CAPSTONE EXPERIENCE HANDBOOK
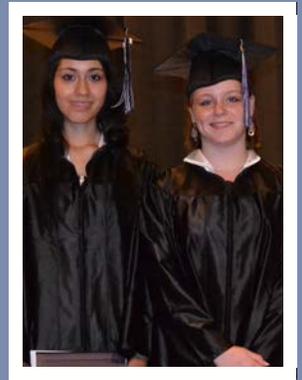
ROCKINGHAM COUNTY SCHOOLS

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Rockingham County Schools   Dr. Rodney Shotwell
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Dear RCS Parent/Guardian:

Rockingham County Schools has adopted the RCS Capstone Experience (previously referred to as the Graduation Project) as part of the English curriculum. The Capstone Experience displays a student's ability to read, write, speak, think, access information, manage time and solve problems. Remember, this senior experience cannot rely solely on what students already know, but should demonstrate an aspect of new learning and growth (a learning stretch). It may seem overwhelming at first, but a team has mapped out the steps to support our students through a successful journey.

Through the Capstone Experience process, students will engage various specific skills that include: computer knowledge, employability skills, information-retrieval skills, language skills – reading, language skills – writing, teamwork, and thinking/problem-solving skills. The Capstone Experience will count as part of a student's grade for English IV. The goal of the project is to have students create substantial proof of their ability and readiness to continue on with higher education or enter the business world.

In order to successfully complete the Capstone Experience, a student must complete the following:
   ♦ Conduct a comprehensive research study on a topic of interest
   ♦ Present their findings in a research paper
   ♦ Produce a tangible product and portfolio
   ♦ Present their work and finding satisfactorily to an evaluation panel

The school staff, primarily the senior English teacher, media specialist, faculty advisor, a mentor, and the Capstone Experience Coordinator, will provide instruction, guidance, and support as your child goes through the process. We also encourage you to join in the process by continuing to support your children as they continue to mature academically.

It is the goal of Rockingham County Schools to empower all students to compete globally at their highest potential and I urge our students to view their Capstone Experience as a tool to showcase talents and interests they have acquired during their academic careers.

It is imperative for good communication to take place among all the stakeholders with the final result of preparing all students to succeed. For all you do for your child and Rockingham County Schools, thank you.

Sincerely,

Dr. Rodney Shotwell,
Superintendent

RCS Capstone Experience
Statement of Purpose and Goals

The purpose of the Capstone Experience is to give students an opportunity to independently exhibit the skills they have acquired during years in school, particularly in the area of oral and written communication. Each student will have the chance to choose an area of interest to demonstrate these skills in a meaningful, practical way by researching a topic, producing a product documented in a portfolio and presenting findings to a panel of judges made up of teachers and community members. The Capstone Experience provides a reflective process for students to demonstrate global readiness including 21st Century Skills.

- Students will develop a life-long approach to learning.
- Students will increase knowledge in a particular area of interest.
- Students will develop, practice and demonstrate good communication skills.
- Students will experience self-directed learning.
- Community members will have increased opportunity for positive school involvement.
- The Capstone Experience will increase curriculum integration.

Assurances

The Capstone Experience is adopted by the Rockingham County School Board as part of the English Curriculum. Students identified as Exceptional Children, Limited English Proficient students and Section 504 students will participate in the Capstone Experience with accommodations as addressed on individual plans. Students that transfer into the district whose circumstances because of their transfer clearly impact their ability to complete all of the components of their Capstone Experience will be reviewed individually by the Capstone Experience Committee.

An Introduction to the Capstone Experience

The Capstone Experience allows students to apply practical, real-world skills they will need as they transition to the world of work or post-secondary education. This project reinforces the importance of learning content knowledge and applying 21st century skills. It is composed of four major components. Each component will be evaluated by a county-approved rubric.

- **Research paper**
- **Product**
- **Portfolio**
- **Presentation**

Research Paper

This paper requires students to develop and demonstrate proficiency in conducting research and in writing about a chosen, in-depth topic. A Capstone Experience Steering Committee for the district sets parameters to guide the length, format, sources, writing style, and other characteristics related to acceptable topic selection, research practices, and writing styles.

