CAPSTONE PROJECT

SECTION 1 – Introduction

The Capstone Project is a multifaceted body of work that allows students to demonstrate their academic and intellectual experience. This process will allow you to showcase your ability to read, write, speak, think, plan, implement, be self-disciplined, problem solve, and organize your work. The Capstone Project is designed to be completed independently by students with the guidance of a staff mentor or expert in the field.

The Capstone Project can focus on English, math, or both depending upon which area of college and career ready demonstration is needed. This process cannot rely solely up on what information students already know, but must demonstrate new learning and growth. Students will learn many skills through the completion of a Capstone Project. Some skills include complex problem solving, evaluation and synthesis of research, writing, communication, organization, time management, knowledge of technology and how to use it in a presentation, and oral presentation skills.

The Capstone Project consists of four major components: a research paper, a product/performance/physical project, a portfolio, and an oral presentation. Students will maintain a portfolio containing their mentor information, learning log, reflective paper and works cited page. To be successful, each student must complete and pass each component.

The Capstone Project can be complete in the following ways:
- Within a class that has built the capstone project into its curriculum;
- As an independent study with an approved mentor.

SECTION 2 – Project Selection

Student choice is an important component of a successful Capstone Project. Given the amount of time that will be dedicated to this project, it is important to choose a project wisely. Students are best motivated to carry out the Capstone Project when the process deepens their learning and exploration of topics that capture their personal passions and goals.

To start this process, students need to think about all the things in which they are interested – things they would like to do, learn, understand, see, improve, create, or experience. Brainstorm and write down ideas as they pop into your mind. After you have several ideas, begin to narrow your ideas down to three or four ideas which are doable and prioritize them. When deciding whether or not a project idea is doable, consider whether or not research information and resources to complete the project are available. Remember, your project should maintain your interest for an extended period of time.

SECTION 3 – Project Focus Areas

Service-Oriented Projects
Students choosing this project focus will be devoting a minimum of 25 hours to a community service project for which they will have to complete the research paper and develop a multimedia presentation. The process will begin with the selection of a need in the community and the development of a plan to remedy it.
Examples:
- Restoration and improvement of a section of a neighborhood park
- Spend time at the Humane Society
- Design a service, such as after-school tutoring services or read to a resident at Valley View Villa
- Participate on a community service board
- Organize a series of seminars to educate parents on teen issues.

**Career or Industry-based Projects**

Students choosing this project focus will be completing a 25 hour internship in the field of student he/she intends to pursue after high school. The process will begin with researching possible careers within a field of interests. Students will then select a mentor and begin the job-shadowing/internship process. The research paper will relate to an emerging issue within the field.

Examples:
- Job shadowing at the veterinarian’s office – research: how has technology impacted veterinary medicine?
- Job shadowing with a construction company – research: how is geometry utilized in construction?
- Auto mechanic – produce a systematic maintenance manual for car upkeep, including approximate costs, schedule, reasoning, etc.

**Curricular-based Projects**

Students choosing this project focus area will select a particular curricular area in which to do original, in-depth research.

Examples:
- English – read an author’s primary works and research how historical events are depicted in the author’s works and how was history influenced by the author’s works. Outcome product would be a collection of poems or short stories written in the author’s style.
- Health/Social Science – research the impact of sleep deprivation on cognitive development. Explore what an ideal school start time would be to maximize academic performance. Outcome product would be a proposal or new start time schedule for schools with logistics accounted for.

**SECTION 4 – The Portfolio**

The Capstone Project Portfolio is a collection of all required forms, research documentation, and reflection neatly presented in a 1-inch binder. The Capstone Project Portfolio documents the entire Capstone Project journey, including a reflection of what was learned. Guidelines on how to complete the portfolio will be provided. Templates and required forms are included in the appendix of this document.

