Bassick High School’s

**Capstone Project**

**Guidebook**



1. **Introduction**

The Capstone Project is an inquiry-based body of work that allows Bassick students to demonstrate their mastery of Bassick High School’s Vision of a Graduate (see below). Students will showcase their ability to be Critical thinkers, Collaborators, Communicators and Contributors. The Capstone Project will not rely solely upon what students already know but must demonstrate new learning and growth.

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| **Critical Thinkers** | * Independent, creative, and life-long learners * Set short- and long-term goals and create meaningful action plans * Ask relevant questions, take risks, self-reflect, and persevere through adversity to achieve goals |
| **Collaborators** | * Develop relationships, listen to ideas, and show empathy towards others * Promote inclusivity by giving and receiving alternate points of views * Take personal accountability and responsibility for ideas, words, and actions |
| **Communicators** | * Express thoughts and ideas with mindfulness and purpose through a variety of platforms * Exchange opposing views, self-advocate, and self-reflect using relevant evidence * Demonstrate respect towards others in all academic and social interactions |
| **Contributors** | * Make real world connections to be global members of society * Apply knowledge and problem-solve to make meaningful change * Generate new ideas, serve their community, and embrace diversity |

The Capstone Project will include a portfolio of work and proof of learning. The portfolio will be uploaded to Xello and include preparation work, a project proposal, a literature review, log of hours (if applicable), and a reflection essay. Proof of learning must include a visual display **and** an oral presentation that will be showcased in the Capstone Fair at the end of the semester.

The Capstone Project can be completed either in a scheduled Capstone class or as an independent study with an approved mentor.

1. **Preparation Work on Xello**

To start this process, students will explore their interests to understand what they would like to do, learn, understand, see, improve, create or experience. Students must complete the following preparation work on Xello:

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| Lessons on Xello | Expected completion year |
| * Interests * Decision Making | 6th |
| * Discovering learning pathways * School Subjects at Work | 7th |
| * Skills * Explore career matches | 8th |
| * Study skills and habits * Self-advocacy | 9th |
| * Workplace skills and attitudes * Program prospects | 10th |
| * Choosing a college * Career Demand | 11th |
| * Career Path Choices * Defining Success * Senior Exit Survey | 12th |
| * Write Student Success Plans (1 time per year) * Reflect and Update Student Success Plans (2 times per year) | 6th – 12th grade  September  January and June |

**III. Capstone Project**

Students must complete the following to meet their Capstone project requirement for graduation. All artifacts must be uploaded into Xello.

1. Project Proposal
2. Mentor Teacher Approval Form (if applicable)
3. Literature Review
4. Log of Hours (if applicable)
5. Physical Proof of Learning
6. Reflection Essay
7. **Project Proposal:** First students will write an inquiry question that either focuses interest or solving a problem. Students will submit a project proposal on Xello outlining the topic and their project focus. (See Appendix A for project ideas and see Appendix B for project proposal.) This topic should be something that students are interested in and will sustain their focus for the semester. Students must choose the focus area they wish to experience and describe how they will experience it. They can choose from the following:
   * Research-based plan
   * Community service plan (minimum of 25 hours outside of the classroom)
   * Trade/accomplishment plan
8. **Mentor Teacher Approval Form (if applicable):** A student’s mentor teacher will be their Capstone teacher. If a student wishes to be mentored by a different teacher, they will need to complete this form (for example, the auto teacher to mentor an auto project or the theater teacher to mentor a theater project). They still must attend all their Capstone classes. Students must schedule time after school to meet with their mentor. (See Appendix C.)
9. **Literature Review:** Students will write a literature review of published works on their specific topic. The literature review must include at least 3 different accredited sources and must be properly cited using APA format. Literature Reviews will be scored by their Capstone teacher using the rubric in Appendix H. After the Literature Review is submitted on Xello, students may edit or revise their inquiry question(s).
10. **Log of Hours (if applicable):** Students completing a community service plan or a trade/accomplishment plan must log the hours they worked on the project outside of school. Logs must be turned in and signed off by their cite supervisor and mentor teacher. (See Appendix D.)
11. **Physical Proof of Learning:** Students must present their Capstone Project and proof of learning at the Capstone Fair at the end of the semester. Proof of learning will include a visual **and** an oral presentation. The oral presentation will be scheduled during their Capstone class. The visual presentation will be displayed in a Capstone Fair for other members of the school community to see. The visuals and oral presentations will be graded by their Capstone teacher based on the scoring rubric in Appendix F.
12. **Reflection Essay:** All students will write an essay that reflects on the topic, process, and their learning. Students will connect how the Capstone Project demonstrates their mastery of Bassick’s Vision of a Graduate. Appendix E is a reflection worksheet with guiding questions to help students organize their reflection essay. All final reflection essays must be uploaded to Xello. Students will be scored by their Capstone teacher using the scoring rubric in Appendix G.
13. **Portfolio**

