### Senior Project Reflective Essay Rubric

<table>
<thead>
<tr>
<th>4: Exemplary</th>
<th>3: Admirable</th>
<th>2: Developing</th>
<th>1: Needs Improvement</th>
</tr>
</thead>
</table>
| The student analytically discusses the significance this project:  
- Shares important lessons learned about self and topic  
- Shares detailed plans for future community involvement | The student mentions the significance this project had:  
- Shares lessons learned  
- Shares some future plans for community involvement | The student indirectly mentions the significance of this project, or the significance is confusing or vague:  
- The student may share lessons learned without any significance  
- Does not share plans for future community involvement | The student does not acknowledge the significance this project had:  
- Does not share any lessons learned  
- Does not share plans for future community involvement |
| Essay is of superior quality, showcasing the student’s best writing skills:  
- Sophisticated language use  
- Superior grammatical knowledge  
- Great care and attention was put into this essay. | Essay seems to be of good quality, but may not necessarily showcase the student’s best writing:  
- Uses grade-level language  
- Meets grammatical conventions  
- Some care and attention seems to have been put into the essay | Essay is of adequate quality, but does not showcase the student’s best writing:  
- Language is mostly simple  
- Some grammatical errors  
- More care and attention was needed to improve the quality of the essay | Essay is of poor quality:  
- Uses poor or inappropriate language  
- Limited grammatical knowledge is evident  
- More time and effort should have been put into the essay |

### Senior Project Multi-Media and Presentation to the Judges Rubric

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<tbody>
<tr>
<td>Student(s) carefully explain entire scope of process from conception to completion, justifying why this topic was chosen, including meaningful reflections about lessons learned and ideas to improve. All members contribute effectively to presentation and to project.</td>
<td>Student(s) explain entire scope of process, describing why this topic was chosen, and discuss thoughtful reflections about lessons learned and ideas to improve. All members contribute to presentation and to project.</td>
<td>Student(s) explain most of the process, but may not justify why this topic was chosen. An attempt at reflection was made, but reflection may not be very thoughtful. Most members contribute to presentation and to project.</td>
<td>Student(s) do not adequately explain the process, leaving the audience with lack of clarity about the project. Little or no reflection was made, or reflection was seriously lacking in thoughtfulness. One or two members of group participated in presentation or project.</td>
</tr>
<tr>
<td>The project authentically and thoughtfully impacts the school, local or larger community. Students legitimately use the project to improve someone else’s life.</td>
<td>The project impacts the school, local, or larger community. The project helps someone but does not necessarily make a significant difference in another life.</td>
<td>The project incorporates the school or local community. The project does not directly impact another person or organization, however.</td>
<td>The project is self-serving. It does not impact other people’s lives.</td>
</tr>
<tr>
<td>Presenter has clearly prepared. Appearance, attitude, and all mannerisms are professional and it is obvious great care was put into preparation, including an outstanding visual aid, and superior oral presentation skills.</td>
<td>Presenter seems prepared. Appearance and attitude are mostly professional. Visual aid is professional, and oral presentations skills are strong.</td>
<td>Presenter appears to be mostly prepared, though some aspects seem to have been done immediately before the presentation. Appearance and/or attitude might be too casual. Visual aid might be lacking in professionalism in some ways, and oral presentation skills are developing.</td>
<td>Presenter seems to be seeing/reading material for the first time. Little to no preparation seems to have gone into the presentation. Appearance and attitude are not professional. Visual aid seems to have been done at the last minute, and oral presentation skills are lacking.</td>
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# Senior Project Portfolio Rubric

