

Name of Presenter:	Project:
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## Senior Project Practice Presentation Evaluation Form

Areas of Assessment	Evaluation Score /100	Comments	Suggestions
Use of Time Time Management			
Learning Stretch			
Problem Solving			
Documentation of Evidence			
Creative Thinking and Approach to Project			
Quality of Project			
Presentation Skills			
Response to Questions			

**General Comments/Suggestions:**

# Senior Project Rubric

Areas of Assessment	Exceptional “A”	Strong “B”	Capable “C”	“D”
<b>Use of Time Time Management</b>	Project far exceeds the minimum time requirement and demonstrates consistent, efficient and thoughtful use of time, skills. The student is self-directed and turns in on time all verification pieces.	Project meets or goes beyond the minimum time requirement and demonstrates a pattern of time management. The student turned in the required verification pieces on time.	Project meets the time requirement with apparently random use of time management skills. Student does not go beyond the "required" verification items.	Project may not meet the minimum time requirement and/or lacks sufficient evidence of time management skills. Some verification pieces incomplete.
<b>Learning Stretch</b>	A stretch and or challenge is exceedingly evident as the project explores a new area, demonstrates a new skill or extensively expands on previous knowledge and skills. Obvious depth and complexity of knowledge is evident in completion of the project. The student applies the knowledge through creating and evaluating his/her own project.	A stretch or challenge is clearly evident. The use of general knowledge is evident in student application. Student generally builds on and applies the knowledge in creating and evaluating his/her own project.	A moderate to limited learning stretch is evident. The use of superficial knowledge is evident in self-evaluation. Student demonstrates some difficulty applying the knowledge and in evaluating his/her own project.	No learning stretch is evident. The student demonstrates rote learning and/or little or no understanding of how content knowledge applies to project.
<b>Problem Solving</b>	The student analyzes complex problems and used sophisticated and appropriate problem solving skills to overcome difficulties such as insufficient and/or inadequate resources, time, materials and procedures. He/she is persistent, flexible and open to new solutions, advice and process.	The student uses moderate analysis in solving of problems (i.e. asks questions, makes phone calls). He/she has an understanding of the basic difficulties and might try several times to solve the problem before quitting.	The student has superficial and/or limited problem solving skills. He/she attempts to solve the problem, but gives up too soon, asks only a few questions and resists new ideas.	The student appears to have no basic understanding of what causes problems or how to solve them (or even that there is a problem).
<b>Documentation of Evidence</b>	The project contains complete and competent learning logs, verification forms, time line, and self-evaluation along with an appendix to demonstrate project process.	All learning logs, verification forms, time line, and self-evaluation are completed. An appendix, which includes further proof of process, has also been included.	Learning logs are shallow or incomplete. Self-evaluation appears hastily completed and/or incomplete. Useless or no appendix of additional information.	Logs, verifications and self-evaluation are too general or incomplete to prove process. Useless or no appendix of additional information.
<b>Creative Thinking and Approach to Project</b>	The project demonstrates an innovative and unusual application of knowledge in design and a construction of product OR process. Student has created own unique style, presentation of voice.	The original application of creative skills is evident. The student modifies and adapts other's ideas in creation of own design.	Limited evidence of creativity (i.e. relies on standard methods and models) is evident in project.	The student appears uninterested and does not attempt to create own style or voice in project.
<b>Quality of Project</b>	Superior craftsmanship, pride and attention to detail is evident. The student knows specifically how quality is addressed (project) and through practice and persistency reaches quality.	Attention to detail is evident as well as knowledge of the major standards of quality. Though quality may not be produced, there is evidence that the student strived for standards of excellence.	The student overlooks many details in desire to finish. He/she apparently cannot easily identify quality standards in project.	The student disregards detail and work is disorganized, sloppy, and/or hastily done. No apparent understanding of quality in terms of the project.
<b>Presentation of Senior Project</b>	Outstanding presentation in the areas of appearance, organization, and completeness. The required verification items as well as additional student choices are thoughtfully and neatly written and organized. Self-evaluation excellently completed.	Student demonstrates substantial awareness of presentational considerations. Portfolio is well organized and neatly complete.	Project is somewhat unorganized and/or doesn't make a strongly favorable impression on the judges.	Student shows minimal understanding of the importance of presentation.