

Career-Life Connections Capstone Project Rubric

Capstone Project – Product

This section of the rubric will be used to mark the product you create in your Capstone Project.

Criteria	4	3	2	1	0
Evidence of Learning	Evidence is present in the product of extensive self-guided learning in the student's area of interest.	Evidence is present in the product of considerable self-guided learning in the student's area of interest.	There is some evidence in the product of self-guided learning in the student's area of interest.	There is insufficient evidence in the product of self-guided learning in the student's area of interest.	No evidence of learning.
Connections	Student demonstrated extensive connections to their prior learning and career path or explorations.	Student demonstrated strong connections to their prior learning and career path or explorations.	The student demonstrated some links to prior learning and educational or career goals.	The student was mainly unable to relate the project to prior learning or extra-curricular activities, or articulate connections to career and post-secondary education goals.	No connections to prior learning or goals were present.
Comprehension	Extensive knowledge of the area of interest. Student showed complete understanding of Capstone Project. Accurately answered all questions posed.	Most showed a good understanding of the area of interest. Able to answer most of audience questions.	Student showed good understanding of some parts of the student's area of interest but lacked some understanding.	Student didn't understand the chosen area. Majority of questions answered information was incorrect.	No comprehension of expectation.

Capstone Project – Presentation

This section of the rubric will be used to mark your presentation of your Capstone Project.

Criteria	4	3	2	1	0
Presentation Skills	Regular/constant eye contact. The audience was engaged, and student held the audience's attention. Appropriate speaking volume and body language.	Student spoke to majority of audience; steady eye contact. The audience was engaged by the presentation. Student spoke at a suitable volume. Some fidgeting.	Student focused on only part of audience. The audience was distracted. Speaker could be heard by only half of the audience. Body language was distracting.	Minimal eye contact focusing on small part of audience. The audience was not engaged. Speaker spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language.	The presentation did not meet the minimum criteria.
Content	The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information.	The presentation was a good summary of the topic. Most important information covered.	The presentation was informative, but several elements went unanswered. Much of the information irrelevant; coverage of some of major points.	The presentation was a brief look at the topic, but many questions were left unanswered. Majority of information irrelevant and significant points left out.	No content.