Senior Capstone Project Handbook

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What is a Capstone Project?

A Capstone Project is an opportunity for you to pursue a project with real-world impact that arises out of your personal interests and curiosities. Your Senior Capstone Project should benefit not only your educational growth, but ideally also a community beyond the immediate school setting.

What guidelines or restrictions will I have for doing this?

Feel free to be creative and imaginative with your project. There is not just one way to do a Capstone Project, since every student is unique. You are most likely to be successful if you start by thinking about what interests you most, curiosities or questions you may have, or problems you are interested in solving. You should build background knowledge on the topic, then do a lot of brainstorming about ways to approach the project. Whatever you decide to do, make sure it is interesting to you. It is your excitement for this project that will motivate you to do well.

Do I have to create something?

Yes! The specifics of what you create are up to you! The first thing that comes to mind might be a physical product, but the possibilities go far beyond just tangibles.

Intangible creations may include: planning a community event or fundraiser, putting on a play or other kind of show, teaching a lesson to children or adults, performing arts (like dance or live music), organizing a march or protest, etc.

Tangible products are great too, including: artwork and murals, wood and metal crafts, machines or pieces of technology, culinary/food creations, tangible needs for a community, etc.

And some projects are **somewhere in between tangible and intangible**, such as: a published piece of writing, filming a promotional video, recording a song or radio program, photo portfolios, creating a website or social media campaign, writing the code for a software program or video game, etc.

What's most important is not the "thing," but the goal you're trying to achieve with your project. Being very clear about your goal, reason, or cause will help you narrow down what type of creation to make.

In fact, the most extensive projects often have all of the above types. For example, if you were to plan an event, you would probably make decorations, a brochure, and signs, which are all **tangible** products. The event itself (the biggest part of the project) would be **intangible**. But you might do video recording at the event, and the finished video would be **somewhere in between tangible and intangible**. All of these "things" would be relevant to your overall project.

Capstone Project Ideas

These are some examples of projects that can be successfully pursued no matter your project focus. Note that many of these ideas can overlap.

Tangible Projects

Art	Painting	Sculpture	Mural	Comic Strip/ Graphic Novel
Crafts	Woodwork	Metalwork	Furniture	Decorative Pieces
Design	Signs	Architectural Drawings/Models	Industrial Design (Objects)	Construction/ Built Environment
Fashion	Drawings/ Sketches	Clothing Line/ Costumes	Masks/ Hats/Accessories	Make-up/Cosmetics
Science/ Nature	Garden/Landscape Design	Lab Experiment	Robotics/Machines	Animal Enclosure

Intangible Projects

Event	Gallery Show	Fundraiser	Performance/ Talent Show	Community/ Recreation
Performing Arts	Dance	Theater/Role Play	Music/Vocal/Song	Demonstration
Instructional	Teach a Lesson	Coach a Team	Start a Club	Organize a Debate
Activism	Organize a March/Protest	Organize a Petition	Present to Government Entity	Community Service

A Mix of Tangible and Intangible

Technological	Website/Coding	Graphic Design/ Screenprinting	Computer Animation	Video Game Design
Media	Film/Video/ Documentary/ YouTube Channel	Photography Portfolio	Written/ Recorded Music	Radio Program/ Podcast
Text-Based	Scientific Article	Literary (Novel/ Stories/Drama)	Journalism/Blog	Instructional Manual/Guide
Marketing	Promotional Campaign	Social Media Outreach (YouTube, Twitter, etc.)	Start a Business (Entrepreneurship)	Commercial/ Public Service Announcement

Do I have to present something?

Yes! **Presentations of Learning** are powerful learning experiences for you, and also great opportunities for your teachers, mentors, family, and peers to learn about you and your growth! After you finish your project, you will present your project to a panel made up of your support team members, and anyone else you wish to invite. The time limit should be decided by you and your advisor, and it should be enough time to discuss everything about your project!

Who can help me with this project?

One of the first and most important steps in any project is putting together your **Support Team**. These are the people who will support and guide you throughout the process. You should include a mentor, your advisor, other teachers, parents or other family, and a few peers. Your mentor and advisor will be your primary support, because they are the most familiar with your work, your strengths, and your needs.

