

## **APPENDIX B-4: State-Endorsed North Carolina Graduation Project Rubrics and Descriptors (Presentation Component)**

Rubrics are evaluation tools used to score/grade an assignment or task. The four components of the graduation project will be scored using the rubrics included in this document for both formative and summative evaluations. Rubrics provide an objective method of evaluating the components of the graduation project. Each of the four levels of performance included in the rubrics is identified, along with descriptors of the level. The description given for each level of performance indicates what is expected based on specific criteria for the various categories of the research paper, the product, the portfolio, and the oral presentation. **It is extremely important that all stakeholders be familiar with the rubrics, especially, parents and students.**

**EXEMPLARY** – Students performing at this level perform all components at a superior level beyond the level which is required for proficiency. Exemplary work implies that the student has exceeded expectations in every way and has presented a model Graduation Project worthy of showcasing and emulating.

**SATISFACTORY** – Students performing at this level perform all components at a consistent level and demonstrate acceptable proficiency. Satisfactory work implies that the student has worked diligently to do strong work on all components and has presented a worthy Graduation Project.

**DEVELOPING/EMERGING** – Students performing at this level have not shown sufficient proficiency in all components and have not achieved adequate proficiency. Developing/emerging work implies that the student has more work to do to present satisfactory work in order to complete the Graduation Project.

**RESUBMISSION NECESSARY** – Students performing at this level have not achieved proficiency in all components and have not met the minimum standards for completion of the Graduation Project. Resubmission implies that the student has considerable work to do to complete the Graduation Project and is in need of coaching in order to do so.

**NOT SUBMITTED** – Student did not submit evidence of any effort completed for the designated task.

## North Carolina Public Schools' Graduation Project Presentation Rubric

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
<b>Communication Skills</b>	Consistently speaks with appropriate volume, tone, and articulation.	Generally speaks with appropriate volume, tone, and articulation.	Has difficulty speaking with appropriate volume, tone, and articulation.	Does not speak with appropriate volume, tone, and articulation.	Fails to make presentation.
	Consistently employs appropriate eye contact and posture.	Frequently employs appropriate eye contact and posture.	Employs infrequent eye contact and/or poor posture.	Makes no eye contact.	Fails to make presentation.
	Consistently employs appropriate nonverbal communication techniques.	Adequately employs appropriate nonverbal communication techniques.	Employs limited nonverbal communication techniques.	Does not employ nonverbal communication techniques.	Fails to make presentation.
	Consistently exhibits poise, enthusiasm, and confidence.	Generally exhibits poise, enthusiasm, and confidence.	Exhibits limited poise, enthusiasm, and confidence.	Lacks poise, enthusiasm, and confidence.	Fails to make presentation.
	Consistently employs standard grammar.	Generally employs standard grammar.	Infrequently employs standard grammar.	Does not employ standard grammar.	Fails to make presentation.
	Adheres to prescribed time guidelines.	Adheres to prescribed time guidelines.	Violates prescribed time guidelines.	Violates prescribed time guidelines.	Fails to make presentation.
	Wears appropriate professional or authentic attire.	Wears appropriate professional or authentic attire.	Wears inappropriate attire.	Wears inappropriate attire.	Fails to make presentation.
	Employs creative use of visual aids that enrich or reinforce presentation.	Employs appropriate visual aids that relate to presentation.	Employs ineffective visual aids.	Uses no visual aids.	Fails to make presentation.

## Presentation Rubric, continued

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
<b>Content and Coherence</b>	Effectively defines a main idea and clearly adheres to its purpose throughout presentation.	Adequately defines a main idea and adheres to its purpose throughout presentation.	Insufficiently defines a main idea and adheres to its purpose throughout presentation.	Does not define a main idea or adhere to its purpose.	Fails to make presentation.
	Employs a logical and engaging sequence which the audience can follow.	Employs a logical sequence which the audience can follow.	Employs an ineffective sequence confusing to the audience.	Lacks an organizational sequence.	Fails to make presentation.
	Demonstrates exceptional use of supporting details/evidence.	Demonstrates sufficient use of supporting details/evidence.	Demonstrates insufficient supporting details/evidence.	Demonstrates no supporting details/evidence.	Fails to make presentation.
<b>Self Reflection</b>	Offers an insightful evaluation of the project process.	Offers a clear evaluation of the project process.	Offers an evaluation of the project process.	Fails to offer an evaluation of the project process.	Fails to make presentation.
	Reflects on successes and challenges with exceptional depth and insight.	Reflects on successes and challenges with sufficient depth and insight.	Reflects on successes and challenges with limited depth and insight.	Does not reflect on successes and challenges with depth or insight.	Fails to make presentation.
	Extensively reflects on the collaboration with the mentor.	Generally reflects on the collaboration with the mentor.	Minimally reflects on the collaboration with the mentor.	Fails to reflect on the collaboration with the mentor.	Fails to make presentation.
<b>Extemporaneous Responses</b>	Confidently, politely, and accurately responds to judges' questions and comments.	Politely and accurately responds to judges' questions and comments.	Ineffectively responds to judges' questions and comments.	Unacceptably responds/does not respond to judges' questions and comments.	Fails to make presentation.