**[SAMPLE TEMPLATE]**

**Early Graduation Program Performance-Based Project, Portfolio or Capstone Rubric**

**Performance Descriptors and Evaluation Procedures**

This rubric serves as a sample for local schools as they develop performance descriptors and evaluation procedures for the [Early Graduation Program (EGP) performance-based project, portfolio or capstone](https://staffkyschools-my.sharepoint.com/:w:/g/personal/sarah_peace_education_ky_gov/EV0BiaK93UhCt5xh_5HjPXIBLmPCLZohabsA6bnRrcqN9g?e=DSQnzE), required of all program participants **beginning in the 2024-2025 academic year and beyond** ([704 KAR 3:305, Section 5(7)](https://apps.legislature.ky.gov/law/kar/titles/704/003/305/)).

**Four Required Capstone Design Elements**

Per 704 KAR 3:305, Section 5(6), “By July 1, 2024, each local board of education shall establish a policy requiring high schools to determine performance descriptors and evaluation procedures for an EGP performance-based project, portfolio, or capstone, required for students who intend to complete the EGP beginning with the 2024-2025 academic year.”

Regulation further requires that the school’s performance descriptors and evaluation procedures “**shall provide an opportunity for the student to demonstrate attainment of… critical skills required for postsecondary and career success**,” (Section 5(6)).

A project, portfolio or capstone (hereby referred to as “capstone”), is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year of high school or middle school or at the end of an academic program or learning-pathway experience. Capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, presentation, or performance.

For EGP students to have adequate opportunities to practice, grow and demonstrate attainment of critical skills required for postsecondary and career success, 704 KAR 3:305(5)(6) requires schools to integrate, at minimum, the following **four design elements:**

1. **Attainment of essential workplace ethics program components as established by the board of education pursuant to** [**K****RS 158.1413**](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=47261)**;**
2. **Demonstration of an ability to apply the** [***Kentucky Academic Standards***](https://kystandards.org/)**, established in** [**704 KAR 3:303**](https://apps.legislature.ky.gov/law/kar/titles/704/003/303/) **and** [**704 KAR Chapter 8**](https://apps.legislature.ky.gov/law/kar/titles/704/008/)**, as a life-long learner and contributing member of society;**
3. **Demonstration of written and verbal communication skills needed for postsecondary success; and**
4. **Demonstration of an ability to think critically, synthesize information and draw conclusions.**

The sample capstone rubric has been aligned to 704 KAR 3:305(5)(6) and the state-wide [Kentucky Portrait of a Learner](https://education.ky.gov/school/innov/Pages/Portrait-of-a-Learner.aspx) framework.

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| **Early Graduation Program - Design Element 1**  *Attainment of essential workplace ethics program components as established by the board of education pursuant to* [*KRS 158.1413*](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=47261)***.*** |
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| **Productive Collaborator**  Engages with others to achieve a common goal through building positive relationships, actively listening, showing empathy, and making individual contributions to a larger group.   * **Uses** cooperative processes to make decisions and achieve desired outcomes. * **Recognizes** individual contributions and the contributions of others. * **Engages** with different perspectives/ideas to **develop** empathy and **resolve** conflicts. * **Gives, receives** and **implements** constructive feedback. |

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| **Performance Descriptors** | **Mastery** |
| **Evaluates** and strategically **implements** cooperative processes to make decisions, solve problems, and/or to achieve desired outcomes. |  |
| **Evaluates** the impact of individual contributions and contribution of others towards desired outcome, including community service opportunities completed. |  |
| **Analyzes** their own and others’ perspectives, and **synthesizes** varying perspectives/ideas to understand others and resolve conflicts. |  |
| **Evaluates** and **selects** appropriate processes for providing and receiving constructive feedback, and **synthesizes** and **incorporates** feedback from various perspectives to improve. |  |
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| **Creative Contributor**  Interprets experiences, imagines and plays with new possibilities with curiosity, and creates approaches that are novel, useful and valued by the world around them.   * **Analyzes** situations and **notices** unique connections to **generate** ideas for solving a problem, addressing an issue or making something new. * **Explores** new learning and insights and **experiments** with multiple relevant and viable possibilities. * **Creates** original products and processes that **contribute** to positive and authentic change. | |

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| **Performance Descriptors** | **Mastery** |
| **Examines, analyzes** and **makes connections** between multiple perspectives and **applies** learning across disciplines in order to contribute meaningful ideas to an authentic topic or problem. |  |
| **Refines and applies curiosities** to determine opportunities for meaningful contributions. |  |
| **Evaluates** existing knowledge and **synthesizes** connections between ideas to test their utility in order to **generate** clear and purposeful next steps. |  |
| **Constructs** products and processes that demonstrate creative solutions and **evaluates** the impact on self and community. |  |
| **Contributes** to the creation of a culture of creativity, innovation and entrepreneurial thinking. |  |
| **Early Graduation Program - Design Element 2**  *Demonstration of an ability to apply the* [*Kentucky Academic Standards*](https://kystandards.org/)*, established in* [*704 KAR 3:303*](https://apps.legislature.ky.gov/law/kar/titles/704/003/303/) *and* [*704 KAR Chapter 8*](https://apps.legislature.ky.gov/law/kar/titles/704/008/)*, as a life-long learner and contributing member of society.* | |
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| **Empowered Learner**  Demonstrates mastery and application of academic competencies. Develops the skills and dispositions to persist through difficulties and plan for a future of self-improvement.   * **Connects** and **applies** knowledge and skills across disciplines and to authentic contexts. * **Identifies** learning needs and preferences; **uses** a set of strategies to master academic and personal goals. * **Uses** challenges and mistakes as opportunities to learn and improve. | |