Product

A product related to or an extension of the student's research topic is selected, designed, and developed by the student. The product must be supported by evidence, such as a model or demonstration or a service that will benefit the school or community. It may solve a problem or examine an essential question. The product should challenge the student, show applications of learning, and reflect the substantial time spent completing it. The student is expected to spend a minimum of fifteen hours collectively between time working on the product and collaborating with an expert in the field. A school-based committee will approve the initial plans for the product. Each student will document his or her progress in a blog that will be monitored periodically and submitted as part of the portfolio.

Portfolio

An electronic portfolio containing reflective writings, photographs, logs, and other student documents will demonstrate the student's process and progress. The portfolio will be monitored by the teacher on a periodic basis.

Presentation

A professional presentation summarizing the entire process from topic selection to project completion will be delivered to a panel of judges.

Letter of Intent

[**Your Name**]
[**Street Address**]
[**City, ST ZIP Code**]
[**Due Date**]

[**Advisory Board**]
[**School Name**]
[**Street Address**]
[**City, ST ZIP Code**]

Dear [**Advisory Board**]:

[**Paragraph 1**]: Describe your general area of interest and what you already know about your topic. Explain why you chose this area and why it is important to you. Explain how it will be a "learning stretch" (something new to learn).

[**Paragraph 2**]: State specifically your thesis and elaborate on the focus of your paper and the questions you will use to guide your research.

[**Paragraph 3**]: What is your product plan? How is it a challenge? Who are you looking for as an expert?

[**Paragraph 4**]: Explain your understanding of plagiarism and the importance of avoiding the act. Why is it important to be an ethical person?

 Sincerely,

[**Sign Your Name Here**]

[**Type Your Name Here**]

I have read the Letter of Intent and agree to support my child.

Parent/Guardian Signature_____ Date_____

Upon Approval Retain Your Copy for Portfolio

<h1 style="text-align:center">Choosing an Expert</h1>

The expert you select for the Capstone Experience must be someone who has expertise and experience with the topic/product you have chosen and is willing to work with you in the development of the product by giving advice and feedback. This expert may be someone in your immediate community or someone who can offer advice to you via Internet, telephone, etc. This person should be someone you are able to trust to help guide you in the quest to complete Capstone Experience.

Expert requirements:
- Must be 21 years of age
- Cannot be a member of the student's immediate household
- Must complete the *Expert in the Field & Student Agreement* form before working with the student
- Must agree to meet or communicate with you and advise you in the completion of the product

Role of an expert:
- Provide expertise in the area of research
- Give advice and offer feedback
- **Offer support and encouragement**

Contacting an expert:
- Most business professionals are interested in assisting students   Therefore, you need to be considerate and act in a professional manner when approaching the business professional.
- When contacting the person, state your name, the school you attend, and tell why you are calling. Ask to speak to the appropriate person (if you are calling a large company, you may need to speak to the Human Resource Officer.) You will be more successful if you speak personally to the individual you would like to be your professional resource; therefore, if you cannot talk to that person:
    1. Ask for him/her to return your call (give the number and time when you can be reached).
    2. Make an appointment to speak to him/her in person.
- When you find a person interested in serving as your professional resource, schedule a time to discuss the project further and have that person complete the *Expert in the Field & Student Agreement form.*

Working with the expert:
- Be sure that each time you meet with the expert, you dress appropriately, are on time, act professionally, use good manners, and use the time effectively. **Remember you are representing your school.**
- Prepare the questions you wish to ask in advance.
- Be prepared to take accurate notes.
- If you cannot keep a scheduled meeting, **be sure to notify the expert.**

After working with an expert:
- Be sure to thank the expert personally for the time that he/she has spent with you.
- Write a digital thank-you note via email or e-card and share a copy with your teacher.

