiences used by adults in real settings and by professionals in the workplace. 	<ul style="list-style-type: none"> <input type="checkbox"/> It is evident that you are interested in this topic/product. <input type="checkbox"/> You explain orally and in writing using your native language and English any prior knowledge or related experience you may have related to the product. <input type="checkbox"/> Your product meets one of the following criteria: <ul style="list-style-type: none"> <input type="checkbox"/> a real need or is used by real people <input type="checkbox"/> focuses on a problem or an issue or topic that is real <input type="checkbox"/> sets up a scenario or simulation that is realistic, even if it is fictitious <input type="checkbox"/> involves tools, tasks, standards, processes, or audiences used by adults in real settings and by professionals in the workplace. 	<ul style="list-style-type: none"> <input type="checkbox"/> It is unclear why you are interested in this particular topic; your rationale lacks thoughtful development. <input type="checkbox"/> You explain orally and in writing using your native language and English, but it is unclear what prior experience or knowledge you have. <input type="checkbox"/> Your product is not very authentic. More planning is necessary to make it beneficial, purposeful, and/or real.
<p>LANGUAGE</p> <ul style="list-style-type: none"> <input type="checkbox"/> You use phrases or short sentences to describe your purpose, interest, and previous experience. <input type="checkbox"/> You use formulaic or repetitive sentences and general social and content words. <input type="checkbox"/> Support from visuals, realia, sentence frames, oral rehearsal, and interactive structures to practice oral language. Rationale can be submitted using Screencastify, Google Docs, or another format that allows a combination of writing, visuals, and speaking. 	<ul style="list-style-type: none"> <input type="checkbox"/> You describe your purpose, interest, and previous experience using words, phrases, and single words. <input type="checkbox"/> You use general social words and some memorized general content vocabulary and common phrases. <input type="checkbox"/> Support from processing in L1, visuals, realia, sentence frames, oral rehearsal, and interactive structures to practice oral language. Rationale can be submitted using Screencastify, Google Docs, or another format that allows a combination of writing, visuals, and speaking. 	<ul style="list-style-type: none"> <input type="checkbox"/> You describe your purpose, interest, and previous experience using copied words or phrases. <input type="checkbox"/> You use some high frequency social words in English. <input type="checkbox"/> Support from processing in L1, visuals, realia, sentence frames, oral rehearsal, and interactive structures to practice oral language. Rationale can be submitted using Screencastify, Google Docs, or another format that allows a combination of writing, visuals, and speaking.



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Paragraph 3: Learning Stretch

What will you learn during this project? How will this project challenge you and build on existing knowledge and skills?

Exceeds Standards	Meets Standards	Below Standards (must revise)
<p>IDEAS</p> <ul style="list-style-type: none"> <input type="checkbox"/> You meet all criteria in the “meets expectations” category. In addition, You explain orally and in writing using your native language and English in detail how your learning goals will challenge you and build on existing knowledge and/or skills. You make a convincing argument for how the product is a “learning stretch”. 	<ul style="list-style-type: none"> <input type="checkbox"/> You explain orally and in writing using your native language and English how your capstone will extend your current academic knowledge and/or skills. Project is a “learning stretch”. <input type="checkbox"/> You clearly articulate what you do not know about the project, and have a good sense of what you will have to learn in order to complete the project. 	<ul style="list-style-type: none"> <input type="checkbox"/> It is unclear how your capstone will extend your current academic knowledge and/or skills OR project does not seem like a “learning stretch” for you. <input type="checkbox"/> It is unclear what you will need to learn or do to complete the project.
<p>LANGUAGE</p> <ul style="list-style-type: none"> <input type="checkbox"/> You use phrases or short sentences to describe your learning goals. <input type="checkbox"/> You use formulaic or repetitive sentences. <input type="checkbox"/> You use general social and content words. <input type="checkbox"/> Support from visuals, realia, sentence frames, oral rehearsal, and interactive structures to practice oral language. 	<ul style="list-style-type: none"> <input type="checkbox"/> You describe your learning goals using words, phrases, and single words. <input type="checkbox"/> You use common phrases. <input type="checkbox"/> You use general social words and some memorized general content vocabulary. <input type="checkbox"/> Deliverables are ordered <input type="checkbox"/> Support from processing in L1, visuals, realia, sentence frames, oral rehearsal, and interactive structures to practice oral language. 	<ul style="list-style-type: none"> <input type="checkbox"/> You describe your learning goals using copied words or phrases. <input type="checkbox"/> You use some high frequency social words in English. <input type="checkbox"/> Support from processing in L1, visuals, realia, sentence frames, oral rehearsal, and interactive structures to practice oral language.