When am I expected to do the work?

You will develop your skills, learn about your topic, and connect with your support team during predetermined times. Depending on the type of project, you should expect to do some of the project work at school, but much of it may have to be done as homework and/or during personal learning time.

How will I know if I'm doing enough?

Use the **Step-by-Step Guide** and rubrics in this Handbook to help you through the process. At each step, if you can answer all the questions and complete the worksheets fully and confidently, then you're on the right track. Also, check in with your mentor and teachers frequently to get their feedback on your progress. They will let you know how you're doing.

Where is this Step-by-Step Guide??

On the following page is the **Step-by-Step Guide** to doing the Capstone Project.

In Steps 1-6, **PLAN YOUR PROJECT**.

In Steps 7-12, follow your plan and **DO YOUR PROJECT**.

The guide shows rough time frames for when you should do each of the steps, and some of the time frames will overlap. You may find yourself doing several steps at the same time, based on your work tendencies. Ultimately, **YOU** are responsible for setting due dates for yourself, based on when you start your project.

Capstone Project: Step-by-Step Guide

	Step	What to Do	When	Due Date
1	**Support Team**	Put together your support team, consisting of a mentor, teachers, parents/family, and peers.		
2	**Project Exploration**	Learn about your topic deeply by building background knowledge. Begin exploring problems within the topic.		
3	**Identify a Problem**	Identify a problem you want to solve. The problem needs to be relevant to the topic and attainable.		
4	**Brainstorm Solutions**	Use your imagination to brainstorm a wide range of possible solutions to the problem you've identified.		
5	**Conferences**	Discuss your solution ideas with mentors, advisor/teacher, parents/family, and peers, to get their feedback and perspectives, and to help you narrow down a final project idea.		
6	**Project Proposal** (proposal rubric)	Write a passion project proposal to be reviewed and approved by your advisor/teacher. Revise your proposal until you receive their approval for your project.		
7	**Project Timeline**	To complete your project on time, schedule your goals and tasks from the beginning, and then plan ahead to decide how much time you need to spend working on each task in order to meet your due dates.		
8	**Journal/ Blog**	Go deeper with your project by writing journal entries about your learning process. Minimum of one journal entry every 2-3 weeks (minimum of 6 entries). Recommendation: Create this as a blog.		
9	**Progress Checks**	Check in frequently with your support team for feedback and guidance. Document your work in progress for them, including photos, videos, notes, etc.		
10	**Completed Project**	When you have completed your project, submit evidence to your advisor/teacher for feedback. Make any required revisions, then finalize your project (including products, deliverables, and other evidence).		
11	**Create Presentation**	Create a presentation (with PowerPoint and/or other visual aids) about your Capstone Project. Rehearse!		
12	**Capstone Project Presentation**	Present your Capstone Project and discuss your personal growth in a culminating Presentation of Learning (POL). Invite your support team, consisting of your mentor, advisor, another teacher/staff member, family members, and peers.	Spring Exhibition Night	

Step 1: Support Team

Due Date: _____

Put together your support team, consisting of mentors, teachers, family, peers, and others.

Sample Script for Inviting Support Team Members
"As part of my EDGE Capstone Project, I would like to invite you to join my support team. As part of my team, you would help me with ideas and provide feedback on my work. You would also be invited to attend my Presentation of Learning or Exhibition at the end of the semester."

ASSIGNMENT: Invite people to be on your support team, and have them sign here to verify:

Name (Print)	Signature	Date

Step 2: Capstone Project Exploration

Due Date: _____

Capstone Exploration is an investigation of your topic. Through this process you will dive deep into the research process to learn as much as you can about your topic and the community you select.

Researching Reliable Sources Online:
Move beyond just "Googling" online. You must do your best to find credible sources for your topic. Don't forget to keep track of your sources as you will need to include them as references in your presentation.