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| **Portfolio** is very neat and organized:  
- Cover page is vivid and interesting  
- Visuals are thorough and enhance the understanding of the project  
- Table of Contents is easy to read and effectively organizes portfolio | **Portfolio** is mostly neat and organized:  
- Cover page is interesting and in color  
- Visuals are interesting, but may not enhance understanding  
- Table of Contents is easy to read, and may organize portfolio | **Portfolio** is somewhat neat, and maybe not well organized:  
- Cover page is present, and may or may not be in color, but lacks interest  
- Visuals are present, but may not have interest or clear relevance  
- Table of Contents is present, but may not organize portfolio; just a list | **Portfolio** seems to have been assembled quickly:  
- Cover page is not present, or is messy  
- Visuals are not present, or are distracting  
- Table of Contents is not present or is distracting |
|   **Appearance**   |   **Communication Skills**   |   **Quality**   |   |
| All evidence of communication is documented professionally and completely. It is evident that communication was effective and guided the project. Documentation includes:  
- advisor letter (detailed and complete)  
- mentor signature sheet  
- partner contract (general guidelines for group work)  
- advisor signature sheet (most signatures obtained in a timely manner—all signatures present)  
- Hours are mostly logged and mostly logical to the project’s completion  
- other evidence of community communication (emails, phone logs, etc) | Communication is evident and complete. Documentation includes:  
- advisor letter (detailed and complete)  
- mentor signature sheet  
- partner contract (general guidelines for group work)  
- advisor signature sheet (most signatures obtained in a timely manner—all signatures present)  
- Hours are mostly logged and mostly logical to the project’s completion  
- other evidence of community communication (emails, phone logs, etc) | Some communication is evident, but may not be very complete or professional. Documentation includes:  
- advisor letter (complete)  
- mentor signature sheet  
- group contract (vague guidelines for group work)  
- advisor signature sheet (some signatures obtained in a timely manner-most signatures present)  
- Hours are logged but not really logical to the project’s completion  
- other evidence of community communication (emails, phone logs, etc) | Little evidence of communication, or documentation is lacking in a serious way. Documentation may include all of the following, or might be missing more than 2 of these pieces:  
- advisor letter (may be incomplete, may not appear professional)  
- mentor signature sheet  
- partner contract (unclear guidelines for group work)  
- advisor signature sheet (few signatures obtained in a timely manner-missing 2+ signatures)  
- Hours are not logged to the project’s completion  
- other evidence of community communication (emails, phone logs, etc) |
| Portfolio is of superior quality. Reflects a great deal of revision and thoughtfulness, as well as professionalism and care.  
- Brainstorm is thorough and shows a variety of ideas were explored, leading to a high quality project. Does not need to be typed.  
- Driving Question created clearly guided the project effectively.  
- Project Planning worksheet is thorough and seems to have been well thought-out. | Portfolio is of quality. Reflects some revision and thoughtfulness, professionalism and care.  
- Brainstorm is complete and shows several ideas were explored. Does not need to be typed.  
- Essential Question/Problem Statement created seems to have guided the project.  
- Project Planning worksheet is complete and may have been well thought-out. | Portfolio reflects some quality, including professionalism and care.  
- Brainstorm is present and shows few ideas were explored. Does not need to be typed.  
- Driving Question is present, but may not have been effective or used in the project.  
- Project Planning worksheet is present, but maybe not complete. May not have been carefully crafted. | Portfolio is not if good quality; may be lacking in professionalism.  
- Brainstorm may not be present, or may explore only 1 idea. Does not need to be typed.  
- Driving Question may not be present, or it may be unclear how it suits the project.  
- Project Planning worksheet may not be present, or may just be an incomplete or careless list of unrelated steps. |
Non-Negotiable (Automatic Fail)

☐ Project planned and implemented by the senior(s)

☐ Multi-Media Presentation

☐ Portfolio

☐ Reflective Essay

Requirements (Missing 2+ Fails Senior)

☐ Brainstorm

☐ Driving Question

☐ Partner Contract

☐ Advisor Approval Letter

☐ Mentor/Resource Provider Signature Sheet

☐ Project Approval by Advisor (signature)

☐ Project Planning Worksheet

☐ Hours Logged Worksheet

☐ Portfolio Cover Page

☐ Table of Contents

☐ Photographs/Fliers/Visuals/Other Evidence