**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **KSS Capstone Presentation Assessment Panel Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Core Competency** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| **PRESENTATION SKILLS:** The Student demonstrates engagement in their Capstone Presentation.   * Is the student dressed appropriately? * Is the student able to speak clearly and confidently? * Is the student able to connect and engage with the interviewers? |  |  |  |  |  |
| **LEARNING STORY:**  The Student demonstrates that they know who they are as a person.   * Does the student have a deep understanding of who they are and provide a clear story? * Does the student make the connection between the learning story and how this has impacted who they are becoming? * Does the student demonstrate personal strengths and abilities? |  |  |  |  |  |
| **SKILL DEMONSTRATION:**  The Student demonstrates the skills and knowledge that they have acquired.   * Does the student demonstrate their skills in an engaging and clear manner? * Does the student make a connection between their transferable skills and their career exploration? * Does the student connect the core competencies with their skills? |  |  |  |  |  |
| **CAREER EXPLORATION AND PATHWAY:**  The Student demonstrates their exploration and pathway.   * Does the student provide evidence and reflection on their exploration? * Does the student have a sustainable and logical plan as they transition from high school? * Does the student provide a realistic budget for their first year after high school? * Does the student critically analyze their learning journey? |  |  |  |  |  |
| **READINESS ASSESSMENT:**  The Student demonstrates their readiness to graduate.   * Based on the evidence provided today, how prepared is this student for their transition from high school? * Is the student aware of their personal and social responsibilities? |  |  |  |  |  |

**Comments:**

1. What were two things that you found especially interesting and/or strong about my presentation and/or showcase?
2. What is one thing that I could work on for my next step along this pathway?

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| **Big Idea #1: Career life decisions are influenced by your interests, accomplishments, passions, goals, and challenges.** | | | | |
|  | **Emerging** | **Developing** | **Proficient** | **Extending** |
| **My learning story highlights that I know who I am becoming.** | I can begin to **describe** my interests, accomplishments, passions, goals, or challenges using a story. | I can **describe** my interests, accomplishments, passions, goals, or challenges using a story. | I can **demonstrate** an understanding of myself through my learning story.  I can **connect** my interests, accomplishments, passions, goals or challenge to who I am. | I can **demonstrate** a deep understanding of who I am and provide several detailed examples. My learning story **creates** a comprehensive picture of who I am. |
| **My learning story demonstrates what I have learned about myself and how I have grown.** | I can begin to **recognize** the connections between myself and my story.  I can start to **explain** how the story is relevant to who I am today. | I can **recognize** the connections between myself and my story.  I can **explain** how the story is relevant to who I am today. | I can **reflect** on the significance of this story in my life.  I can **explain** how these experiences will impact me as I transition from high school. | I can **challenge** myself to **connect** my learning story to a career and/or educational pathway. |
| **The student is able to demonstrate personal strengths and abilities.** | I can begin to **recognize** the connections between my strengths & abilities and how this is relevant to who I am today. | I can **recognize** the connections between my strengths & abilities and how this is relevant to who I am today. | I can **reflect** on the significance of my strengths & abilities and how these experiences will impact me as I transition from high school. | I can **challenge** myself to **connect** my strengths & abilities to a career and/or educational pathway. |

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| **Big Idea #2: Demonstrate the skills you have developed that will support your readiness to transition from high school.** | | | | |
|  | **Emerging** | **Developing** | **Proficient** | **Extending** |
| **My ‘Skills Showcase’ highlights that I know my skill set.** | I can begin to **describe** my skills with details and examples. | I can **describe** my skills with details and examples. | I can **demonstrate** my skills in order to create a **comprehensive** picture of who I am. | I can **demonstrate** my skills and show a **deep understanding** of  how my skills can be used in multiple situations. |
| **My ‘Skills Showcase’ demonstrates my understanding of my skill set and its connection to my transition from high school.** | I can start to **recognize** the connections between my skill set and my transition plan. | I can **recognize** the connections between my skill set and my transition plan. | I can **challenge** myself to **connect** my skill set to a career and/or educational pathway. | I can **reflect** on the connections between my skill set and career and/or educational plan and **demonstrate** in an **engaging** manner to my audience. |
| **The student is able to connect the core competencies with their skills.** | I can begin to **recognize** the connections between my skill set and the core competencies. | I can **recognize** the connections between my skill set and the core competencies. | I can **connect** my skill set & my core competencies to a career and/or educational pathway. | I can **reflect** on the connections between my skill set, the core competencies and my career and/or educational plan. |

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| **Big Idea #3: Career pathways include exploration, planning, reflecting, and adapting.** | | | | |
|  | **Emerging** | **Developing** | **Proficient** | **Extending** |
| **My career exploration includes reflection and adaptability.** | I can begin to **demonstrate** that I have exploredone or more experiences. | I can **demonstrate** that I have exploredone or more experiences. | I can **reflect** on multiple experiences and consider how these opportunities will influence my career exploration. | I can **reflect** on my exploration, share how I **adapt** to learning along the way, and **connect** this to my career pathway. |
| **My career pathway includes a sustainable and logical plan (research & budget).** | I can start to **demonstrate** that I have researched and provided a budget for my career pathway. | I can **demonstrate** that I have researched and provided a budget for my career pathway. | I can **make connections** between my skill set, my budget, and my career pathway. | I can clearly **demonstrate** how I am prepared to follow through with my budget, my detailed career pathway, and **articulate** how my pathway connects to my learning story and my **‘Skills Showcase’.** |
| **The student is able to critically analyze their learning pathway.** | I can begin to **demonstrate** that I have analyzed one or more opportunity for this pathway. | I can **demonstrate** that I have analyzed one or more opportunity for this pathway. | I can **analyze** multiple opportunities and consider how these experiences will influence my career exploration and learning path. | I can **critically** **analyze** my learning pathway & career exploration.  I can share how I **adapt** to learning throughout my life and **connect** this to an educational pathway or a career. |