Reliability Sources Checklist:
- Author is an expert in the field and unbiased
- Information is up to date (current)
- Purpose of source is to inform and not to sell
- Facts and details rather than opinions

Interview an Expert:
After building some background knowledge of your topic, generate some questions you have about your topic. Additionally, you should identify several experts in the field and reach out to them to ask your questions. Through this process, it would be worthwhile to learn about the expert and his/her/their career path. If you have a good connection with an expert, you might consider inviting them to be a member of your support team.

Sample Script for Requesting an Interview
"As part of my EDGE Capstone Project requirements, I need to do some research on [topic] by interviewing some experts. I'm wondering if you have a few minutes so I can ask you some questions for my project?"

RESEARCH SUMMARY: Based on your research and exploration, write your own answers **IN YOUR OWN WORDS** to the following questions.

1. What are some important facts about this topic?

2. What are some advancements, problems, or challenges to this topic?

3. Who are experts or influencers leading the work around this topic?

4. How would you describe the history or evolution of this topic? (where did it begin to where it is now)

5. Who is the community directly affected by the topic? Describe the community and why you selected it.

6. What are some careers within this topic?

7. [CREATE YOUR OWN QUESTION HERE]

Step 3: Identify a Problem

Due Date: _____

Every topic faces its share of problems and/or needs. This is your opportunity to contribute a meaningful project that will help you grow and will also benefit a community.

Identify a problem you want to solve. This can be something that a site needs, something to help people work better, something to help them reach an audience more effectively, etc.

ASSIGNMENT: Answer the following questions to help you identify a problem.

1. What aspects of the topic are particularly interesting to you?

2. Are there any problems that you could take on or contribute to solving?

3. Why do you think these problems exist? What has been tried before to solve these problems and what can be done about them now?

4. How can solving these problems contribute to your school community or the community at large?

5. Identify a problem that is of most interest and explain why.

Step 4: Brainstorm Solutions
Due Date: _____

Use your imagination to brainstorm a wide range of possible solutions to the problem you've identified.

ASSIGNMENT: Write down or sketch at least 5 innovative ways to solve the problem or need. For now, don't worry about how realistic your solutions are. Just be creative and daring!

1.
2.
3.
4.
5.

Step 5: Conferences
Due Date: _____

Bring your solution ideas from Step 4 to your support team (your mentor, advisor/teacher, parents/family, and peers) to get their feedback and perspectives, and to help you narrow down a final project idea.
ASSIGNMENT: Show your solutions from Step 4 to the different people on your support team. Take notes at each conference.

1. Notes from your conference with your mentor.

2. Notes from your conference with your advisor/teacher.

3. Notes from your conference with your parents (or other family).

4. Notes from your conference with your peers.

ASSIGNMENT: Now choose one solution to turn into your Capstone Project. Revise it based on your discussions. If you and your support team decide that none of your original solutions will work, come up with a new and better one based on your conferences. Write and/or sketch your chosen solution below.

MY SOLUTION

Step 6: Project Proposal

Due Date: _____

ASSIGNMENT: Write a project proposal to be reviewed and approved by your advisor/teacher and mentor. Revise your proposal until you receive their approval.

Project Description	*This is a detailed description of my overall project.*
Personal Relevance	*Why is this topic interesting or relevant to me?*
Authentic Impact	*How will this project make a positive impact on a community? How will it solve or address a real-world problem or need?*
Academic Relevance and Rigor / Competencies **Global Activism Course Competencies** **Content Course Competencies**	*How will you use knowledge from your classes or other academic disciplines in this project? List the competencies [with their corresponding course(s)] you will demonstrate through this project.*

Active Exploration of Resources	*How will I research and explore this topic? What resources and materials will I need, and how will I obtain them?*
Adult Connections	*Which adults will I work with or observe on this project? Where, and in what ways?*
Evidence of Applied Learning	*What will I create to demonstrate that I have met the goals of the project and to demonstrate mastery of the competencies I identified? Will it be tangible, intangible, or a mix of the two?*
Assessment	*How will I, my teachers, and my mentor determine if my work is complete and how successful it is?*
Personal Growth	*What knowledge, skills, and/or abilities will I gain by creating this project?*

