**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CAPSTONE ePORTFOLIO Rubric**

**CONTENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Exceeds Standard (4)** | **Meets Standard (3)**  | **Nearly Meets Standard (2)** | **Below Standard (0-2)** |
| **Introduction to** **the ePortfolio** **(10 points)** |  A welcome page that:* Introduces your ePortfolio to the reader and draws the reader in.
* Previews you as a person and student, and giving the reader a sense of who you are.
* Includes a personal mission statement
* Introduces your capstone project, and the focus or your research.
* Provides a professional picture of yourself.
 | A welcome page that:* Introduces your ePortfolio to the reader, attempting to draw the reader in.
* Previews you as a person and student, includes mission statement.
* Introduces your capstone project, and the focus or your research.
* Includes a picture of yourself.
 | May lack detail of themselves or the project, and does not attempt to draw in the reader. Mission statement may be confusion or lacking. | The welcome page is missing one or more of the requirements outlined in meeting the standard. No mission statement.  |
| **Project Proposal** **(10 points)** | Project proposal is descriptive and clear, with a strong connection between the research and the project. The proposal clearly defines the project and predicts the student’s LEARNING STRETCH, and clearly defines how the community will benefit. .  | Project proposal is a block style letter that contains three paragraphs outlining the student’s capstone project. The plan of action is clear, as well as the connection between the research and the capstone product. Proposal includes the LEARNING STRETCH that will take place because of the project, as well as how the community will be served.  | Proposal letter is present.  | Parts of the proposal and/or field log are incomplete.  |
| **Field Work****(20 points)** | Field work log is detailed and reflects going above and beyond the required 15 hours of field work. **Field work in outside the school day.** | Field work log is complete and documents a minimum of 15 hours of field work**. The majority of field work is outside the school day or on a student’s own time, ex. lunch, before or after school.**  | Field Work log may be not be substantiated with signatures. | Field work does not reflect 15 hrs. of service.  |
| **Research Paper****(10 points)** | Research paper clearly connects to capstone project, and the writer is able to draw their own conclusions about the research.Essay is fluid and organized leading to a full understanding of the topic. Writer shows a command of mixing research with his or her own thoughts. Sources are varied, and citations are correct.There are no grammar errors.  | Research paper clearly connects to the capstone project, and the writer is able to draw conclusions from the research. The writer develops an essay that is mostly organized and moves toward an understanding of the topic. Research paper includes varied sources and the writer shows an understanding of mixing research with their own thoughts.Work Cited page is correct and in text citations are correct.Grammar errors are so few. | Essay topic may be vague or diverges. Essay may be slightly disorganized and include several grammatical errors. | Topic is unclear, with no connection to capstone project. Few or no sources are used, without a work cited page. Citations are too few or missing. Grammar errors are numerous. |
| **Documenting Field Work with Journaling** **(20 points)** | Journaling meets all of the requirements described in meeting the standard. In addition, the student exceeds 10 pgs, and offers rich and specific detail of their capstone process. Journals provide self-reflection and include any “AHA” moments (profound realizations) by the student. Job Shadow Final Reflection is included. | Students showed evidence of field work related to the capstone project through a MINIMUM of 10 pages. The journals must be an ongoing assessment of how the project is going, including:* Highlights and setbacks.
* Documenting interactions with mentors
* The LEARNING STRETCH that the student is experiencing
* Personal accounts of new learning and experiences and how they have impacted the student.
* Description of the SERVICE piece of the capstone project, how does that make the student feel?

Job Shadow Final Reflection is included.  | Student may have written less than 10 pages, and may be missing one of the elements described in the previous section. Job Shadow included.  | Student may fail to self reflect and only give very general detail about the experience. There is little insight to how the capstone experience is impacting the student or others. Job Shadow is not included.  |
| **Artifacts - evidence of work done on project** **(20 points)** | Artifacts total more than artifacts mention in column 2, an in addition:* Includes more than one personal testimony on service.
* Documents activities that stretched and challenged individual.
 |  The min. 5 artifacts should:* Be multimedia
* Includes participant testimony or feedback
* Give the viewer a complete picture of the work that was done to complete the project
* Demonstrates service to the community
 | Includes all of the components mentioned in column one, however may not be multimedia, or include personal testimony.  | Artifacts are fewer than 5 and does not address more than 3 of the components described in column one. |
| **Final Capstone Reflection****(10 points)** | Includes all of the components listed in the manual’s description for the Final Capstone Reflection. Writing demonstrates **self reflection and awareness**, and gives the reader a clear picture of what the student went through during the capstone process, and **the impact of the experience.** Exceeds two pages. | Meets all of the requirements in the capstone manual, however may fail to fully self-reflect. Reflection is a minimum of two pages. | Missing one of the requirements listed in the capstone manual.  | Missing requirements, lacking self reflection, and does not clearly explain their capstone experience. |

**ePortfolio Display**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Exceeds Standard (4)** | **Meets Standard****(3)** | **Nearly Meets Standard (2)** | **Below Standard (0-2)** |
| **Grammar & Mechanics****(10 points)** | There are no grammatical errors in the ePortfolio.  | Errors are so minor that they are barely seen, and do not distract the reader.  | There are visible errors that are slightly distracting.  | Grammatical errors are so evident that it distracts the reader and makes the text difficult to read. |
| **Electronic Structure and Design****(10 points)** | EPortfolio contains all that is mentioned in **Meets the Standard,** and in addition:* Graphics and design are exciting and professional.
* Design reflects the talents and personality of the student.
 | Eportfolio has all documents embedded. Navigation is fluid, and locating documents is easy. Professional and organized. Pictures and graphics are used to enhance the reader’s understanding of the student’s capstone experience. All written material is EASY to see and read.  | May lack **pictures** or graphics that enhance the ePortfolio, however neat and organized.  | Disorganized, navigation is difficult, and documents cannot be located. Items are not linked. May lack pictures, graphics, and/or items may be difficult to see or read.  |

**Comments:**

 **Total Points Possible = \_\_\_\_\_\_/480**

**Meeting the standard in ALL categories will result in a 75, while nearly meeting the standard in all categories will result in a 50.**