Paragraph 4: Resources and Support

Consider the resources you will need in order to complete your capstone. What kind of mentor do you need in terms of expertise, background, and/or field of study? If you have an idea of a specific mentor, you can include their name or place of business here. What kinds of materials, tools, supplies, or other support do you think you will need?



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Exceeds Standards	Meets Standards	Below Standards (must revise)
<p>RESOURCES</p> <ul style="list-style-type: none"> <input type="checkbox"/> You meet all criteria in the “meets expectations” category. In addition, you have identified several specific people or businesses or types of businesses that may be able to serve as a mentor. 	<ul style="list-style-type: none"> <input type="checkbox"/> You identify orally and in writing using your native language and English the type of expertise you need in a mentor. This may include skills, knowledge, or other experience that will support your capstone. 	<ul style="list-style-type: none"> <input type="checkbox"/> It is unclear what type of skills, knowledge, and background you will be seeking in a mentor.
<p>SUPPORT</p> <ul style="list-style-type: none"> <input type="checkbox"/> You meet all criteria in the “meets expectations” category. In addition, your list of additional resources or support is specific, well thought-out, and demonstrates a beginning level of research. 	<ul style="list-style-type: none"> <input type="checkbox"/> You identify orally and in writing using your native language and English any additional types of resources or support you need. 	<ul style="list-style-type: none"> <input type="checkbox"/> It is unclear what additional resources or support you need.
<p>LANGUAGE</p> <ul style="list-style-type: none"> <input type="checkbox"/> You use phrases or short sentences to describe your project. <input type="checkbox"/> You use formulaic or repetitive sentences. <input type="checkbox"/> You use general social and content words. <input type="checkbox"/> Support from visuals, realia, sentence frames, oral rehearsal, and interactive structures to practice oral language. 	<ul style="list-style-type: none"> <input type="checkbox"/> You describe your project using words, phrases, and single words. <input type="checkbox"/> You use common phrases. <input type="checkbox"/> You use general social words and some memorized general content vocabulary. <input type="checkbox"/> Deliverables are ordered <input type="checkbox"/> Support from processing in L1, visuals, realia, sentence frames, oral rehearsal, and interactive structures to practice oral language. 	<ul style="list-style-type: none"> <input type="checkbox"/> You describe your project using copied words or phrases. <input type="checkbox"/> You copy some phrases. <input type="checkbox"/> You use some high frequency words in English. <input type="checkbox"/> Support from processing in L1, visuals, realia, sentence frames, oral rehearsal, and interactive structures to practice oral language.



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Approval Form
student)

(returned to crew leader &

We have read the Senior Project Topic Proposal and give the following recommendation:

_____ The proposal demonstrates a clear definition of the topic and meets or exceeds standards on the rubric.

_____ The topic choice may be acceptable but the student has not met all standards on the rubric.
Modify or clarify your project.

_____ The topic as it stands is not acceptable. Please choose another topic. **You must re-submit a new Letter of Intent to your Crew Leader within the week.**

Specific Comments/Suggestions/Feedback:

Faculty Member: _____ Faculty Member: _____

Faculty Member: _____ Faculty Member: _____



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Feedback Form

(returned to crew leader)

Faculty/Administrators: please use this space to provide feedback or suggestions you'd like the crew leader but wish to keep confidential from the student. This may include brainstorming suggestions, feedback that is sensitive in nature, or feedback that is best delivered in person to the student by the crew leader.