Student Name: _____   **Capstone Project:** _____

Capstone Proposal Rubric

	ACCEPTABLE	NEEDS REVISION
Project Description	The project is appropriately challenging. It will require an appropriate amount of time to ensure depth and effort, while still being realistic within constraints.	The project is inadequate - too simplistic or too vague. It lacks sufficient challenge and/or depth.
Personal Relevance and Voice	The student is personally interested in the project, which provides motivation for pursuing and completing the project.	The student is not personally interested in the project, and there is no assurance of continued motivation.
Authentic Impact	The student's interest in creating a clear, positive, real-world impact on the community drives the project forward.	The student does not articulate an interest in creating a clear, positive, real-world impact on the community through this project.
Academic Relevance and Rigor	The student will incorporate knowledge learned in one or more classes, or from one or more academic disciplines. Student has identified competencies from multiple courses that align with their project goals.	The student will not clearly incorporate knowledge learned in one or more classes, or from one or more academic disciplines. Student has not identified competencies from multiple courses that align with their project goals.
Active Exploration of Resources	The project encourages in-depth research into resources, materials, and methods, especially outside the school setting. The student will pursue knowledge and skills from authentic sources.	The project does not encourage in-depth research into resources, materials, and methods outside the school setting. No new knowledge and skills are required to be drawn from authentic sources.
Adult Connections	The student will observe and work with one or more adults with relevant expertise, and who will collaborate with the student on the design and assessment of the project. Adult connections occur in authentic work environments.	The student will not observe or work extensively with one or more adults with relevant expertise. Adult connections occur primarily in a school setting instead of authentic work environments.
Evidence of Applied Learning	The student describes a workable idea for a finished product (tangible or intangible) that is personally interesting, applies knowledge and skills learned during the project process, and can be used for the benefit of a community.	The student does not describe a workable idea for a finished product (tangible or intangible) that is personally interesting. There is no clear culminating task that applies knowledge and skills learned during the project process, or benefits a community.
Assessment Practices	The project allows for regular assessment of the student's progress by teachers and mentors, and of how the project will be useful in a real-world setting. The student's personal measures of success will be used to assess the finished project.	The project does not allow for clear assessment of the student's progress by teachers and mentors, or of how the project will be useful in a real-world setting. The student's personal measures of success are not clearly conveyed.
Personal Growth	The student articulates a reasonable amount of learning and personal growth, and the project is sufficient to enable the expected growth.	The student does not articulate a reasonable amount of learning and personal growth, or the project is unlikely to enable the expected growth.

The signatures below indicate that each party has approved this project proposal.

_____   _____   _____
Student Signature   Date   Advisor Signature   Date   Mentor Signature   Date

Step 7: Project Timeline
Due Date: _____

To complete your project on time, schedule your goals and tasks from the beginning, and then plan ahead to decide how much time you need to spend working on each task in order to meet your due dates.

ASSIGNMENT: Consult with your mentor and advisor to create a schedule of project tasks below. This should include all the tasks that you will need to do for your Capstone Project. Then, think about and write down how much time each task will take. Next, write down check-in dates for each task and make sure you've given yourself enough time to do everything.

When each task is complete, have your mentor or advisor write their initials in the "Done" column.

TASK (research, survey, buy materials, create visuals, etc.)	Time Needed	Check-in Date	Done (mentor/advisor initials)

Step 8: Journal/Blog

ASSIGNMENT: Go deeper with your project and document your experience by writing journal entries about your learning process. It is highly recommended that you create a blog to publish your journals. This will allow you to share your story with others and will allow them to follow your journey. Plan to include pictures, notes, resources, etc.

Notes for Journal Entry #1: Write your first journal entry during the first few weeks of your project work. What topic will you be exploring? What community are you benefiting? Why did you make these choices? Consider introducing your Support Team and why they are important to your Capstone project. **DUE DATE:** _____

Notes for Journal Entry #2: Synthesize your research findings. Explain your research process. Identify and explain the expert(s) that you interviewed. (Consider uploading a picture.) What obstacles did you face during your research process? Is there additional information you still need? **DUE DATE:** _____

Notes for Journal Entry #3: What is your project proposal? Reference (or use) your project proposal form. How did you arrive at the decision for this project proposal? What are your expectations for this project? What are your hopes and goals? **DUE DATE:** _____

Notes for Journal Entry #4: Complete this journal approximately ¼ to ⅓ of the way through the completion of your project. Explain the progress you have had so far. What obstacles and successes have you experienced? Include artifacts (pictures, videos, notes, etc.) to document your journey. **DUE DATE:** _____

Notes for Journal Entry #5: Complete this journal when you have surpassed the ¾ point of your project - when you are nearly finished. What can you say about your Capstone Project experience? What have you enjoyed? What has been challenging or frustrating? Do you anticipate that you will achieve your goals? **DUE DATE:** _____

Notes for Journal Entry #6: Write a final journal entry about your Capstone Project experience after you have finished. Compare your initial expectations with final outcomes. Examine the personal and professional growth you developed through your project. Upload a recording of your Capstone Presentation (this may be added after the publishing of your final journal entry). **DUE DATE:** _____

Step 9: Progress Checks

Check in frequently with your support team for feedback and guidance. Document your work in progress for them, including photos, videos, notes, etc. Show them your growth by creating rough drafts and engaging in trial and error.

ASSIGNMENT: Make notes from your progress checks with your support team below. Include your thoughts and reflections on their feedback and suggestions.

Meeting Date:	Notes:
Met With:	

Meeting Date:	Notes:
Met With:	

Meeting Date:	Notes:
Met With:	

Meeting Date:	Notes:
Met With:	

Meeting Date:	Notes:
Met With:	

Meeting Date:	Notes:
Met With:	

Step 10: Completed Project

Due Date: _____

When you have completed your project, submit evidence to your mentor and advisor for feedback. This can be in the form of your journal/blog. Make any required revisions; then, finalize your project (including products, deliverables, and other evidence).

ASSIGNMENT: Make a list of project evidence below.

PROJECT EVIDENCE (product, deliverable, visual, media, writings, survey results, etc.)	Date Submitted	Verified by Teacher's Initials

ASSIGNMENT: Insert photos, graphics, links, and other documentation of your project below.

Step 11: Create Presentation

Due Date: _____

ASSIGNMENT: Create a presentation (with Google Slides, Prezi, and/or other visual aids) about your Capstone Project. Have your support team review it. Rehearse for your final presentation! Use the following outline to organize your slides and what you will talk about.

Introduction	*Cover slide, your name, your project title, date of presentation.*
Project Overview	*Describe your project and why you chose to do it.*
Actions and Methods	*What were the steps and activities in completing your project? Who was on your support team?*
Obstacles and Challenges	*What obstacles and challenges did you face in completing your project?*

Project Evidence	*Show the evidence of your finished project (e.g., completed tangible, documentation of an intangible project, etc.) and explain how it relates to your topic.*
Results and Reflection	*How would you rate the success of your project? How could you go further with this project? What related projects or research could this lead to?*
Conclusion	*Summarize your learning and growth from working at this internship and doing this project.*

Step 12: Capstone Project Presentation

Due Date: _____

Present your Capstone Project and discuss your personal growth in a culminating Capstone Presentation. Invite your support team, consisting of your mentor, advisor, another teacher or staff member, family members, and peers. We may schedule a Senior Capstone Project Presentation event in early-May. We will discuss this possibility early- to mid-semester.

ASSIGNMENTS:

1. With your advisor, select a date for your presentation. Identify what resources you may need (ex. podium, projector, etc.)