Students must submit all elements of their portfolio on Xello to receive credit for graduation. Each submission will be graded by their Capstone teacher.

1. Project Proposal
2. Literature Review
3. Log of hours
4. Oral Presentation in Capstone Class
5. Visual Presentation in Capstone Showcase
6. Reflection Essay

Appendix B: Project Proposal 

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Captone Teacher:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Project Topic:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Project Focus:**

* Research-based Plan
* Community Service Plan
* Trade/Accomplishment Plan

**Inquiry question(s) that will be answered by completing your project:**



**Why did you select this topic?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**What do you hope to accomplish?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**What do you hope to learn?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**What are some challenges or obstacles you may encounter (such as project expenses, transportation needs, permissions, or approvals, etc.)?** Be aware that some obstacles may be beyond your control, which may determine the feasibility of your project.

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**Project:**

* **Approved**
* **Not Approved (Reason below)**

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**Mentor Teacher:**

**Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Appendix C: Mentor Teacher Approval

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scheduled days and times to meet (for example, we will meet every Tuesday at 2:30 in room 308)

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Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bassick Capstone Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix D: Capstone Project Log Form

***Guidelines:***

Your log should include what you have accomplished and the time you spent completing it. You should also reflect on what you did and what you learned. Your commentary will help you chronicle the Capstone project process and help you prepare to present your product.

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| --- | --- | --- | --- | --- | --- |
| **Date** | **Number of Hours** | **Work Accomplished** | **What I learned** | **Cite Supervisor’s Initials** | **Mentor’s Initials** |
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Appendix E: Project Reflection Worksheet

1. What did you learn about your topic?
2. What process did you go through to produce the product/paper/performance/etc?
3. Did you have any interesting or unique experiences completing your project?
4. What part of your project are you most proud of? Why?
5. What were the challenges you faced during this project? How did you overcome them?
6. What new skills did you learn while doing this work?
7. Did you meet the goals you set out to accomplish?
8. Rate yourself on each of the Vision of a Graduate rubrics below and explain why you chose each rating.

**I am a BHS Critical Thinker**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | **Exceeds** | **Meets** | **Progressing** | **Attempting** | **Not Started** |
| I am able to think independently and creatively | I continue to fully visualize ideas, goals, and think outside the box in my learning. | I strive to visualize ideas, goals, and think outside the box in my learning. | I am developing ways to visualize ideas, goals, and think outside the box in my learning. | I try to visualize ideas, goals, and think outside the box with support. | I did not visualize ideas, goals, or think outside the box in my learning. |
| I am able to set short- and long-term goals and create meaningful action plans | I set a SMART goal and created specific action steps with due dates. | I set a goal and created an action plan. | I set a goal but have not followed any actionable steps. | I explored goals but did not set one or follow any actionable steps. | Did not set a goal or create an action plan. |
| I am able to ask relevant questions, self-reflect and persevere to make improvements | Throughout the process I reflected on my work and made improvements. | I reflected on my work and made improvements. | I reflected on my work but did not make appropriate improvements. | I did not accurately reflect on my work and therefore could not make appropriate improvements | I did not reflect on my work. |