The Thesis Statement

Once you have selected your topic, you are ready to write a tentative thesis statement. **A thesis statement is a single, unifying complete sentence that states your paper's major topic and your point of view toward the topic**. It is the one sentence that defines your whole paper. If you have difficulty determining your thesis, ask yourself, "What is the point of my research or what am I trying to prove?" Other questions that may lead to a thesis statement include:

- o Can I tell the reader anything new or different?
- o Do I have a solution to the problem?
- o Do I have a new slant and/or new approach to the issue?
- o Should I take the less popular view of this matter?
- o Do I have a theory about this subject?

Functions of a thesis statement:

- o Writing a thesis statement early in the process of research ensures that you know where you are headed and that you remain on the right track as you plan and write. It serves as your guide or road map to research as you find and read related materials. As the research process evolves and your information and understanding about the topic grows, you may need to revise your original thesis statement.
- o It narrows a topic to a single idea that you want readers to gain from your essay.
- o It asserts something about the topic, conveying your purpose, your opinion, or your attitude.
- o It *may* provide a concise preview of how you will arrange your ideas in your essay or research paper.

Drafting a thesis statement:

- o It expresses your position in a full, declarative sentence, which is neither a question nor a topic.
- o It limits the topic to a narrow focus that grows out of your research.

DO _NOT_ STATE YOUR THESIS IN THIS MANNER: "*My paper is about the effects of crack cocaine on unborn children.*" It is not necessary to say that you are going to write about a topic; you simply do it. Following is an example of an acceptable thesis statement:

Sample Thesis Statement: The prevalence and abuse of crack cocaine by pregnant mothers has damaged the mental and physical health and future opportunities of many young American children.

Two sample thesis statements related to the same topic but with different slants:
- o The increase in juvenile obesity and juvenile diabetes is largely attributable to the lack of exercise and poor eating habits of young people.
- o Because of the increase in juvenile obesity and diabetes, physical education should be required in all grade levels.

Research Paper Guidelines. 2006. Randolph County Schools.

<h1 align="center">Guidelines for the Personal Interview</h1>

Preparation for an interview involves more than simply locating a person and asking random questions to which the answers are "yes" or "no." Here are some guidelines to use to conduct a successful interview.

Before the Interview

1. Locate a person who is an expert in your topic area.
2. Arrange for an appointment and explain what you want to discuss.
1. Get permission to videotape or audiotape the interview.
2. Prepare your questions ahead of time. (See below)

During the Interview

1. Arrive on time.
2. Begin by thanking your expert for agreeing to participate in the interview; shake hands.
3. Be attentive and interested in the answers to your questions. (Do not slump in the chair or answer "un huh.")
4. Start the interview with your prepared questions.
5. Take good notes! Ask if you may read back a direct quote you may wish to use in your paper.
6. Thank the person at the end of the interview.

<h1 align="center">Writing the Research Paper</h1>

The paper component of the Graduation Project will be a paper that requires the student to investigate a topic, generate and evaluate information to support a thesis statement or essential question. The subject of the paper must support or relate to the product in some way.

Research Paper:

- Must be 4-7 pages of text for CP students (Text does not include the title page, outline or Works Cited page. The last required page of text must be at least ¾ of a page.)
- Must be 8-10 pages of text for Honors, AP and IB students
- Must be word processed, double-spaced
- Must have all margins set at one inch
- Must use Times New Roman font, 12 pt. only for all text
- Must include: title page, outline/map, paper (text) , Works Cited page,
- Must be stapled once in the upper left corner
- Must use reputable sources: 4/7 for CP students and 8/10 for Honors, AP and IB students
- Must have all sources parenthetically cited in the paper
- May use online magazine sources from NCWiseOwl.org
- Must use an appropriate format for references.
- **Must have** one long direct quote (over 4 typed lines)

- **See *Research Paper Guidelines* for additional help.**

Outline Format

An outline helps the writer organize the notes taken in his research by listing both the main points and the supporting ideas. A good outline forms a frame for the paper by showing how the topics and facts fit together. There are two major types of outlines. Your teacher may prefer a topic outline (which uses short phrases) or a sentence outline (which uses complete sentences). The Roman numerals identify the main points while the capital letters identify the details that support the main points. Each section of the outline should have a minimum of two divisions. For example, if there is a I, there must be a II; if there is an A, there must be a B, and so on. If there is not enough material for a second division, list only the main division.

