

Scoring Scale

Exit Level

Product

- 5** The product presents real-world learning that is new to the field of study and has the capacity to change the understanding of professionals who work in the field. The student suggests new areas of exploration, generates innovative solutions to a problem, develops new applications, and/or proposes generalizations that transform familiar ideas into unfamiliar ideas or stimulate new understanding in the discipline. The student demonstrates an extensive understanding of underlying themes and principles in a product that is relevant, significant, provocative, and appropriate to the field of study. The student provides a unique, sophisticated analysis of connections, patterns, and trends, uncovering significant relationships to other fields. The results of the student's project are likely to make a difference in the lives of self and others. The product is tightly organized and technically sound. The product can stand on its own for professional review or jury.
- 4** The product presents real-world learning that is new to the academic, business, artistic, scientific, or literary community in which the student is working. The student may generate new perspectives on a problem and/or develops new solutions to a problem to generate ideas for further consideration by professionals in the discipline. The student demonstrates a complete understanding of underlying themes and principles in a product that is relevant, significant, and appropriate to the field of study. The student provides an insightful analysis of connections, patterns, and trends, uncovering important relationships to other fields. The results of the student's project have the potential to impact self and others. The product is well organized and technically sound. The product is ready for professional review or jury, though it may need minor modifications.
- 3** The product presents real-world learning that is comparable to that of a professional in the field of study. The student revises, reshapes, or deepens his/her initial understanding of a problem, and/or develops an individual perspective on the topic studied to validate accepted understandings of the discipline. The student demonstrates a solid understanding of related principles and themes in a product that is relevant and appropriate to the field of study. The student provides a coherent analysis of connections, patterns, and trends, uncovering distinct relationships to other disciplines. The results of the student's project may impact self and others. The product is organized and basically sound. The product is ready for professional review or jury, though it may need some revisions.

- 2** The product presents learning that has had a significant impact on the student. The student reproduces knowledge and substantiates the work of others to advance the student's own understanding of the discipline. The student demonstrates some understanding of related principles and themes in a product that is appropriate to the field of study. The student notes connections, patterns, and trends, uncovering relationships to other disciplines. The results of the student's project may have a limited impact on others. The product occasionally lacks organization though it is basically sound. The product needs extensive modification before it could be ready to stand on its own for professional review or jury. As it is, the final product may require a lengthy explanation.
- 1** The product does not reflect significant learning on the part of the student. The student fails to accurately reproduce standard knowledge of the field with the result of failing to advance the student's own understanding of the discipline or creating misunderstandings or misconceptions. The student demonstrates sporadic or incomplete understanding of related principles and themes in a product that is inappropriate to the field of study. The student fails to note connections, patterns, and trends, missing relationships to other disciplines. The results of the student's project may have no discernible impact on self and others. The product lacks organization or is unsound. The product needs extensive modifications before it could be ready to stand on its own for professional review or jury. As it is, the final product requires extensive explanation.

Incomplete The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.

Scoring Scale Exit Level

Process Record

- 3** The student gathers, interprets, synthesizes, and communicates information, using advanced, innovative, and defensible methodologies that are not limited by conventions of the discipline. The student creatively accesses, utilizes, and documents the use of multiple, rich resources. The student purposefully uses procedures and findings in an ethical manner, such that the ethics of the product and its supporting documentation are not questioned. The student appropriately applies in-depth knowledge and skills of the field, separating personal opinions from those of others and, when appropriate, representing an understanding of a situation from another's perspective and demonstrating empathy for others. The student fully synthesizes multiple points of view and suggests solutions for conflicts and disparities. The student thoroughly examines unanswered questions and/or ethical concerns.
 - 2** The product is supported by sound, systematic use of standard methodologies to interpret information, utilizing standard processes of the discipline. The student effectively accesses, utilizes, and documents the use of sufficient resources in research. The student uses procedures and findings in an ethical manner. The student appropriately applies conventional knowledge and skills of the field, occasionally separating personal opinions from those of others and, when appropriate, representing an understanding of a situation from another's perspective and expressing some understanding of other points of view. The student partially integrates multiple points of view and identifies potential conflicts and disparities. The student discusses some unanswered questions and/or ethical concerns.
 - 1** The product is not supported by the sound use of basic methodologies, or the student may use procedures and findings in a questionable manner. The student fails to access, utilize, and document the use of the most basic resources in research and presentation. The student inconsistently interprets and communicates incomplete information, possibly inappropriately utilizing processes of the discipline. The student inappropriately applies knowledge and skills of the field, failing to distinguish personal opinions from those of others or failing to provide evidence of the ability to even partially view a situation from another's perspective. The student fails to acknowledge multiple points of view or recognize conflicts and disparities. The student appears to be unaware of unanswered questions and/or ethical concerns.
- Incomplete** The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.

Scoring Scale

Exit Level

Communication/Q&A

- 3** The student uses clear, effective, and creative communication and delivery skills. The presentation reflects a unique understanding of message and audience through the innovative choice and use of technology, media, format, and style. The student uses the vocabulary of the discipline in a presentation that is appropriate for the product and responds effectively to questions from judges and other audience members.
- 2** The student uses clear communication and delivery skills. The performance reflects understanding of message and audience through adequate choice and use of technology, media, format, and style. The student uses some vocabulary of the discipline in a presentation that is generally appropriate for the product and responds to questions from judges and other audience members.
- 1** The student uses ineffective communication and delivery skills. The performance reflects little understanding of message and audience. The student does not use the vocabulary of the discipline or misuses discipline-specific vocabulary. The presentation may be inappropriate for the product, and/or the student responds ineffectively or inappropriately to questions from judges or other audience members.
- Incomplete** The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.