

Criterion	Attempting (1)	Foundational (2)	Proficient (3)	Exemplary (4)
The capstone briefly describes one of the lessons completed in Phase 2, and the lesson incorporates multiple scales and perspectives .	The capstone does not describe one of the lessons completed in Phase 2, or the lesson it describes does not fit either Activity 1 or Activity 2 criteria.	The capstone briefly describes one of the lessons completed in Phase 2, but the lesson teaches a concept in isolation— without making multidisciplinary or local, regional, or global connections.	The capstone briefly describes one of the lessons completed in Phase 2, and the lesson helps students make multidisciplinary or local, regional, or global connections—but not in the most creative or exciting way.	The capstone briefly describes one of the lessons completed in Phase 2, and the lesson helps students make multidisciplinary or local, regional, or global connections. The lesson is creative and exciting.
The capstone shows deep reflection on the National Geographic Learning Framework .	The capstone does not mention any attitudes, skills, or knowledge areas of the Learning Framework.	The capstone mentions one or more attitudes, skills, or knowledge areas of the Learning Framework, but it does not explain how those connect to the lesson.	The capstone mentions one or more attitudes, skills, or knowledge areas of the Learning Framework, and explains how those connect to the lesson.	The capstone mentions one or more attitudes, skills, or knowledge areas of the Learning Framework, explains how those connect to the lesson, and gives related examples of student impact. (i.e. Sarah was so <i>empowered</i> that she independently started a fundraiser over the weekend!)
The capstone shows deep reflection on the student impact of their lesson.	The capstone does not mention student impact.	The capstone mentions student impact very generally. (i.e., “Students enjoyed the lesson.”)	The capstone mentions student impact specifically. (i.e., “Several students wanted to create a recycling program after we learned about the overflowing landfills.”)	The capstone mentions student impact specifically and ties it back to the Learning Framework. (i.e. Sarah was so <i>empowered</i> that she independently started a fundraiser over the weekend!)
The capstone tells a compelling, creative story .	The capstone is not a true video. It is a powerpoint, slideshow without audio, or audio without video.	The capstone conveys the appropriate information in a video, but it does not show any clear effort to experiment with storytelling techniques either in its narration or visuals.	The capstone conveys the appropriate information in a video, and it shows a clear effort to experiment with storytelling techniques in either its narration or visuals.	The capstone conveys the appropriate information in a video, and it shows a clear effort to experiment with storytelling techniques in both its narration and visuals.