Capstone Learning Scales

## STEM

# **Science** - explain science within individual project depth, conduct experiment using the scientific method, analyze and interpret data

# **Technology**- use technology such as blogging, citation tools, Google document, forms, sheets, and presentation, infographic tools, weebly website,

# **Engineering**- question development, problem solving, engineering method

# **Mathematics**- statistical analysis of data, presentation of data in visual schematics

## Capstone

# **Conduct Research-use of sources**

# **Conduct Research- citation**

# **Literacy**

# **Form opinions based on exploration and evidence**

# **Write and design in a way that is clear, persuasive, and shows connections**

# **Communication- Present information orally in a way that is clear and persuasive**

# **Take Action: View yourself as able to help solve global challenges**

*Each row below is a summary of each proficiency scale. These individual rows will be copied and inserted onto student documents and assessments to clearly express to students the learning goals and provide targeted feedback of where they are for that learning target.*

## Work Habits

**Engagement**

**Respect**

**Timeliness/preparedness**

## Learning Scale Score Ranges

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **2.5** | **3** | **3.5** | **4** |
| **Content-STEM** |  |  |  |  |  |  |
| Science |  | Some errors or omissions occurred to score 3.0 targets |  | **explain science within individual project depth, conduct experiment using the scientific method, record data and observations; analyze and interpret data** |  | Science content is in depth and articulate at a professional level; experiments are completed with accuracy and replicability; observations are recorded in detail; data is presented clearly |
| Technology |  | Some errors or omissions occurred to score 3.0 targets |  | **Proficient skill development in the use technology such as blogging, citation tools, Google document, forms, sheets, and presentation, infographic tools, weebly website** |  | Student has gone beyond the scope of score 3.0 with skill, presentation, accuracy, and independence. |
| Engineering |  | Some errors or omissions occurred to score 3.0 targets |  | **Quality question development, demonstrates skill in problem solving, adherence to the engineering method** |  | Student has gone beyond the scope of score 3.0 with skill, presentation, accuracy, and independence. |
| Mathematics |  | Some errors or omissions occurred to score 3.0 targets |  | **statistical analysis of data, presentation of data in visual schematics** |  | Student has gone beyond the scope of score 3.0 with skill, presentation, accuracy, and independence. |
| Capstone |  |  |  |  |  |  |
| Research- Use of sources |  | Targets a limited number of sources, some of which may not be pertinent to the subject being researched or reliable; Uses technology--with assistance--to search for, to identify, to assemble pertinent sources; has difficulty determining whether a source is reliable |  | **Use technology to integrate multiple sources of reliable quality to collect evidence on the research question; Demonstrate skill in determining bias and quality of each source** |  | Integrate multiple forms of sources of reliable quality, from a variety of scopes and perspectives; Independently and efficiently use technology to search for, identify, and determine the value of using certain sources |
| Research - Citations |  | some citation is completed; some evidence of score 3 basics are demonstrated but errors or omissions occur regarding clarity or formatting |  | **Cite evidence properly from multiple sources; Construct properly formatted work cited page** |  |  |
| Literacy |  | some vocabulary is recognized; some evidence of score 3 basics are demonstrated but errors or omissions occur regarding clarity of more complex processes |  | **Follow multistep procedures; Determine meaning of key terms; Summarize some complex concepts; Determine central ideas or conclusions of text; Determine meaning of key terms**; **analyze, interpret, and evaluates information by providing some evidence to support opinions, theses or conclusions** |  | Independently ID, define, and extend meaning of key terms; analyze, interpret, and evaluate information by providing insightful evidence from both text and other sources (life experiences, other texts, other media, etc.) to support opinions, theses or conclusions; summarize the essential complex concepts, central ideas, and conclusions |
| Form Opinions |  | some evidence of score 3 basics are demonstrated but errors or omissions occur regarding clarity of more complex processes |  | **Draw conclusions about a topic based on multiple sources of evidence; Develop a logical argument and support it with evidence; Cite reasons for bias or reliability of evidence; Provide constructive feedback for peers throughout idea, research, and presentation process** |  | Beyond 3.0 score, Critique his/her own opinion in an articulate and reflective manner |
| Write and Design and make connections |  | demonstrate some aspects of design thinking; make some revisions based upon feedback; explain limited connection between the local, regional, and global impact of global issues  writing and design demonstrating some explanations to the audience that may be limited in familiarity with the research topic |  | **Revise writing and design based on empathy, ethics, and feedback from multiple sources; Explain the connection between the local, regional, and global impact of global issues; Create writing and design that demonstrate his/her research in a way that people who are unfamiliar with the research can easily understand and reflect upon** |  | Effectively use design thinking to innovate new ways to communicate ideas; Bridge geographic, linguistic, ideological, and or cultural barriers  Connect multiple global issues and topics in a cohesive manner |
| Communication |  | some evidence of score 3 basics are demonstrated but errors or omissions occur regarding clarity of more complex processes |  | **Present information in a variety of formats; utilize technology appropriately; demonstrate knowledge of information while presenting; communicate opinion on topic** |  | Have exceptional speaking skills; Demonstrate mastery of technology beyond what was taught in class; Presents with professional flow and confidence and without use of notes, seldom breaking eye contact |
| Take Action |  | some evidence of score 3 basics are demonstrated but errors or omissions occur regarding clarity of more complex processes |  | **Formulate a comprehensive plan to take action to solve a global issue at the local, regional, or international level; evaluate the strengths and weaknesses of organizations committed to deal with the global issue; articulate why an organization best matches his/her beliefs and action plan; collaborate with others to formulate the action plan** |  | Takes action based on his/her comprehensive pan; creates innovative solutions to global challenges; collaborates with others to initiate the action plan |
| **Work Habits** |  |  |  |  |  |  |
| Engagement |  | Frequently needing assistance to become involved in class, both asking and answering questions; infrequently completing homework assignments in order to be prepared for class discussions; completing of Formative assessments by oral questioning or writing with prompting; frequently being on electronic devices during academic time |  | **Almost always positively involved in class, both asking and answering questions; almost always completing homework assignments in order to be prepared for class discussions; honest completion of Formative assessments by oral questioning or writing; rarely being on electronic devices during academic time** |  | Always positively involved in class, both asking and answering questions; always completing homework assignments in order to be prepared for class discussions; rigorous completion of Formative assessments by oral questioning or writing; not being on electronic devices during academic time |
| Respect |  | Often needing to be reminded to showing respect for peers, the instructor, or the lab facility**-** including cleaning up after oneself or group |  | **Usually showing respect for peers, the instructor, the lab facility- including cleaning up after oneself or group** |  | Always showing respect for peers, the instructor, the lab facility**-** including cleaning up after oneself or group |
| Timeliness/preparedness |  | Work often submitted after the time it was due, even during the same class period; often needing to leave class to retrieve needed materials or not having them |  | **work almost always submitted on time, at the beginning of class. (Late work is anything being submitted after that, or using class time to finish work before submission.); almost always having materials needed for class** |  | Work always submitted on time, at the beginning of class; always having materials needed for class |

