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| **CRITERIA** | **EXCELLENT - 4** | **GOOD - 3** | **SATISFACTORY- 2** | **DEVELOPING - 1** |
| **APPEARANCE & POISE** | Student was self-assured anddressed professionally. Bodylanguage and tone of voicewas poised, displaying a relaxed, nature and stands with confidence. | Student was dressedappropriately and wasreasonably confident. Displays little or no tension and stands with confidence most of the time.  | Student was dressed casually.Body language and tone did not contribute nor detract from the conversation. Displays mild tension; and good posture. | Student was dressed inappropriately. Body language and tone communicated lack of interest. Tension & nervousness is obvious; posture needs improvement. |
| **DELIVERY: COMMUNICATION SKILLS** | Student gains attention through enthusiastic use of voice, tone, and enunciation; maintains constant eye contact. No mistakes.  | Student gains attention through use of voice, tone, and enunciation; maintains eye contact and quickly recovers from mistakes. | Student gains attention through some use of voice, tone, and enunciation; limited eye contact and may have trouble recovering from mistakes. | Student does not gain attention through use of voice, tone, and enunciation; little or no eye contact and is not able to recover from mistakes. |
| **VISUAL AIDES** | Visuals successfully enhance the presentation, and are used in a logical yet creative way.  | Visuals mostly enhance the presentation, may be distracting at times, but are mostly logical and somewhat creative way.  | Visuals are sometimes distracting, and may lack some creativity.  | Student did not make sufficient use of visuals. |
| **GOALS** | Student set challenging personal, educational and/or career goals with an effective plan to achieve them. | Student set personal, educational and/or career goals with a plan to achieve them. | Student set goals that were somewhat non-specific but did not create a plan to achieve them. | Student has not consideredgoal setting. |
| **MINI CAPSTONE REFLECTION**  | Student eloquently describes the Mini Capstone journey, makes strong connections with the learning. Shows strong critical thought & connections to the importance of lifelong learning. | Student is able to explain the Mini Capstone journey, makes good connections with the learning. Shows good thought and understanding of the importance of lifelong learning. | Student describes only the basics of the Mini Capstone journey, makes few connections with learning. Shows little thought and understanding of the importance of lifelong learning. | Student is not able to explain their Mini Capstone Journey and is not able to identify any learning or understanding of lifelong learning. |
| **CONTENT** | Information shared was thorough and thoughtful. Shows strong critical thought, judgement and synthesis of ideas and a higher order of thinking. | Information shared reflects some thought and analysis with logical and detailed ideas. | Information shared reflects little thought and analysis and may have missed one or two important aspects of the presentation.  | Information shared revealed no thought and reflection. Many important aspects missing from the presentation. More effort needed. |

**GRADUATION TRANSITIONS
MINI CAPSTONE PRESENTATION ASSESSMENT**

**REQUIRED DOCUMENTS: updated resume updated action log**

 ***(office use only)* Has met the requirements for the Mini Capstone Presentations YES NO 🡪 see back for comments**

**COMMENTS:**

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