**The portfolio must include:**
- Cover Page, word processed and inserted in front of the binder
- Letter of Introduction to the Capstone Review Panel members
- Table of Contents
SECTION 5 – The Research Paper

The research paper should complement the topic that was selected for the Capstone Project. The paper should explore what is currently known about the topic, which will then lead to the development of a product or performance. The research paper is not just a report; it must include a thesis statement that declares the main idea of the paper, that makes a statement about the subject, and that engages the reader.

The Research Paper must:

- Include 5 to 8 pages, excluding the title page or works cited page.
- Have a cover page that identifies the title, student, teacher/mentor, and date.
- Use a minimum of five resources, which need to be properly cited within the text and contain a complete annotated bibliography.
- Be properly formatted with one-inch margins, double spacing, and twelve-point Times New Roman font.
- Use charts, graphs, photos when appropriate, but no decorative clip art or drawings.
- Be stapled in the upper left-hand corner.
- Address the following:
  - What I Know – Introduce the topic of research and explain your ideas and what you know about the topic.
  - What I Want to Find Out – Explain what it is that you want to know or uncover about the topic. Ask essential questions and develop your thesis. Explain why this topic is important to you.
  - Research – What evidence did you uncover or discover? How did you support your findings? This can include interviews from within the field being researched. Interviews must be accompanied by a minimum of 15 interview questions with a transcript of the responses.
  - What I Learned – Combine your ideas and prior knowledge, with evidence supported by research. What conclusions did you reach? What did you learn? Do you have the same ideas or interests that you started with? Or have they changed and in what way?

SECTION 6 – The Product/Performance

The third component of the Capstone Project is the creation of a product, a physical artifact or performance that demonstrates what you learned during your research process. Whatever you select for the product or performance must be of high quality, show what you learned,
demonstrate time and effort, and represent a connection to the research paper. A tri-fold board filled with photographs only is not acceptable.

**The product/performance must:**
- Be a physical, tangible product or videotape of your performance.
- Be an extension of the research that was done.
- Be high quality and reflect time and effort as documented in the Project Log.
- Be a demonstration of what you learned.

**SECTION 7 – The Presentation**

The final and culminating event of the Capstone Project will be the Capstone Project Presentation. The Capstone Review Panel may consist of teachers, administrators, and community members. The presentation should be eight to ten minutes in length with a five minute question and answer period at the end. To build confidence, practice the presentation and ask for feedback that will help you refine your presentation. A Capstone Presentation Practice Feedback Form is included in the appendix. The key to a successful presentation is to be prepared!

**The presentation must:**
- Be eight to ten minutes in length with a five minutes answer time at the end.
- Include the product to provide physical evidence of what you accomplished.
- Address the project, the research, the product and challenges that were encountered along the way that led to personal and academic growth.

**Key points to remember:**
- Make eye contact with the panel members.
- Rehearse enough that you do not have to read your presentation.
- Avoid blocking your product or display.
- When pointing out portions of the product or display, use the hand that is closer to it. This keeps you from turning your back to your audience.
- Dress for success.
  - Have neatly styled hair and clean clothes.
  - Avoid unusual, provocative or inappropriate clothing.
  - Dress as if you are preparing for a job interview.
APPENDIX

The Capstone Project forms included in this appendix can also be accessed on-line at the Capstone Project web page. Please download the forms from the web page, complete them electronically, and print them off for submission and inclusion in your portfolio.

- Capstone Letter of Intent – Template
- Capstone Letter of Intent Rubric
- Capstone Project Proposal Worksheet
- Capstone Project Approval Form
- Capstone Project Log Form
- Capstone Research Paper Rubric
- Capstone Product or Performance Rubric
- Capstone Project Reflection Worksheet
- Capstone Project Reflection Guide
- Capstone Reflection Rubric
- Capstone Presentation Practice Feedback Form
- Capstone Presentation Rubric
- Capstone Portfolio Checklist
CAPSTONE LETTER OF INTENT – TEMPLATE

(Format your paper with 1 inch margins.)