Sample Format

<div align="center">Title of Paper</div>

Thesis statement:

    I. Main point

       A. Supporting idea

          1. Detail

          2. Detail

       B. Supporting idea

          1. Detail

          2. Detail

          3. Detail

            a.

            b.

    II. Main point

Be sure that the topic sentence for each of the main divisions (I, II, etc.) in the paper supports or proves your thesis. The facts, examples, etc. given in the supporting details (A, B, C, etc.) must support the topic sentence. No Introduction or Conclusion is listed in the outline. Remember to double space the entire outline.

Sample outline- DRAFT

<center>A Nursing Shortage – A Health Care Crisis</center>

Thesis: Despite the numerous occupations available in the field of nursing, a nursing shortage is causing a critical crisis in hospitals and healthcare.

I.   Types of nurses

    A. Licensed Practical Nurse (LPN)

        1. Take patients' vital signs

        2. Prepare injections and give shots

        3. Keep track of patients' condition

        4. Aid patients with ADLs (activities of daily living)

           a. Personal hygiene

           b. Eating

        5. Work in hospitals, nursing homes, clinics

        6. One year of education required

    B. Registered Nurse (RN)

        1. Support patients and their families

        2. Teach patients about different medical conditions

        3. Keep records and maintain medications and supplies

        4. Supervise other nurses

        5. Allowed to work in emergency rooms, intensive care units (ICU)

        6. Bachelor's/associate's degree or diploma from nursing program

    C. Public health nurse

        1. RN with special training in community health field

        2. Works in schools, community centers, patients' homes

        3. Provide immunizations, investigate outbreaks of contagious diseases

4. Can get further education in specialized field, such as pediatrics

D. Nurse practitioner

1. RN with a master's degree or other advanced education

2. Have most diverse number of institutions to work

3. Supervision of physician not necessarily required

4. Conduct physicals, assist in minor surgeries, diagnose illnesses, etc.

E. Nurse midwife

1. Trained in midwifery and must have master's degree

2. Work in hospitals, clinics and birthing centers

3. Provide healthcare to women and their newborns

4. Work alongside obstetricians and gynecologists

F. Nurse anesthetists

1. RN with advanced education, usually graduate-level education

2. Assist anesthesiologists in administering anesthetics

3. May also work with any other physician who administers anesthetics

   a. Podiatrists

   b. Dentists

4. Used in military settings as well

II. Reasons for shortage

A. Short-staffing

1. Demand for specialized nurses is higher than supply can fulfill

2. As staffing becomes shorter, patient overload becomes greater

Student's name

Class

Teacher's name

Date

<div align="center">Nursing Shortage—A Healthcare Crisis</div>

61-year-old Shirley Keck, after experiencing difficulty in breathing, was rushed to the emergency room at Wesley Hospital. After being diagnosed with pneumonia, she waited in the emergency room as her condition deteriorated. She did not have pneumonia; she was actually having a heart attack that caused her lungs to fill with liquid. However, Mrs. Keck was not observed until she had to be resuscitated (Johnson). Such an incident could have been avoided altogether had the primary caregiver not been overburdened with too many patients at the time. Cases such as Mrs. Keck's occur all over the nation, and at an even higher rate than ever before, simply because there are not enough nurses. Despite the numerous occupations available in the field of nursing, a nursing shortage is causing a critical crisis in hospitals and healthcare.

In the modern world, there is a great number of nursing specialties available to anyone seeking a career in the field. One such career is the licensed practical nurse, or LPN. The daily tasks required for a licensed practical nurse to perform include taking patients' vital signs, preparing injections and giving shots, placing dressings on patients' wounds, and keeping track of patients' conditions. Licensed practical nurses also aid patients with their activities of daily living, or ADLs, which involve anything from maintaining personal hygiene to eating a meal. Only one year of schooling is required for a person to become certified as a licensed practical nurse (Lindell).