## Below are the individual proficiency scales for each learning Goal.

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| --- | --- | --- | --- |
| **STEM** | | | |
| **Science** | | | |
| **Capstone Seminar** | | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Science content is in depth and articulated at a professional level; experiments are completed with accuracy and replicability; observations are recorded in detail; data is presented clearly and precisely | |  |
|  |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student:**   * **explain science within individual project depth** * **conduct experiment using the scientific method** * **record data and observations** * **analyze and interpret data**   **The student exhibits no major errors or omissions.** | |  |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **Score 2.0** | Some errors or omissions occurred to score 3.0 targets | |  |
|  | **1.5** | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |
| **Score 1.0** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** | |
|  | **0.5** |  |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |

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| **STEM** | | | |
| **Technology** | | | |
| **Capstone Seminar** | | | |
| **Score 4.0** | The Student has gone beyond the scope of score 3.0 taught in class with regards to skill, presentation, accuracy, and independence. | |  |
|  |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student has:**   * **Proficient skill development in the use technology such as blogging, citation tools, Google document, forms, sheets, and presentation, infographic tools, weebly website**   **The student exhibits no major errors or omissions.** | |  |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **Score 2.0** | Some errors or omissions occurred to score 3.0 targets | |  |
|  | **1.5** |  |  |
| **Score 1.0** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** | |
|  | **0.5** | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |

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| --- | --- | --- | --- |
| **STEM** | | | |
| **Engineering** | | | |
| **Capstone Seminar** | | | |
| **Score 4.0** | The Student has gone beyond the scope of score 3.0 taught in class with regards to skill, presentation, accuracy, and independence. | |  |
|  |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student can demonstrates:**   * **Quality question development** * **Steps and skill in problem solving** * **adherence to the engineering method**   **The student exhibits no major errors or omissions.** | |  |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **Score 2.0** | Some errors or omissions occurred to score 3.0 targets | |  |
|  | **1.5** | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |
| **Score 1.0** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** | |
|  | **0.5** | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |

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| --- | --- | --- | --- |
| **STEM** | | | |
| **Math** | | | |
| **Capstone Seminar** | | | |
| **Score 4.0** | The Student has gone beyond the scope of score 3.0 taught in class with regards to skill, presentation, accuracy, and independence. | |  |
|  |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student demonstrates skill in:**   * **statistical analysis of data** * **presentation of data in visual schematics**   **The student exhibits no major errors or omissions.** | |  |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **Score 2.0** | Some errors or omissions occurred to score 3.0 targets | |  |
|  | **1.5** | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |
| **Score 1.0** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** | |
|  | **0.5** | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |

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| **Capstone** | | | |
| **Research-citation** | | | |
| **Capstone Seminar**  **CCSS ELA 11-12.1-.4; RHS 21st century skill** | | | |
| **Score 4.0** | **In addition to Score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.** | |
|
|  | **Score 3.5** | In addition to score 3.0 performance, partial success at score 4.0 content |
| **Score 3.0** | **The student will:**   * Cite evidence properly from multiple sources * Construct properly formatted work cited page   **The student exhibits no major errors or omissions.** | |
|  |  | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| **Score 2.0** | **The student will recognize or recall specific vocabulary, such as:**   * Works cited page, bibliography, footnote, parenthetical citation, MLA format   **The student will perform basic processes, such as:**   * Targets a limited number of sources, some of which may not be pertinent to the subject being researched or reliable * Uses citations from a very limited number of sources. * May also make statements unsubstantiated by citations and/or does not use proper citation formatting * Uses technology--with assistance--to search for, to identify, to assemble and to incorporate pertinent sources.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | |
|  |  | In addition to score 1.0 performance, partial success at score 2.0 content |
| **Score 1.0** | **With help, a partial success at score 2.0 content and score 3.0 content**   * No citations * No use of technology * No work cited page | |
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| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |

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| **Capstone** | | | |
| **Research- Use of Sources** | | | |
| **Capstone Seminar**  **CCSS ELA 11-12.1-.4; RHS 21st century skill** | | | |
| **Score 4.0** | **In addition to Score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. This may include when students:**   * Integrate multiple forms of sources of reliable quality, from a variety of scopes and perspectives. * Independently and efficiently use technology to search for, identify, and determine the value of using certain sources | |
|
|  | **Score 3.5** | In addition to score 3.0 performance, partial success at score 4.0 content |
| **Score 3.0** | **The student will:**   * **Use technology to integrate multiple sources of reliable quality to collect evidence on the research question** * **Demonstrate skill in determining bias and quality of each source**   **The student exhibits no major errors or omissions.** | |
|  |  | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| **Score 2.0** | **The student will recognize or recall specific vocabulary, such as:**   * Sources, media, primary sources, wiki, journal, collection, bias, periodical   **The student will perform basic processes, such as:**   * Targets a limited number of sources, some of which may not be pertinent to the subject being researched or reliable * Uses technology--with assistance--to search for, to identify, to assemble and to incorporate pertinent sources. * Determining whether a source is reliable   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | |
|  |  | In addition to score 1.0 performance, partial success at score 2.0 content |
| **Score 1.0** | **With help, a partial success at score 2.0 content and score 3.0 content** | |
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| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |

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| **Capstone** | | | |
| **Literacy** | | | |
| **Capstone Seminar**  **CCSS ELA 11-12.1-.4, RHS 21st Century School Wide Goal** | | | |
| **Score 4.0** | **In addition to Score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. This may include when students:**   * Independently ID, define, and extend meaning * analyze, interpret, and evaluates information by providing insightful evidence from both text and other sources (life experiences, other texts, other media, etc.) to support opinions, theses or conclusions * summarize the essential complex concepts, central ideas, and conclusions | |
|
|  | **Score 3.5** | In addition to score 3.0 performance, partial success at score 4.0 content |
| **Score 3.0** | **The student will:**   * Follow multistep procedures * Determine meaning of key terms * Summarize most complex concepts * Determine central ideas or conclusions of text * analyze, interpret, and evaluates information by providing some evidence to support opinions, theses or conclusions   .  **The student exhibits no major errors or omissions.** | |
|  |  | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| **Score 2.0** | **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | |
|  |  | In addition to score 3.0 performance, partial success at score 4.0 content |
| **Score 1.0** | **With help, a partial success at score 2.0 content and score 3.0 content** | |
|  |  |  |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |

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| **Capstone** | | | |
| **Form Opinions based on explorations and evidence** | | | |
| **Capstone Seminar** | | | |
| **CCSS.ELA-Literacy.SL 11-12.1d, .2, .3** | | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Critique his/her own opinion in an articulate and reflective manner | |  |
|  |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student can:**   * **Draw conclusions about a topic based on multiple sources of evidence** * **Develop a logical argument and support it with evidence** * **Cite reasons for bias or reliability of evidence** * **Provide constructive feedback for peers throughout idea, research, and presentation process** | |  |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **Score 2.0** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as:   + credible evidence, bias, opinion, propaganda, analysis * performs basic processes, such as:   + construct an opinion based on limited research and evidence   + explain his/her argument   + distinguish bias or reliability of evidence   + summarize the facts discovered in research   + explain what sources were used in research | |  |
|  | **1.5** | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |
| **Score 1.0** | **With help, a partial success at score 2.0 content and score 3.0 content** | |
|  | **0.5** | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |

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| **Capstone** | | | |
| **Write and Design in a way that is clear, persuasive, and makes connections** | | | |
| **Capstone Seminar** | | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. This may include when students:**   * **Effectively use design thinking to innovate new ways to communicate ideas** * **Bridge geographic, linguistic, ideological, and or cultural barriers** * **Connect multiple global issues and topics in a cohesive manner** | |  |
|  |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student will:**   * **Revise writing and design based on empathy, ethics, and feedback from multiple sources** * **Explain the connection between the local, regional, and global impact of global issues** * **Create writing and design that demonstrate his/her research in a way that people who are unfamiliar with the research can easily understand and reflect upon** | |  |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial success of the 3.0 content. |  |
| **Score 2.0** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as:   + design thinking process, empathy, ethics * performs basic processes, such as:   + demonstrate some aspects of design thinking   + make some revisions based upon feedback   + explain limited connection between the local, regional, and global impact of global issues   + writing and design demonstrating some explanations to the audience that may be limited in familiarity with the research topic | |  |
|  | **1.5** | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |
| **Score 1.0** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** | |
|  | **0.5** | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |

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| --- | --- | --- | --- |
| **Capstone** | | | |
| **Communication: Present Information orally in a way that is clear and persuasive** | | | |
| **Capstone Seminar** | | | |
| **CCSS.ELA-Literacy.SL.11-12.4, .5, .6 & NGSS Standard: Science & Engineering #8** | | | |
| **Score 4.0** | **In addition to Score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. This may include when students:**   * Have exceptional speaking skills * Demonstrate mastery of technology beyond what was taught in class * Presents with professional flow and confidence and without use of notes, seldom breaking eye contact | |  |
|  |
|  | **Score 3.5** | In addition to score 3.0 performance, partial success at score 4.0 content |  |
| **Score 3.0** | **The student will:**   * Present information logically from opening to conclusion * utilize technology appropriately, in varying formats * use designated time constraints, media, and organized notes during presentation * apply effective speaking skills (ex. Speaks with confidence, good volume, and enunciation, uses frequent eye contact, relaxed body language) * communicate opinion on topic   **The student exhibits no major errors or omissions.** | |  |
|  |  | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |  |
| **Score 2.0** | **The student will:**   * Partially perform skill within score 3.0   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | |  |
|  |  |  |  |
| **Score 1.0** | **With help, a partial success at score 2.0 content and score 3.0 content** | |
|  |  |  |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |

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| **Capstone** | | | |
| **Take Action: View yourself as able to help solve global challenges** | | | |
| **Capstone Seminar** | | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. This may include when students:**   * Takes action based on his/her comprehensive plan * Creates innovative solutions to global challenges * Collaborates with others to initiate the action plan | |  |
|  |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student can answer:**   * Formulate a comprehensive plan to take action to solve a global issue at the local, regional, or international level * Evaluate the strengths and weaknesses of organizations committed to deal with the global issue * Articulate why an organization best matches his/her beliefs and action plan * Collaborate with others to formulate the action plan | |  |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **Score 2.0** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as:   + non-governmental organization (NGO), non-profit, government agency, charitable organization, religious charity, secular charity, community service, philanthropy, foundation, peer review * performs basic processes, such as:   + identifies a general plan to take action on his/her issue   + report on multiple organizations dealing with the issue | |  |
|  | **1.5** | Partial success of the 2.0 content, and major errors or omissions regarding the 3.0 content. |  |
| **Score 1.0** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** | |
|  | **0.5** | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |
| **Score 0.0** | **Even with help, no success** | |

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| **Work Habits** | | | |
| **Engagement** | | | |
| **Capstone Seminar** | | | |
| **Score 4.0** | The student completes all score 3.0 tasks consistently, precisely, without prompting, and is not on electronic devices at all during class time | |  |
|  |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student is:**   * **Almost always positively involved in class, both asking and answering questions** * **almost always completing homework assignments in order to be prepared for class discussions** * **honest completion of Formative assessments by oral questioning or writing** * **rarely being on electronic devices during academic time** | |  |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **Score 2.0** | **The** student is:   * Frequently needing assistance to become involved in class, both asking and answering questions * infrequently completing homework assignments in order to be prepared for class discussions * completing of Formative assessments by oral questioning or writing with prompting * frequently being on electronic devices during academic time | |  |
|  | **1.5** | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |
| **Score 1.0** | With help, the student can complete some of 2.0 and 3.0 | |
|  | **0.5** | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |

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| **Work Habits** | | | |
| **Respect** | | | |
| **Capstone Seminar** | | | |
| **Score 4.0** | The student:   * always shows respect for peers, the instructor, the lab facility- including cleaning up after oneself or group * demonstrates respect and empathy for others beyond the classroom. | |  |
|  |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student:**   * **Usually shows respect for peers, the instructor, the lab facility- including cleaning up after oneself or group** | |  |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **Score 2.0** | Often needing to be reminded to showing respect for peers, the instructor, or the lab facility**-** including cleaning up after oneself or group | |  |
|  | **1.5** | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |
| **Score 1.0** | **With help, student can perform some of 3.0 and 2.0** | |
|  | **0.5** | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |

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| **Work Habits** | | | |
| **Timeliness/Preparedness** | | | |
| **Capstone Seminar** | | | |
| **Score 4.0** | In addition to Score 3.0, the student displays consistently preparation and timeliness, even submitting completed work early before deadlines. | |  |
|  |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student:**   * **Submits work almost always on time, at the beginning of class. (Late work is anything being submitted after that, or using class time to finish work before submission.)** * **almost always has materials needed for class** | |  |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **Score 2.0** | The student:   * often submits work after the time it was due, even during the same class period * often needs to leave class to retrieve needed materials or not having them | |  |
|  | **1.5** | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |
| **Score 1.0** | **With help, student can complete parts of score 2.0 and 3.0** | |
|  | **0.5** | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |