

*ePortfolio Rubric – Leadership*

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
<p><b>PSLO1: Public Speaking</b>  <b>Capstone Project Presentation (M6)</b>  <i>Organization/Structure/Content/Development</i>            Clear opening with accessible structure/format and transitions. Obvious thesis/preview of main/sub points. Accessible and meaningful explanation of project goals/objectives, leadership lessons/learning outcomes. Summary/review of main/sub points with strong closing statement.</p>	<p><b>Advanced (4)</b>            Demonstrates clear excellence in this area.</p>	<p><b>Proficient (3)</b>            Demonstrates very good skill development in this area.</p>	<p><b>Developing (2)</b>            Demonstrates average skill development in this area.</p>	<p><b>Beginning (1)</b>            Demonstrates below average skill development in this area.</p>
<p><b>PSLO1: Public Speaking</b>  <b>Capstone Project Presentation (M6)</b>  <i>Delivery and Style</i>            Audience engagement/enthusiasm with consistent eye contact/gestures. Movement/posture appropriate with effective use of visuals to enhance presentation. Language and vocalics (rate, tone, volume) accessible without overuse of fillers (pauses, stumbles).</p>	<p><b>Advanced (4)</b>            Demonstrates clear excellence in this area.</p>	<p><b>Proficient (3)</b>            Demonstrates very good skill development in this area.</p>	<p><b>Developing (2)</b>            Demonstrates average skill development in this area.</p>	<p><b>Beginning (1)</b>            Demonstrates below average skill development in this area.</p>
<p><b>PSLO2: Writing</b>  <b>Capstone Project Report (M7)</b>  <i>Organization and Structure/Content and Development/Report Formatting</i>            Effective introduction/conclusion. Clear overview and reflection of experience, assessment of goals/objectives, review of problems encountered, and leadership outcomes. Strong paragraph format/transitions with clear report structure. Thorough content/development and examples/supporting details according to assignment criteria.</p>	<p><b>Advanced (4)</b>            Writing demonstrates an effective organizational pattern from introduction to conclusion, consistent with its purpose. Paragraphs reflect appropriate level of thought. Report sections are effectively structured and ordered with clear and</p>	<p><b>Proficient (3)</b>            Structure of the writing is, for the most part, solid throughout the report with overall effective paragraphs, transitions, and report sections. It may, at times, lose focus and/or include elements that do not adhere to the defined</p>	<p><b>Developing (2)</b>            A generally consistent and loosely followed report structure/format may be discernable throughout, but it may not be appropriate or strategically effective. Report, paragraphs, and transitions may be well structured enough to show evidence of intended</p>	<p><b>Beginning (1)</b>            For the most part, report does not present a structure, transitions or ordered paragraphs. It does not link or organize ideas and writing conveys little to no focus or sense of purpose. Content/development</p>

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	appropriate transition(s). Content/development exceeds assignment criteria.	structure, but overall content/development meets assignment criteria.	organization, but as a whole the structure lacks coherence. Content/development just short of assignment criteria.	does not meet assignment criteria.
<p><b>PSLO2: Writing</b>  <b>Capstone Project Report (M7)</b>  <i>Voice and Mechanics</i>            Style and word choice/proficient and creative use of terms and vocabulary, evidence of collegiate-level writing/scholarly work, readability. Mechanics and sentence structure, punctuation/grammar/spelling, and proofing.</p>	<p><b>Advanced (4)</b>            Uses language that skillfully communicates meaning to readers with clarity and fluency, is at or above a collegiate level, and in an academic voice. Virtually error free.</p>	<p><b>Proficient (3)</b>            Uses language that generally conveys meaning to readers, is at or close to a collegiate level, and in an academic voice. The language has few usage errors.</p>	<p><b>Developing (2)</b>            Uses language the generally conveys meaning with clarity, although may be below collegiate level and/or lacking in academic voice. Report may include errors that cloud meaning</p>	<p><b>Beginning (1)</b>            Uses language that frequently clouds meaning due to errors in usage or poor grammatical structure. Well below collegiate level without any academic voice.</p>
<p><b>PSLO3: Theory</b>  <b>Capstone Project Report (M7)</b>  <i>Research/Citations/References/Sources</i>            Sources, citations, and references accurately documented in APA format. Research cited appropriately throughout to offer support.</p>	<p><b>Advanced (4)</b>            Used sources and/or citations accurately documented in APA format. Research cited appropriately in-text and on reference page.</p>	<p><b>Proficient (3)</b>            Sources and/or citations used in APA format with minor errors. Research cited in-text and on reference page with minor errors.</p>	<p><b>Developing (2)</b>            Sources and/or citations are not documented in APA format and/or are missing. Research cited inappropriately or missing both in-text and on reference page.</p>	<p><b>Beginning (1)</b>            Sources and/or citations are missing entirely. Lacking in research incorporation to offer support.</p>

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<p><b>PSLO3: Theory</b>  <b>Capstone Project Report (M7)</b>  <i>Knowledge and Application, Quality of Information</i>            Demonstrates knowledge and application of appropriate leadership theory. Clear incorporation of theory/research into explanation of project report goals/objectives, leadership lessons/learning outcome, and assessment data.</p>	<p><b>Advanced (4)</b>            Information is very clearly stated and includes several supporting research/details and/or examples demonstrating knowledge of leadership theory. All assignment criteria addressed. Elaboration includes excellent examples, comparison, and contrast to support ideas.</p>	<p><b>Proficient (3)</b>            Information clearly stated, provides appropriate number of supporting research/details and/or examples to demonstrate a proficient knowledge of leadership theory. Assignment criteria addressed. Elaboration includes examples and/or general statements to support ideas.</p>	<p><b>Developing (2)</b>            Information overall clearly stated with some quality research/details and/or examples given. Some assignment criteria addressed. Elaboration includes some unclear examples to support ideas.</p>	<p><b>Beginning (1)</b>            Information not clearly stated and may not have many if any research/details and/or examples given. One or more assignment criteria not addressed. Elaboration is unclear and general details offer little support for ideas.</p>
<p><b>PSLO4: Research</b>  <b>Research Methods (M8)</b>  <i>Knowledge of communication research methodologies</i>            and associated statistical analysis tools. Demonstrates knowledge and application of research methods and, where appropriate, application of leadership theory in research design.</p>	<p>Uses appropriate research methodology in an excellent manner to address question or problem. Clearly interprets data for reader understanding. Presents quantitative information in a clear and appropriate way.</p>	<p>Uses appropriate research methodology in an appropriate manner to address question or problem. Interprets data for reader understanding. Presents quantitative</p>	<p>Uses research methodology to address question or problem, but not clearly and may have some errors in application. May have errors in interpreting data for reader. Presents quantitative</p>	<p>Does not use research methodology clearly to address question or problem and has errors in application and interpreting data for reader. If information is</p>

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		information effectively.	information but may not be done effectively.	presented, it is not done correctly.