Another option in the field of nursing is the registered nurse, more commonly referred to as an RN. Registered nurses conduct numerous tasks, which includes treating patients, supporting patients and their families during difficult times, and conducting specific laboratory tests. Not only do RNs deal directly with patients, but they also keep medical records, maintain an inventory of supplies, and educate patients about different medical conditions. Registered nurses also fulfill the role of a leader as they supervise other nurses that are not as highly certified. To be certified as a registered nurse, one of three degrees can be earned: a bachelor's degree, which takes four years to acquire, an associate's degree, which takes two years to acquire, or a diploma from an accredited nursing program. An RN who receives special training in the community health field can opt to work as a public health nurse. Public health nurses generally work in schools, community centers, and patients' homes. They perform tasks such as providing immunizations and investigating outbreaks of contagious diseases. If a public health nurse chooses to continue her education, she could opt to pursue a degree in a specialized field such as pediatrics or obstetrics (Lindell).

RNs can also settle upon receiving further education with the goal of attaining a master's degree or some other advanced degree. After receiving an advanced degree, a registered nurse may work as a nurse practitioner, nurse midwife, or nurse anesthetist. Nurse practitioners conduct all of the same tasks as RNs, with the exception that they do not necessarily require the supervision of a physician. Nurse practitioners also conduct physicals, assist in minor surgeries and diagnose illnesses, among many other tasks. A nurse midwife (a registered nurse trained in midwifery) works in hospitals, clinics, and birthing centers alongside obstetricians and gynecologists, providing healthcare to women and their newborns. Nurse anesthetists work alongside anesthesiologists and assist in administering anesthetics, substances which put people to sleep during surgery. Nurse anesthetists may work with any physician who uses anesthetics,

such as podiatrists and dentists; they may also work in military settings as well. All in all, a person can receive any level of education and find a diverse range of options available to them in the nursing career field (Bureau of Labor Statistics).

However, despite all of these options in the nursing field, a nursing shortage is plaguing hospitals and healthcare clinics everywhere. Many reasons for the nursing shortage exist, with one reason being short-staffing, or the fact that the demand for specialized nurses is higher than the supply can fill. An American Hospital Association survey "looked at 715 hospitals and found that they are already suffering from the impact of nearly 168,000 vacancies" (Hartogs). Short-staffing is also a result of high turnover rates. A turnover rate is the ratio of the number of workers replaced in a given time period to the average number of workers. "The average turnover rate for registered nurses was 13.9%, the vacancy rate was 16.1%, and the average cost-per-hire for registered nurses was $2,821 in March of 2005", according to a survey conducted by Bernard Hodes Group (Rosseter). Thus, as a greater number of nurses are replaced in healthcare facilities each year, more and more nurses are willing to quit their jobs, as it becomes more likely that they will be replaced by new staff in the near future.

As staffing becomes shorter, working conditions for nurses everywhere become significantly worse, which is another reason why a nursing shortage exists. A shorter staff means that there are more patients per nurse. As patient overloads become greater, nurses face an even more stressful and physically demanding job each day. Along with patient overloads and added occupational stress, frequent schedule changes plague nurses; nurses, more often than not, are not consulted when these schedule changes occur. As a common result, many nurses obtain a schedule comprising of irregular hours and mandatory overtime, which, in turn, leads to low job satisfaction. All of these difficulties lead to an inadequate working environment for

many nurses, who are more inclined to quit their jobs in search of one more fulfilling and less stressful.