Date
Month Day, Year
(Leave 2 spaces between date and address)

Address
Name of teacher or mentor
School or Business Name
Street Address
Town, State Zip Code
(Leave 2 spaces between address and salutation)

Salutation
Dear Mr./Mrs./Ms. ____________________:
(Leave 2 spaces between salutation and body of letter)

Paragraph 1 Describe what project topic you selected, why you selected it, and what you hope to learn or accomplish with your project.
(Leave 2 spaces between each paragraph)

Paragraph 2 Describe what you will research and what your project will be.

Paragraph 3 Describe how this project will challenge your thinking and learning.

Paragraph 4 Describe plagiarism. State your awareness of plagiarism and falsification. Conclude with a clear statement affirming you will not plagiarize or falsify any of your Capstone Project work. Example:
I understand that plagiarism is stealing someone else’s work or ideas without giving them proper credit by using appropriate citations. I understand that plagiarism and any other falsification of forms or documents will result in serious consequences. I pledge to do my own best work in completing my Capstone Project and affirm that I will not plagiarize nor falsify any documents during the Capstone process.
(Leave 2 spaces between body of letter and closing)

Closing
Sincerely,
(Leave 4 lines for your signature.)

Signature
(Sign in dark blue or black ink with your first and last name.)
CAPSTONE PROJECT PROPOSAL WORKSHEET

Use this sheet to develop your Capstone Project proposal. It must be received with your Capstone Letter of Intent. Make sure you address each of the components. The final proposal must be signed by your supervising teacher/mentor, parent/guardian, and the student.

Project Topic: ________________________________________________________________

Core question to be answered: __________________________________________________

Describe the proposed Capstone Project
Write a detailed description of your project plan. Include an overview of what you hope to accomplish and discuss the challenges or obstacles you may encounter while completing your Capstone Project. Be aware that some obstacles may be beyond your control, which may determine the feasibility of your project. These may include project expenses, transportation and school or community approval. You will need to do some preliminary research in order to complete this part of the proposal. Be sure to connect your project to your core question.

Content Area and Content Standard(s)
The content area and content standards for my project are:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________


Parent/Guardian Permission

Parent or Guardian’s Name ______________________________________________________

Address ________________________________________________________________

Parent/Guardian’s Phone Number(s) ____________________________________________
As a parent/guardian of ____________________________________________, I am aware that my son/daughter must complete a Senior Capstone Project.

For the project, my son/daughter has chosen to:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

I have read the Menu of Options for College & Career Ready Demonstrations manual and have reviewed it with my child. He/she has my permission to complete a Capstone Project on the topic listed above.

Parent/Guardian Signature  ________________________________________________

Date  ________________________________________________

**Mentor Information**

Capstone Mentor Name  ________________________________________________

(Capstone mentor cannot be an immediate family member and must be over 21 years of age.)

Phone  __________________________ Email  __________________________

Occupation  ________________________________________________

Name of Business/Company  ________________________________________________

Address  ________________________________________________

Mentor Responsibilities

- Mentors are expected to verify a minimum of 25 hours of fieldwork on the Capstone Project Log Form.
- Mentors must evaluate and verify the completed project by signing the Capstone Project Log Form.

Mentor Signature  ________________________________________________

Date  ________________________________________________

*Please file one copy of this form in the student's portfolio and one copy at the school.*
CAPSTONE LETTER OF INTENT & PROJECT PROPOSAL WORKSHEET RUBRIC

Name ___________________________________________ Date ____________________

Teacher/Mentor ___________________________________________________________

Topic ______________________________________________________________________

____ ASSIGNED FORMAT (2 points)
   □ Business letter format with 1” margins, single-spaced with one blank line between paragraphs.
   □ Accurate date, address, salutations, and closing with hand signature.

____ PARAGRAPH ONE (2 points)
   □ Description of project topic and why selected.
   □ Description of what you hope to learn or accomplish.

