

[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](#), required of all program participants **beginning in the 2024-2025 academic year and beyond** ([704 KAR 3:305, Section 5\(7\)](#)).

Requirements for Performance Descriptors and Evaluation Procedures

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 academic and intellectual experience culminating in a student-led demonstration of critical knowledge, skills, and capacities required for postsecondary and career success.

Capstones may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, presentation, or performance.

Per, 704 KAR 3:305, Section 5(6), performance descriptors and evaluation procedures shall provide an opportunity for the student to demonstrate attainment of the following critical skills required for postsecondary and career success:

1. **Attainment of essential workplace ethics characteristics listed under [KRS 158.1413](#);**
2. **Demonstration of an ability to apply the [Kentucky Academic Standards](#), established in [704 KAR Chapter 8](#), 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 provided below has been aligned to 704 KAR 3:305(5)(6) and the state-wide [Kentucky Portrait of a Learner](#) framework.

1. Attainment of essential workplace ethics program characteristics listed under KRS 158.1413.

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.

| 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 toward desired outcomes. | |
| 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. | |

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.

| 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. | |

2. Demonstration of an ability to apply the Kentucky Academic Standards, established in 704 KAR Chapter 8, as a life-long learner and contributing member of society.

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.

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** their application 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.

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.
- **Utilizes** democratic processes to take an active role and 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.

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).

3. *Demonstration of written and verbal communication skills needed for postsecondary success.*

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.

| 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, and making relevant connections to extend knowledge. | |

4. *Demonstration of an ability to think critically, synthesize information and draw conclusions.*

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 and to **construct** explanations.
- **Analyzes** complex problems and **designs** multiple and/or original solutions, **testing (evaluating)** them against relevant criteria and considering feedback.
- **Constructs** work that demonstrates thoughtful, creative approaches and **evaluates** the impact.

| 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 counterarguments/information to draw reasonable conclusions and explanations. | |
| Synthesizes information/skills 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. | |