

This example was provided in the Capstone and Portfolio Guidebook, created by the Graduation Guidelines Capstone Work Group. For a copy of the guidebook, click [here](#).

## Capstone Presentation Rubric

### DCIS Senior Presentation Rubric- Global Leadership Outcomes

Scoring Dimension	Emerging	Developing	Proficient/College Ready	Advanced/College Level	Comments
<b>Investigate the World</b> <i>Students investigate the world by asking questions, analyzing evidence, and drawing well-founded conclusions.</i> <b>Evidence</b> to consider: Description of research paper Passage; reflections on travel; study of current or historical issues; extracurricular activities related to learning about global issues; taking college classes; exploring the world through the arts and other media	Describes Passages and other research in a general way: <ul style="list-style-type: none"> <li>Does not connect academics to life experience</li> <li>Describes research as “about” a topic, not based on a question</li> <li>Uses a few sources</li> <li>Summarizes evidence</li> <li>States conclusions without referring to evidence</li> </ul>	Displays skills in some of the steps of the research process: <ul style="list-style-type: none"> <li>Makes connections between academics and life experience</li> <li>Formulates clear research questions</li> <li>Uses multiple sources for evidence</li> <li>Integrates evidence to summarize</li> <li>Forms a position based on evidence</li> </ul>	Demonstrates college-ready mastery of research skills: <ul style="list-style-type: none"> <li>Describes connections between academics and life experience</li> <li>Organizes research around significant research question(s)</li> <li>Employs a variety of reliable sources</li> <li>Analyzes &amp; synthesizes evidence from sources</li> <li>Supports a position with strong evidence</li> </ul>	Demonstrates habits of a lifelong inquirer and college-level researcher: <ul style="list-style-type: none"> <li>Seeks out opportunities to learn through academics as well as life experience</li> <li>Intellectually curious, asks provocative questions</li> <li>Evaluates multiple sources for reliability and balance</li> <li>Skillfully analyzes and synthesizes evidence from a variety of sources</li> <li>Takes an original position and defends it convincingly</li> </ul>	

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<p><b>Recognize Perspectives</b>  <i>Students recognize, articulate, and apply an understanding of different perspectives, including their own.</i></p> <p><b>Evidence</b> to consider:  discussion of customs, values of other cultures; ways that world languages express cultural perspectives; alternative positions on issues; considering multiple perspectives on historical events; articulation of personal perspectives, values/philosophy, ability to view the world through other cultural perspectives</p>	<p>Describes personal ideas and those of others without linking them to perspectives:</p> <ul style="list-style-type: none"> <li>Events discussed without referring to effect on perspectives and behavior</li> <li>Limited awareness of historical or cultural influence on behavior/perception</li> <li>Lack of evidence of understanding other cultural perspectives</li> <li>Design and theme of presentation not linked to personal perspective</li> </ul>	<p>Identifies perspectives in academic work as well as personal experience:</p> <ul style="list-style-type: none"> <li>Mentions influences on perspectives and behavior</li> <li>Links historical and cultural influences with behavior/perception</li> <li>Evidence of ability to view the world through other cultural perspectives</li> <li>Design and theme of presentation imply a personal perspective</li> </ul>	<p>Analyzes perspectives in academic work as well as personal reflection:</p> <ul style="list-style-type: none"> <li>Explains influences on perspectives and behavior</li> <li>Explains historical and cultural influences on behavior/perception</li> <li>Clear evidence of ability to view the world through other cultural perspectives</li> <li>Design and theme of presentation express a personal perspective</li> </ul>	<p>Thoughtfully articulates and analyzes personal perspectives and those of others:</p> <ul style="list-style-type: none"> <li>Explains influences that mold perspectives and behavior</li> <li>Insightfully analyzes effects of history and culture on behavior/perception</li> <li>Interculturally competent, demonstrates a mature ability to view the world through other cultural perspectives</li> <li>Design and theme of presentation creatively express personal perspective</li> </ul>	