____ PARAGRAPH TWO (2 points)
   □ Description of your research paper focus.
   □ Description of your product or performance and how you will produce it.

____ PARAGRAPH THREE (2 points)
   □ Two ways the project will stretch your thinking and learning beyond your current knowledge and skill level.

____ PARAGRAPH FOUR (2 points)
   □ Plagiarism definition and consequences of plagiarism and/or falsification.
   □ Statement that you will avoid plagiarizing or falsifying.

____ PROJECT PROPOSAL WORKSHEET (5 points)
   □ Core question identified
   □ Project Description
   □ Content area and standards identified
   □ Parent/Guardian permission obtained
   □ Mentor information provided

____ TOTAL POINTS (out of 15 possible points)

Please file one copy of this form in the student’s portfolio and one copy at the school.
CAPSTONE PROJECT APPROVAL FORM

Name ___________________________________________ Date ____________________

Teacher/Mentor ________________________________________________________________

Topic ________________________________________________________________

After reviewing your Capstone Letter of Intent and your Capstone Project Proposal Worksheet, the proposal for your Capstone Project has been:

☐ Approved

☐ Not Approved, for the following reasons:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(Please make the necessary changes/corrections and resubmit.)

After submitting my Capstone Letter of Intent and Capstone Project Proposal Worksheet and receiving approval for my proposal, I hereby agree to complete my Capstone Project according to the information submitted in my Capstone Letter of Intent. I understand that I will not be allowed to change my topic unless an exception is approved by the Capstone School Committee (CSC) or Administrator.

Student Signature ________________________________ Date __________________

CSC Chairperson/Administrator __________________________ Date ________________

Please file one copy of this form in the student’s portfolio and one copy at the school.
CAPSTONE PROJECT LOG FORM

Name ___________________________________________ Date _____________________

Teacher/Mentor _______________________________________________________________________________________

Topic __________________________________________________________________________________________________

Product _____________________________________________________________

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 will help you prepare for your Capstone Presentation. Journal entries must be in complete sentences and use correct grammar, spelling, and punctuation. Slang expressions and texting symbols are not acceptable.

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Number of Hours</th>
<th>Work Accomplished</th>
<th>Difficulties/Solutions</th>
<th>Mentor’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Total Hours ____________

I certify that I have reviewed the complete project and that it represents quality work and meets standards in the field.

Mentor’s Signature __________________________ Date _____________________

Note: A minimum of 25 hours of fieldwork must be complete and verified. Work associated with the research paper does not count as field work.

Duplicate this page as needed.
Please file one copy of this form in the student’s portfolio and one copy at the school.
# CAPSTONE RESEARCH PAPER RUBRIC