The only way to become a nurse is through a college education or a nursing training program. However, inadequate nursing research resources and educational facilities are limiting the number of those who may become qualified to become nurses. One reason educational facilities are inadequate is the increasing complexity of healthcare and technology in modern society. As healthcare and technology used in healthcare become more advanced and complex, more specialized training is going to be required if a nurse is to be able to stay current on new healthcare and abreast on the use of new technology. According to statistics, however, enrollment in nursing programs, such as those that reward a baccalaureate degree is insufficient for the demand of specialized nurses. Even though there is a slight increase in baccalaureate nursing program enrollment (there was a 3.6% increase in 2000, according to one report done by the American Association of Critical Care Nurses, or AACN), the U.S. "must graduate approximately 90 percent more nurses from United States nursing programs in order to meet projected growth," (Rosseter). Not only is enrollment into nursing programs insufficient in meeting current demands, but many of those students who are enrolling, and are qualified to be accepted, are being rejected from nursing programs. According to a 2009-2010 report conducted by the AACN, about 55,000 qualified applicants were rejected from nursing programs due to an inadequate number of faculties, clinical sites, and lacking classroom space (Rosseter). Insufficient nursing educators and insubstantial financial support from the federal government and independent donors lead to an incapability in training enough nurses to meet the status quo.

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Research Paper Checklist

Use this list to verify inclusion of the required component of the research paper:

Format
1. **All** pages are double-spaced (outline, paper, Works Cited).   _____
2. Last name and page numbers are in the upper right corner as a header one each page.
3. One inch margins are used on all pages (outline, paper, Works Cited).   _____
4. All work is word processed and spell checked.   _____
5. Font use is Times New Roman, 12 point size.   _____
6. Appropriate formatting has been used   _____

Outline or Mapping of Paper (If in outline form, use the following conventions)
7. Title of research paper appears centered at the top of page.   _____
8. For every *1* there is a *2*; for every *A* there is a *B*.   _____

Research Paper
9. Paragraphs are indented.   _____
10. Introductory paragraph is 3- 5 sentences long and contains the thesis.   _____
11. Paper does *not* contain contractions (*can't, won't*, etc.)   _____
12. Paper does *not* use first person pronouns (*we, I, you, us, our, my, me, mine*)   _____
13. Sentences do not begin with an Arabic numeral   _____
    - NO: 45 men died during the battle.
    - YES: Forty-five men died during the battle.
14. Thesis statement is clear and concise.   _____
15. Paper follows the outline   _____
16. Each paragraph begins with a topic sentence that supports the thesis   _____
17. Arguments are supported by facts, examples, etc.   _____
18. There are no run-on or unfinished sentences.   _____
19. One paragraph flows smoothly into another (Transitions have been used.)   _____
20. Paper includes one long, direct quote and a balance between quoted material,
    paraphrased information, and student voice.   _____
21. Includes a guideline of 4/7 sources for CP and 8/10 for Honors.
22. Each source is accurately cited within the paper.   _____
23. Paper is free of spelling and grammatical errors.   _____

Parenthetical Documentation
24. Citations are in parentheses.   _____
25. Citation includes the author's last name and source page number only   _____
    Example: (Smith 78)
26. Punctuation is placed on the outside of parentheses.   _____

Works Cited Page (see example)
27. Works Cited page is double spaced with no extra spaces between entries   _____
28. Indent overhang is used for each source.
    (The first line of the entry is flush left; each additional line of the entry is indented.) _____
29. **Works Cited** is centered on the page.   _____
30. Entries are not numbered or bulleted.   _____
31. All entries cited in the paper are listed on the Works Cited page.   _____
32. Follows appropriate format   _____

Does the paper present a coherent case to prove/support an educational claim?   _____

Portfolio Guidelines

The portfolio is documentation of the work the student has done for the Capstone Experience. A complete portfolio will provide judges with a clear picture of the student's work and efforts. Each student is responsible for completing all required items and organizing them into the portfolio. Students can be creative in the portfolio. Although all required items must be included, there is room to express personal style.

Portfolio Checklist

The portfolio must be a web tool, for example weebly, wixi, livebinder, etc.

- Letter of Intent
- Final Research Paper
- Four Blogs
  - Student Reflection Log - Transform into blog entries. Minimum 7-10 sentences per blog entry.
    - One blog entry focusing on expert collaboration
    - One blog entry clarifying the learning stretch
    - One blog entry on problems and solutions
    - One blog entry reflecting on entire experience
- Photo/Video Documentation of project and product process with appropriate captions/explanations

Forms

Each of the forms on this [Google Document](#) needs to be completed and included in your digital portfolio.

Instructions for creating your own copy of these templates are included also.

Descriptors
and
Rubrics

Capstone Experience Paper Rubric

Name: _____

Levels of Performance:
A - Superior, Exceeds Expectations
B - Above Average
C - Average, Meets Minimum Expectations
D - Does Not Meet Expectations
F - Little to No Effort Demonstrated

Presents an educated and focused thesis statement.	A	B	C	D	F
Draws strong and clear connections between the thesis and significant related ideas.	A	B	C	D	F
Effectively provides a logical progression of related ideas, supporting information, and transitions in the body of the paper.	A	B	C	D	F
Arrives at a well-documented, logical conclusion, involving critical thinking.	A	B	C	D	F
Demonstrates selection of supporting information clearly relevant to the thesis and its related ideas.	A	B	C	D	F
Effectively balances use of quotations, paraphrasing, and student voice.	A	B	C	D	F
Exhibits skillful use of language, including effective word choice, clarity, consistent voice, varied sentence structure, paragraphing, spelling, capitalization and usage.	A	B	C	D	F
Demonstrates a sophisticated use of the prescribed format, including title page, pagination, and citations.	A	B	C	D	F
Conscientiously and consistently demonstrates integrity in citing practices.	A	B	C	D	F
Incorporates feedback from previous draft(s).	A	B	C	D	F

Capstone Experience Portfolio Rubric

Name: _____

Levels of Performance:
A - Superior, Exceeds Expectations
B - Above Average
C - Average, Meets Minimum Expectations
D - Does Not Meet Expectations
F - Little to No Effort Demonstrated

Format/ Appearance	Student consistently uses appropriate grammar, spelling, organization, and use of color and space.	A	B	C	D	F
Organization	Exhibits exceptional organizational skills in compilation of portfolio.	A	B	C	D	F
Completeness	Meets all requirements for portfolio contents.	A	B	C	D	F
Student Growth and Reflection	Based on the quality of the blogs in the portfolio, the student demonstrates personal growth/stretch. Blog entries should not all be time-stamped on the same day, but rather a reflection of the process over time.	A	B	C	D	F
Information, Technology and Communications Literacy	Student effectively employs technology in construction of portfolio.	A	B	C	D	F

Comments:

Name: _____

Levels of Performance:

A - Superior, Exceeds Expectations

B - Above Average

C - Average, Meets Minimum Expectations

D - Does Not Meet Expectations

F - Little to No Effort Demonstrated

*Note to judges: if you do not see what you need to assess a particular part of the rubric, please ask the student to elaborate and/or clarify.

Presentation					
Professional, appropriate, or authentic appearance	A	B	C	D	F
Professional, appropriate body language (eye contact, posture, use of hands, etc.)	A	B	C	D	F
Effective, appropriate use of language (including grammar, command of language, word choice)	A	B	C	D	F
Clear volume and enunciation	A	B	C	D	F
Effective, appropriate pace of speaking	A	B	C	D	F
Product					
Organized, sufficient, relevant material to support research mastery	A	B	C	D	F
Organized, sufficient, relevant material to support challenge/stretch *Learning stretch defined: doing something never done before; going out of comfort zone; demonstration of skills and knowledge and/or a benefit to others. The burden is on student to clarify and prove the learning stretch.	A	B	C	D	F
Organized, sufficient, relevant material to support personal collaboration with expert(s)	A	B	C	D	F
Organized, sufficient, relevant material to support problem-solving skills	A	B	C	D	F
Organized, sufficient, relevant material to support reflective and evaluative thought	A	B	C	D	F

Does the student have a web tool as part of their display? Yes or No

Comments or constructive criticism for presenter:

Judges:
Please put rubric in folder after completion.