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<p><b>Communicate Ideas</b>  <i>Students select and apply appropriate tools/strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.</i></p> <p><b>Evidence</b> to consider:  Public speaking skills; use of media; use of world language; responses to questions and feedback; evidence of communication with other cultures; projects such as newspapers, journals, blogs, drama, art, concerts.</p>	<p>Presentation lacks energy and a clear identity</p> <ul style="list-style-type: none"> <li>Voice, body language, and/or eye contact could be improved</li> <li>No evidence of world language proficiency</li> <li>No clear personal message or theme</li> <li>Lack of connection with audience</li> <li>Mostly verbal with few visuals, artifacts, etc.</li> </ul>	<p>Presentation is inconsistent, with a mix of strengths and weaknesses</p> <ul style="list-style-type: none"> <li>Good presentation skills</li> <li>Uses some world language phrases</li> <li>Personal message evident but not consistent</li> <li>Audience attentive though passive</li> <li>Includes different types of media</li> </ul>	<p>Excellent presentation— student communicates clearly, using stories/examples to provide depth</p> <ul style="list-style-type: none"> <li>Strong presentation skills (voice, etc.)</li> <li>Demonstrates world language proficiency</li> <li>Conveys coherent personal message throughout</li> <li>Audience is engaged and responsive</li> <li>Creative mix of media</li> </ul>	<p>A model presentation—dynamic and thoroughly engaging:</p> <ul style="list-style-type: none"> <li>Demonstrates college- level presentation skills</li> <li>Demonstrates fluency in world language(s)</li> <li>Presentation projects an inspiring personal message</li> <li>Establishes an authentic connection with the audience</li> <li>Technology/arts/artifacts enhance presentation, making it a visual and auditory experience.</li> </ul>	
<p><b>Take Action</b>  <i>Students translate their ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.</i></p> <p><b>Evidence</b> to consider:  Collaborative projects on the school level to effect change (forming new clubs; activities, changes in school culture); involvement in projects on community, national, or international level; authentic applications of learning; evidence of project planning; consideration of</p>	<p><i>In presentation, does not include service or taking action as part of their education</i></p> <ul style="list-style-type: none"> <li>No mention of program service activities or examples of taking action themselves</li> <li>Focuses on personal and school world more than community, national, or global level</li> <li>Extracurricular activities not related to any form of service</li> <li>Discusses change as something that happens <u>to</u></li> </ul>	<p><i>Describes some experiences participating in service and other forms of taking action:</i></p> <ul style="list-style-type: none"> <li>Service activities completed to fulfill requirements</li> <li>Expresses opinions on local, national, global issues</li> <li>Supports some group actions like those of a club or outside group but not sustained over time</li> <li>Acknowledges the value of service and taking action</li> </ul>	<p><i>Collaborates as a group member to effect significant change:</i></p> <ul style="list-style-type: none"> <li>Actively participates in groups that have changed lives in our school, community, nation, or globally</li> <li>Keeps informed on public issues as an active citizen</li> <li>Contributes significantly to the success of projects initiated by others</li> <li>Demonstrates a clear understanding of the importance of action</li> </ul>	<p><i>Demonstrates mature leadership in collaborating with others to effect significant change:</i></p> <ul style="list-style-type: none"> <li>Initiates projects that influence others in our school, community, nation, or world</li> <li>Takes a public stand on one or more issue(s) as an active, responsible citizen</li> <li>Demonstrates leadership by helping others get involved and creating sustainable activities</li> <li>Reflects thoughtfully on an individual's ability to promote change, e.g., commitment to being a change</li> </ul>	

alternative actions; reflection on ability to promote change	them rather than <u>by</u> them		and service	agent in career or community	
<b>Scoring Dimension</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient/College Ready</b>	<b>Advanced/ College Level</b>	<b>Comments</b>
<b>Personal Growth/Reflection</b> <i>Students reflect on and evaluate personal and academic growth, providing clear evidence/examples and identifying major influences.</i> <b>Evidence</b> to consider: Explanation of personal and academic growth, evidence presented, understanding of influences on growth and sources of motivation; appropriate <b>professional demeanor</b> in presentation itself (respect for the occasion, high expectations for themselves and others, focus on demonstrating proficiency)	<i>Presentation lacks evidence of careful reflection on personal and/or academic growth</i> <ul style="list-style-type: none"> <li>List some personal strengths&amp; weaknesses</li> <li>Academics limited to listing classes taken, social aspects rather than what was learned</li> <li>Describes personal experience, not growth</li> <li>Style too informal—focus on being entertaining more than demonstrating growth</li> </ul>	<i>Examples of personal and/or academic growth are included, not in depth</i> <ul style="list-style-type: none"> <li>Discusses some personal strengths and weaknesses</li> <li>Describes at least one key academic experience</li> <li>Identifies areas of personal growth without examples of influences</li> <li>Presentation is a mix of being professional and overly informal</li> </ul>	<i>Convincing evidence of personal and academic growth</i> <ul style="list-style-type: none"> <li>Explains personal strengths and weaknesses supported by evidence</li> <li>Focuses on several key academic experiences and their impact</li> <li>Identifies key areas of personal growth, linking them to events and experiences</li> <li>Maintains professional demeanor</li> </ul>	<i>Demonstrates mature understanding of his/her personal and academic growth:</i> <ul style="list-style-type: none"> <li>Shares insights into personal strengths and weaknesses</li> <li>Describes how key academic and life experiences led to intellectual growth and curiosity</li> <li>Reflects thoughtfully on personal growth, demonstrating unusual insight and motivation to continue growth</li> <li>Exemplary professional demeanor-- a model for younger students</li> </ul>	

**Overall Performance:** (circle)

**Emerging      Developing      Proficient/College Ready      Advanced/ College Level**

**Overall Comments:**