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Nearly Meets Standard</th>
<th>Does Not Meet Standard</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Evidence of all 6: Times New Roman, 12 pt. font 1” Margins all around Written in third person Title Page Works Cited Page</td>
<td>Evidence of four/five of 6: Times New Roman, 12 pt. font 1” Margins all around Written in third person Title Page Works Cited Page</td>
<td>Evidence of three of 6: Times New Roman, 12 pt. font 1” Margins all around Written in third person Title Page Works Cited Page</td>
<td>Evidence of two or less of 6: Times New Roman, 12 pt. font 1” Margins all around Written in third person Title Page Works Cited Page</td>
<td></td>
</tr>
<tr>
<td><strong>Thesis Statement</strong></td>
<td>Clearly and concisely states the paper’s purpose in a single sentence, which is engaging and/or thought provoking.</td>
<td>Clearly states the paper’s purpose in a single sentence.</td>
<td>States the paper’s purpose in a single sentence.</td>
<td>No apparent thesis statement.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduction is engaging, states the main topic and previews the structure of the paper.</td>
<td>Introduction states the main topic and previews the structure of the paper.</td>
<td>Introduction stated the main topic, but does not adequately preview the structure of the paper.</td>
<td>There is no clear introduction.</td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>Each paragraph has thoughtful supporting detail sentences that develop the main idea.</td>
<td>Each paragraph has sufficient detail sentences that develop the main idea.</td>
<td>Each paragraph lacks supporting detail sentences.</td>
<td>Each paragraph fails to develop the main idea.</td>
<td></td>
</tr>
<tr>
<td><strong>Organizational Structure/Idea Development</strong></td>
<td>Writer demonstrates logical sequencing of ideas through well-developed paragraphs; transitional phrases are used to enhance the organization.</td>
<td>Writer demonstrates logical sequencing of ideas through sufficiently-developed paragraphs; transitional words are used to enhance organization.</td>
<td>Logical organization of ideas not fully developed; transitions not present.</td>
<td>No evidence of structure or organization.</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>The conclusion is engaging and restates the thesis.</td>
<td></td>
<td>The conclusion does not adequately restate the thesis.</td>
<td>Conclusion is not apparent.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No errors in punctuation, capitalization and spelling.</td>
<td>Few errors in punctuation, capitalization and spelling.</td>
<td>Many errors in punctuation, capitalization and spelling.</td>
<td>Numerous errors in punctuation, capitalization and spelling.</td>
<td></td>
</tr>
<tr>
<td><strong>Usage</strong></td>
<td>No errors in sentence structure and word usage.</td>
<td>Few errors in sentence structure and word usage.</td>
<td>Many errors in sentence structure and word usage.</td>
<td>Numerous errors in sentence structure and word usage</td>
<td></td>
</tr>
<tr>
<td><strong>Citation</strong></td>
<td>All cited works, both text and visual, are documented in the correct format.</td>
<td>Most cited works, both text and visual, are documented in the correct format.</td>
<td>Few cited works, both text and visual, are documented in the correct format.</td>
<td>No cited works are evident.</td>
<td></td>
</tr>
<tr>
<td><strong>Works Cited/Bibliography</strong></td>
<td>Completed in the correct format with no errors. Includes more than 5 major references.</td>
<td>Completed in the correct format with few errors. Includes 5 major references.</td>
<td>Completed in the correct format with some errors. Includes 4 major references.</td>
<td>Completed in the correct format with many errors. Includes 3 or fewer major references.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

Please file one copy of this form in the student’s portfolio and one copy at the school.
CAPSTONE PRODUCT/PERFORMANCE RUBRIC

Name __________________________________________ Date __________________

Teacher/Mentor _________________________________________________________

Topic ____________________________________________________________________

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Promising</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1/0</td>
</tr>
<tr>
<td>Degree of student creativity, originality, or imagination</td>
<td>Exceptional creativity</td>
<td>Some creativity</td>
<td>Little creativity</td>
<td>No creativity</td>
</tr>
</tbody>
</table>

**Analytical**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Promising</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of student’s understanding of the topic</td>
<td>Exceptional understanding</td>
<td>Some understanding</td>
<td>Little understanding</td>
<td>No understanding</td>
</tr>
</tbody>
</table>

**Practical**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Promising</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s product reflects time and effort</td>
<td>Exception time and effort</td>
<td>Some time and effort</td>
<td>Little time and effort</td>
<td>No time and effort</td>
</tr>
</tbody>
</table>

**Points**

Total points: _____________/12

Please file one copy of this form in the student’s portfolio and one copy at the school.
CAPSTONE PROJECT REFLECTION WORKSHEET

Name __________________________________________ Date __________________

Teacher/Mentor _________________________________________________________

Topic ___________________________________________________________________

Take some time to reflect on your Capstone Project process. Read the questions and put thought into your answers. These are not questions that can be answered in ten minutes. Some of these answers will be used to guide what you write in your Capstone Project Reflection that will be included in your portfolio.

1. What did you learn about your topic from completing the research paper?

2. What process did you go through to product the product or performance? Did everything work the way you had planned?

3. Did you have any interesting or unique experiences while completing your project?

4. What part of your project are you most proud of? Why are you proud?

5. What was the hardest or most challenging part of doing this project? What were your challenges? How did you overcome them?