**I am a BHS Collaborator**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | **Exceeds** | **Meets** | **Progressing** | **Attempting** | **Not Started** |
| I am able to develop relationships, listen to ideas, and show empathy. | I collaborated with people outside of my group to enhance learning and broaden perspectives. | I worked with my group members, shared my own ideas, and actively listened to others. | I worked with my group members but did not share ideas or did not actively listen to others. | I worked with my group members but did not share ideas and did not actively listen to others. | I did not work with my group members. |
| I am able to promote inclusivity by giving and receiving alternate points of views | I always respect my peers and educators, acknowledge our differences and welcome mutual learning. | I respect my peers, acknowledge our differences and welcome mutual learning. | I respect my peers, acknowledge our differences but did not work towards mutual learning. | I respect my peers, but did not acknowledge our differences, and welcome mutual learning. | I did not respect my peers and acknowledge our differences. |
| I am able to take personal accountability and responsibility for ideas, words, and actions | I gave and received constructive feedback to expand upon the work. | I gave and received constructive feedback to improve the work. | I gave or received constructive feedback to edit the work. | I gave or received constructive feedback but did not use it to edit the work. | I was unable to give or receive constructive feedback. |

**I am a BHS Communicator**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | **Exceeds** | **Meets** | **Progressing** | **Attempting** | **Not Started** |
| I am able to express thoughts and ideas with mindfulness and purpose through a variety of platforms | I expressed my thoughts and ideas with mindfulness and purpose through a variety of platforms. | I expressed my thoughts and ideas with mindfulness and purpose through any platform. | I did not fully express my thoughts and ideas on any platform. | I attempted to express my thoughts and ideas. | I was not able to express my thoughts and ideas. |
| I am able to exchange opposing views, self-advocate, and self-reflect using relevant evidence | I supported my thoughts and ideas with multiple sources of evidence. | I supported my thoughts and ideas with relevant evidence. | I supported my thoughts and ideas with minimum relevant evidence. | I supported my thoughts and ideas without relevant evidence. | I did not support my thoughts and ideas with evidence. |
| I am able to demonstrate respect towards others in all academic and social interactions | I demonstrated respect towards others and advocated for others to demonstrate respect. | I demonstrated respect towards others in all interactions. | I demonstrated respect in academic interactions but not always in social interactions. | I sometimes demonstrate respect in interactions. | I did not demonstrate respect in any interaction. |

**I am a BHS Contributor**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | **Exceeds** | **Meets** | **Progressing** | **Attempting** | **Not Started** |
| I am able to make real-world connections to be a global member of society. | I made several real-world connections to the content. | I made a real-world connection to the content. | With help, I was able to make a real-world connection to the content. | Given a scenario, I was able to identify the connection between the content and the real-world. | I was not able to make a real-world connection to the content. |
| I am able to apply knowledge and problem-solve to make meaningful change. | I problem-solved to make meaningful change for a diverse population beyond the given context. | I problem-solved to make meaningful change for a diverse population within the given context. | I logically problem-solved given a scenario. | I attempted to problem- solve given a scenario. | I am not able to logically problem-solve. |
| I am able to generate new ideas, serve my community, and embrace diversity. | I applied my knowledge to generate new experiences both personally and within the community. | I applied my knowledge to new experiences. | I am able to explain and confirm connections between my knowledge and new experiences. | I attempted to discuss given connections between my knowledge and new experiences. | I did not attempt to apply knowledge to new experiences. |