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| **Performance Descriptors** | **Mastery** |
| **Analyzes** how they acquired new knowledge and skills, **connects and applies** knowledge and skills across disciplines, to authentic/practical contexts and to personal plans/goals for the future. |  |
| **Develops** realistic academic and personal goals for the future, **strategically implements** adapted strategies to master them, **evaluates their** effectiveness, and **analyzes** theirapplication to future endeavors. |  |
| **Analyzes** learning task/situation and conditions, strengths, and challenges, and **analyzes** how they synthesized, implemented and adapted strategies until they completed the task or goal. |  |
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| **Engaged Citizen**  Shows respect and empathy across differences, embraces diversity of opinion, seeks cultural understanding, participates in the democratic process to challenge the status quo, and makes a positive impact on their community and the world.   * **Demonstrates** empathy and respect for diversity, culture, and opinions of others through responsible actions. * **Actively utilizes** democratic processes to impact change in the community. * **Recognizes, plans, and** **engages** in civic opportunities to impact the community in a positive, productive way. * **Demonstrates** safe, legal, ethical behavior. | |

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| **Performance Descriptors** | **Mastery** | |
| **Analyzes** root causes and various responses to an authentic and relevant community issue, and **evaluates** the impact of those responses from the perspective of those most impacted. |  | |
| **Facilitates** and **evaluates** democratic decision-making processes to **plan** and **execute** individual or collective civic action, and **analyzes** the impact civic action has on self, community, and those most impacted by issue. |  | |
| **Analyzes** the ethics of laws, civic actions, and behaviors, and **demonstrates** ethical behavior when interacting with others across differences (including online). |  | |
| **Early Graduation Program – Design Element 3**  *Demonstration of written and verbal communication skills needed for postsecondary success.* | | |
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| **Effective Communicator**  Engages diverse audiences respectfully by exchanging ideas and information responsibly, listening actively, speaking and writing clearly, and using print and digital media appropriately.   * **Conveys** the message clearly and coherently according to the purpose, task and audience. * **Uses** relevant details, organization and conventions to **develop** ideas coherently. * **Assesses** needs of the audience and purpose of communication to **adapt** word choice, tone, style and body language to a variety of contexts and tasks. * **Demonstrates** use of multiple media and technologies to **present** clear and coherent ideas in a variety of forms of communication. * **Demonstrates** active listening to **analyze** messages from discussions, presentations and audio-visual sources to **determine** and **evaluate** meaning. | | |

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| **Performance Descriptors** | **Mastery** |
| **Develops** and **presents** clear and coherent ideas using relevant and accurate details, anticipates and addresses counterclaims, and **applies** appropriate organizational structures and conventions to convey a message. |  |
| **Creates and/or strategically utilizes** multimedia and/or digital tools to enhance the audience’s understanding of ideas, and **evaluates** the impact and effectiveness of their choices. |  |
| **Anticipates** audience needs, and **adapts** language, tone, style and format to the context, purpose, and task in ways that support audience understanding and engagement. |  |
| **Demonstrates** appropriate volume, pace, tone, eye contact, body language and gestures to support audience understanding and engagement. |  |
| **Demonstrates active listening** by **analyzing** the speaker’s ideas, **asking** relevant and clarifying questions to deepen understanding and surface counterclaims, **making relevant connections** to extend knowledge. |  |

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| **Early Graduation Program - Design Element 4**  *Demonstration of an ability to think critically, synthesize information and draw conclusions.* |
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| **Critical Thinker**  Thinks deeply and makes informed decisions to create solutions or new understanding supported by relevant and reliable evidence.   * **Generates** relevant questions or problems based on research, observations and personal experiences. * **Identifies** reliable evidence and **evaluates** information from a variety of sources with multiple perspectives to draw conclusions; to **construct e**xplanations. * **Analyzes** complex problems and **designs** multiple and/or original solutions, **testing (evaluating)** them against relevant criteria. * **Constructs** work that demonstrates thoughtful, creative approaches and **evaluates** the impact. |

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| **Performance Descriptors** | **Mastery** |
| **Generates clear and precise** questions to investigate a complex and authentic topic, problem, issue, experience, need, etc. |  |
| **Analyzes and synthesizes** information from a variety of sources, **evaluates** for credibility, and **analyzes** counter arguments/information to draw reasonable conclusions and explanations. |  |
| **Synthesizes** information from a variety of disciplines to **develop** creative and realistic approaches, solutions, products or unique work; intentionally **collects** and strategically **implements** feedback; and **evaluates** the impact of approaches on the potential or actual outcome of the work. |  |