**GRADUATION TRANSITIONS: CAPSTONE PRESENTATIONS**

NAME: **JOE SMITH** PRES ORDER: **1st**

STUDENT NUMBER: **9999999**

ROOM ALLOCATION: **401**TEACHER: **Mr. Bob**

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| **CRITERIA** | **EXCEEDING – 4 Student is able to…** | **PROFICIENT - 3** | **DEVELOPING - 2** | **EMERGING – 1 Student is able to…** |
| **PROFESSIONAL APPEARANCE & POISE** | …demonstrate a sophisticated self-assurance and is dressed in a Business Casual / Professional manner. Items to note: body language, poised tone of voice, relaxed nature, confidence. | (\*\*Student has made a noticeable effort to dress as professional as may be in their means.) |  | …display an initial understanding of how to present oneself in a professional manner. |
| **DELIVERY: ENGAGING COMMUNICATION SKILLS** | …demonstrate a sophisticated use of varied & enthusiastic communication skills to engage the audience. Items to note: voice, tone, pace, enunciation, eye contact, clarity & concision. |  |  | …demonstrate an initial understanding of how to engage the audience through some communication skills. |
| **PRESENTATION METHOD, CREATIVITY & VISUAL AIDES** | …present in a creative manner, informed by their topic, and can demonstrate a sophisticated, creative, and engaging use of visuals that successfully enhance the presentation. |  |  | …demonstrate an initial understanding of how to use visuals to enhance a presentation. |
| **PERSONAL & POST-GRADUATION GOALS** | …reflect thoroughly on their personal, post-graduation and/or career goals, & articulate a well-defined plan (and/or well-defined options) as to how to achieve them. |  |  | …articulate initial post-graduation plans. |
| **CAPSTONE PROJECT JOURNEY & DOCUMENTATION** | …eloquently describe the Capstone journey (goal, question, rationale, process, challenges, growth and progression, final representation, SHOWING effective documentation of the beginning, middle and end. |  |  | …articulate an initial description of the Capstone journey. |
| **REFLECTION OF LEARNING & PERSONAL GROWTH** | …make strong and sophisticated connections with the learning of both the Capstone topic and of the self (self-awareness), as evidenced by the final representation piece, and use critical thought to analyze the importance of lifelong learning. |  |  | …demonstrate an initial ability to articulate growth experienced during their Capstone, and an initial understanding of the power of life-long learning. |

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

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

**COMMENTS:**

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**­­­­­­­­­­­­­­ Student’s Timetable *(office use)***

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| **Per 1** |  | **Per 5** |  |
| **Per 2** |  | **Per 6** |  |
| **Per 3** |  | **Per 7** |  |
| **Per 4** |  | **Per 8** |  |