

Rubric for Capstone Development

Check you Capstone and Unit against this development rubric

Category	4 Advanced Exemplary Yes Plus	3 Proficient Accomplished Yes	2 Basic Developing Yes, but	1 Novice Beginning No, not yet
The big idea of the capstone is clearly articulated in one of the following forms: concept, theme, theory, issue, problem, process, paradox, perspective	The big idea of the capstone is so powerful and so clearly articulated that students are able to remember it three years or more after the capstone experience	The big idea of the capstone is clearly articulated in one of the following forms: concept, theme, theory, issue, problem, process, paradox, perspective	Needs more clarity, needs to be stated more succinctly	Idea not 'big' enough, needs to be a synthesis that transcends and includes all that will be learned
The essential question for the capstone is designed to engage students in inquiry and exploration	The essential question is so well-designed that it sustains engagement throughout the capstone	The essential question for the capstone is designed to engage students in inquiry and exploration	Needs more of a 'hook' for engaging adolescent learners	Question is not 'essential', not one that requires uncovering and discovery
The transdisciplinary academic content benchmarks are identified for the capstone and further chunked together into units and unit projects	Transdisciplinary units seamlessly flow through the entire capstone period and the capstone project(s) connect together or are one transdisciplinary project	Transdisciplinary academic content benchmarks are identified for the capstone and further chunked together into units and unit projects	Unit projects need to be more inclusive of all content disciplines	Units are not adequate to hold the benchmarks identified as capstone; do not cohere w/ big idea
The identified capstone benchmarks have been operationalized as capstone mastery learning goals that describe clearly the expected student performance aligned to the benchmarks	Every capstone mastery learning goal exceeds the expectation of the benchmark for student performance	The identified capstone benchmarks have been operationalized as capstone mastery learning goals that describe clearly the expected student performance aligned to the benchmarks	Need more clarity	Mastery learning goals do not fully meet the expectation of the benchmarks, are not fully 'aligned' to the benchmarks
The capstone's mastery learning goals are deconstructed and represented in a rubric that describes clear, scaffolded performance criteria for the demonstration of mastery learning, as well as, learning that goes beyond mastery, approaches mastery, or is basic to mastery	The rubric so clearly describes scaffolded performance criteria for each mastery learning goal that every student sees and understands what is expected of him/her to be successful beyond mastery	The capstone's mastery learning goals are deconstructed and represented in a rubric that describes clear, scaffolded performance criteria for the demo of mastery learning, as well as, learning that goes beyond mastery, approaches mastery, or is basic to mastery	Needs more clarity in the description of the criteria for each level of performance	The rubric does not present scaffolded performance criteria
The learning activities within the capstone (including their sequence and pacing) provide adequate scaffolding/differentiation to facilitate successful performance of the mastery learning goals during both project time and class time	Differentiation of learning activities within the capstone is so prevalent that every student is not only meeting the mastery learning goals but is reaching their individual potential as well	The learning activities within the capstone (as well as their sequence and pacing) provide adequate scaffolding / differentiation to facilitate successful performance of the mastery learning goals in both project time and class time	The pacing/amount of time allotted for learning activities in either or both project time and class time need adjustment to facilitate successful performance of the learning goals	The learning activities do not provide adequate scaffolding / differentiation to facilitate successful performance of the mastery learning goals in both project time and class time
Formative assessments of student performance on learning activities are designed into the capstone and units to provide data that determines learning activities and their pacing, as well as, the provision of remediation/extension opportunities - to insure successful performance of the mastery learning goals	Multiple different learning activities, pacing options and remediation/extension activities triggered by different possible formative assessment data	Formative assessments of student performance on learning activities are designed into the capstone and units to provide data that determines learning activities and their pacing, as well as, the provision of remediation/extension opportunities - to insure successful performance of the mastery learning goals	Does not indicate how data from formative assessments would impact decisions re: learning activities and their pacing or the provision of remediation/extension	Does not include description formative assessments of student performance on learning activities
The capstone and units as a whole and the learning activities contained within have a high degree of rigor and relevance	Across the board, the learning activities in this capstone exceed the rigor and relevance of the Ohio benchmarks	The capstone as a whole and the learning activities contained within have a high degree of rigor and relevance	Some learning activities not in Quadrant D could become Quadrant D activities with a little tuning	The learning activities contained within the capstone and units are not getting students to perform in Quadrant D