Appendix F: Visual and Oral Presentation Rubric

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| --- | --- | --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Progressing** | **Attempting** | **Not Started** |
| **Content (Visual)** | This project includes all elements and includes the required content, with additional information and sections | This project includes all elements and the required content. | This project includes all but a few elements and required content | This project is missing many elements and required content. | This project has little to no elements or required content. |
| **Clarity and Appeal (Visual)** | The project has an excellent design and layout. It is neat and easy to understand the content | The project has a nice design and layout. It is neat and is readable | The project design and layout needs small improvements. Is readable | This project needs significant improvements in the design, layout and neatness. It is barely readable and not easy to follow. | This project does not have a clear design or layout. The information is not readable or neat. |
| **Pictures/**  **Graphics (Visual)** | Pictures and graphics are clear, relevant, and in color | Pictures and graphics are clear and relevant | Few pictures and graphics that are included are clear and relevant | Few pictures and graphics are included by may not be clear or relevant | No pictures and graphics are used |
| **Grammar (Visual)** | The project has excellent spelling, grammar, and punctuation with no errors. | This project has good spelling, grammar, and punctuation with little to no errors | This project has some spelling, grammar, and punctuation mistakes. | This project has many spelling, grammar, and punctuation mistakes. | This project needs significant improvement in spelling, grammar, and punctuation. Appears to not have been proof-read. |
| **Pacing and Fluency (Oral Presentation)** | The speaker always spoke at an appropriate pace and volume. It was easy for the audience to understand, and the project information was presented clearly | The speaker used an appropriate pace and volume most of the time. Listeners could understand mostly all of the project information. | The speaker frequently used an appropriate pace and volume. It was difficult to understand the project information at times. | The speaker struggled to maintain an appropriate pace and volume. It was very difficult to understand the information, and much was missing from the presentation | The speaker did not present their project. |
| **Preparation (Oral Presentation)** | The speaker was knowledgeable about their project, memorized their presentation, and was extremely professional. They kept that audience engaged. | The speaker was knowledgeable about their project. Some elements were read off their visual. Their language was professional, and they kept the audience engaged. | The speaker was knowledgeable about their project at times. The speaker mostly read from their visual. They were somewhat professional with their language. The audience was engaged most of the time. | The speaker was somewhat knowledgeable about their project. The speaker read from the visual. They were not professional with their language. The audience was not always engaged. | The speaker did not prepare and seemed unknowledgeable about their project. They read from the visual, were not professional, and did not engage the audience. |

Appendix G: Reflection Paper Rubric

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|  | **Exceeds** | **Meets** | **Progressing** | **Attempting** | **Not Started** |
| **Ideas/**  **Content** | Engages the reader with clear purpose. Includes all content and personal reflection and goes beyond the requirements. | Engages the reader with clear purpose. Includes all content requirements and personal reflection. | Somewhat engages the reader with a purpose, however unclear. Includes most of the content requirements and personal reflection. | Attempts to engage the reader. Missing a few elements of content requirements and personal reflection. | Little attempt to engage the reader, no clear purpose, and missing many elements of content requirements and personal reflection. |
| **Organization** | Information is very well organized with well-constructed paragraphs. The information is factual and correct | Information is organized with well-constructed paragraphs. The information is factual and correct. | Information is somewhat organized. Paragraphs are mostly well constructed. There are some errors in the information. | Information is disorganized Paragraphs are incomplete. Information has errors. | There is no organization, no paragraphs and no accurate information. |
| **Quality of Information** | Information clearly relates to the main topic. It includes many supporting details and examples | Information related to the main topic. It includes supporting details and examples in every paragraph. | Information mostly relates to the main topic. It includes at least 3 supporting details and examples overall. | Information rarely relates to the main topic. Is includes less than 3 supporting details and examples overall. | Information does not relate to the topic. There are no supporting details or examples. |
| **Mechanics** | No grammatical, spelling, or punctuation errors | Almost no grammatical, spelling, or punctuation errors. | Few grammatical, spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. | Too many grammatical, spelling, or punctuation errors. |

Appendix H: Literature Review Rubric