Date of Presentation:	

Place of Presentation:	

Resources Needed for Presentation:	

3. Who are you inviting to your presentation? Remember to email, call, or invite them in person.

Name	Role (Teacher, mentor, family, peer, etc.)	Date Invited	Date Confirmed

Student Name: _____   **Capstone Project:** _____

Capstone Proposal Rubric

	ACCEPTABLE	NEEDS REVISION
Project Description	The project is appropriately challenging. It will require an appropriate amount of time to ensure depth and effort, while still being realistic within constraints	The project is inadequate - too simplistic or too vague. It lacks sufficient challenge and/or depth.
Personal Relevance and Voice	The student is personally interested in the project, which provides motivation for pursuing and completing the project.	The student is not personally interested in the project, and there is no assurance of continued motivation.
Authentic Impact	The student's interest in creating a clear, positive, real-world impact on the site and/or community drives the project forward.	The student does not articulate an interest in creating a clear, positive, real-world impact on the site and/or community through this project.
Academic Relevance and Rigor	The student will incorporate knowledge learned in one or more classes, or from one or more academic disciplines. Student has identified competencies from multiple courses that align with their project goals.	The student will not clearly incorporate knowledge learned in one or more classes, or from one or more academic disciplines. Student has not identified competencies from multiple courses that align with their project goals.
Active Exploration of Resources	The project encourages in-depth research into resources, materials, and methods, especially outside the school setting. The student will pursue knowledge and skills from authentic sources.	The project does not encourage in-depth research into resources, materials, and methods outside the school setting. No new knowledge and skills are required to be drawn from authentic sources.
Adult Connections	The student will observe and work with one or more adults with relevant expertise, and who will collaborate with the student on the design and assessment of the project. Adult connections occur in authentic work environments.	The student will not observe or work extensively with one or more adults with relevant expertise. Adult connections occur primarily in a school setting instead of authentic work environments.
Evidence of Applied Learning	The student describes a workable idea for a finished product (tangible or intangible) that is personally interesting, applies knowledge and skills learned during the project process, and can be used for the benefit of a community.	The student does not describe a workable idea for a finished product (tangible or intangible) that is personally interesting. There is no clear culminating task that applies knowledge and skills learned during the project process, or benefits a community.
Assessment Practices	The project allows for regular assessment of the student's progress by teachers and mentors, and of how the project will be useful in a real-world setting. The student's personal measures of success will be used to assess the finished project.	The project does not allow for clear assessment of the student's progress by teachers and mentors, or of how the project will be useful in a real-world setting. The student's personal measures of success are not clearly conveyed.
Personal Growth	The student articulates a reasonable amount of learning and personal growth, and the project is sufficient to enable the expected growth.	The student does not articulate a reasonable amount of learning and personal growth, or the project is unlikely to enable the expected growth.

The signatures below indicate that each party has approved this project proposal.

_____   _____   _____
Student Signature   Date   Advisor Signature   Date   Mentor Signature   Date

Student: _____   **Capstone Project: _____**

Capstone Project Rubric

CRITERIA AND SCORE	TRANSFERRING	DEMONSTRATING	APPROACHING	BEGINNING
Personal Relevance and Voice	Strong personal relevance, creativity, and thoughtfulness. Shows student's personality and perspective.	Shows creativity within established genres. Generally shows student's personality and perspective.	Shows some creative touches. Student's personality and perspective are minimally represented.	Shows lack of personal relevance, creativity, and student perspective.
Authentic Impact and Problem Solving	Shows purposefulness and relevance to community, as well as a strong understanding of how to address a real-world problem. Project can be applied to solve an identified problem.	Shows relevance, and has potential real-world application.	Shows relevance, but lacks clear application to a real-world problem.	Shows lack of relevance and does not identify a real-world problem.
Academic Relevance and Rigor	Incorporates extensive academic material and competencies. Shows significant effort and revision. Required a considerable amount of the allotted time.	Incorporates some academic material and competencies. Shows good effort and some revision. Required a reasonable amount of the allotted time.	Incorporates minimal academic material or competencies. Shows basic amount of effort and revision. Did not make best use of the allotted time.	No clear connection to academic material or competencies. Shows minimal or no effort and revision. Minimal time was spent on the project.
Active Exploration of Resources	Extensive research is integrated into project. Information, materials, and knowledge come from diverse relevant sources.	Adequate research is integrated into project. Information, materials, and knowledge come from relevant but not varied sources.	Some research is integrated into project. Information, materials, and knowledge come from limited or only partially reliable sources.	Project does not integrate appropriate research, or did not require use of new information, materials, and knowledge.
Adult Connections	Shows impact of working with adult experts by meeting professional standards of quality, regular communication, and collaborating in a real-world setting.	Shows impact of working with adult experts by meeting high standards of quality, receiving some feedback, and collaborating in a real-world setting.	Shows some impact of working with adult experts, but falls short of professional standards of quality, and shows limited communication overall.	Shows minimal impact of working with adult experts. Project does not meet standards expected from a close collaboration.
Evidence of Applied Learning	Project is in finished form, fulfills its intended purpose, and shows how skills and knowledge were applied.	Project is finished and can fulfill its intended purpose, but lacks some components. Generally shows how skills and knowledge were applied.	Project partially fulfills its intended purpose, but is incomplete in some ways. Student does not apply a sufficient variety of skills and knowledge.	Project is incomplete and does not fulfill its intended purpose. No evidence of skills and knowledge applied.
Feedback Practices	Student sought and applied regular feedback through frequent progress checks and real-world methods. Student's own measures of success were applied.	Student sought and applied some feedback through progress checks and real-world methods. Student's own measures of success were applied.	Student sought little and/or applied feedback. Student's own measures of success were minimally applied.	Student sought no feedback. Student's own measures of success were not applied.

Comments:

Evaluator: _____

Student: _____   **Capstone Project: _____**

Capstone Presentation Rubric

	TRANSFERRING	DEMONSTRATING	APPROACHING	BEGINNING
Preparation	Well-prepared and clearly rehearsed. All materials ready at hand and on time. Dressed for success.	Mostly well-prepared. Student adapts for materials that may not be ready. Dressed for success.	Ready to present, but missing materials or notes. Attire is more casual than dress for success.	Unprepared and missing materials. Unprofessional attire.
Content Depth and Personal Growth	Shows strong depth of knowledge about topic, clear purpose, insightful perspective, and supporting evidence. Articulates personal growth through the project. Able to fully answer all questions.	Shows adequate depth of knowledge about topic and clear purpose, with some supporting evidence. Articulates personal growth through the project. Able to answer most questions.	Shows basic knowledge about topic, but purpose is unclear. Minimal supporting evidence. Touches on personal growth in a superficial way. Able to answer some questions.	Shows lack of basic knowledge about topic. Information is irrelevant with little or no supporting evidence. Personal growth is not demonstrated. Unable to answer questions.
Organization and Time Management	Presents information in a logical sequence that audience can follow. Compelling introduction, middle, and conclusion.	Presents information in a logical sequence that audience can follow.	Presents information in a somewhat unclear sequence, making it hard for audience to follow.	Does not present any clear sequence of information.
Non-Verbal Skills	Highly confident and engaging. Consistently appropriate eye contact. Minimal reliance on notes.	Comfortable presenting and recovers quickly from mistakes. Appropriate eye contact. Some use of notes.	Mildly nervous, but recovers from mistakes. Eye contact is inconsistent. Somewhat dependent on notes.	Highly uncomfortable presenting, has difficulty recovering from mistakes, and avoids eye contact. Primarily reads notes.
Verbal Skills	Shows enthusiasm and positivity about the topic throughout the presentation. Clear, audible voice.	Generally shows interest in the topic. Generally clear, audible voice.	Shows only moderate interest in the topic. May be hard to hear throughout the presentation.	Shows lack of interest or positivity. Speech is hard to hear, unclear, or otherwise inappropriate to the task.
Visual Aids	Presents and thoroughly explains finished project and its relevance. Visuals are relevant, high quality, and include PowerPoint, video, poster, blog, etc.	Presents finished project and its relevance. Visuals are relevant, and include PowerPoint, video, poster, blog, etc.	Presents finished project, with minimal explanation. Visuals are relevant but not highly polished, and include PowerPoint, video, poster, blog, etc.	Presents no finished project, or does not explain its relevance. Visuals are irrelevant or incomplete.
Support Team	5 or more members present, including at least 3 adults	4 members present, including at least 3 adults	3 members present, including at least 2 adults	2 or fewer panel members present

Comments:

Evaluator: _____