6. If you could do anything about the project over again, what, if anything, would you change?

7. What new skills did you learn while doing this work?

8. What did you learn about time management?

Please file one copy of this form in the student's portfolio and one copy at the school.
CAPSTONE PROJECT REFLECTION GUIDE

The reflective narrative is a purposeful evaluation of what was learned during the Capstone Project process. Using your responses from the Capstone Project Reflection Worksheet, the essay gives you a chance to reflect deeper on the process and project, address problems you encountered, analyze problem-solving strategies you used, and describe the resulting learning and personal growth.

- **Paragraph One** should engage the reader, state the topic of the paper and preview the essay’s format.
- **Paragraph Two** should address how the project challenged you and your learning. Consider topics such as skills, organization, time management, or multi-tasking.
- **Paragraph Three** should discuss your project and how you went about your work, what you learned along the way and what you succeeded in or struggled with.
- **Paragraph Four** should tell your reader how your research relates to your project. It should also incorporate components of the rubric.
- **Paragraph Five** concludes the essay for the reader and leaves the reader confident that you accomplished your goals.
# CAPSTONE PROJECT REFLECTION RUBRIC

**Name** __________________________________________  **Date** __________________

**Teacher/Mentor** _____________________________________________________________

**Topic** ______________________________________________________________________

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Exceeds Standard 4</th>
<th>Meets Standard 3</th>
<th>Nearly Meets Standard 2</th>
<th>Does Not Meet Standard 1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engages the reader by establishing a context</strong></td>
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<tr>
<td>Effectively identifies the topic of the paper.</td>
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<tr>
<td>Skillfully uses precise and descriptive language that clarifies and supports intent and establishes authoritative voice.</td>
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<tr>
<td><strong>Demonstrated Critical Thinking</strong></td>
<td>Skillfully analyzes the project as the basis of reflection.</td>
<td></td>
<td>Attempts to analyze the project as the basis of reflection.</td>
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<tr>
<td>Makes connections between personal ideas and experiences which lead to new perspectives and insights.</td>
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<td>Skillfully uses a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus.</td>
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<tr>
<td>Thoroughly maintains focus.</td>
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<tr>
<td>Provides closure.</td>
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<tr>
<td><strong>Creates an organizing structure</strong></td>
<td>Uses an organizational structure that enhances the response.</td>
<td></td>
<td>Uses an organizational structure that allows for a progression of ideas to develop.</td>
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<td></td>
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<tr>
<td>The opening, body and closure are skillfully organized.</td>
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<tr>
<td><strong>Demonstrates command of written language conventions</strong></td>
<td>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</td>
<td></td>
<td>Demonstrates some control of grammar, usage, punctuation, sentence construction, and spelling.</td>
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<tr>
<td>Occasional errors do not interfere with meaning.</td>
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<td></td>
<td>Errors do interfere with meaning.</td>
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</tbody>
</table>

**TOTAL POINTS**

*Please file one copy of this form in the student’s portfolio and one copy at the school.*
**CAPSTONE PRESENTATION PRACTICE FEEDBACK FORM**

Using this form, have family members, teachers, or peers listen to your entire Capstone Project Presentation and have them complete the form below. Make sure each listener times your speech and gives you helpful comments. You must practice your speech three times with two practices being before an adult.

Name ___________________________________________________________ Date __________________

Teacher/Mentor ____________________________________________________________

Topic ________________________________________________________________________

<table>
<thead>
<tr>
<th>Practice #</th>
<th>Timed Speech Length:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong></td>
<td><strong>Comments:</strong></td>
</tr>
<tr>
<td>□ Introduction</td>
<td></td>
</tr>
<tr>
<td>□ Body – key points are exceptionally developed</td>
<td></td>
</tr>
<tr>
<td>□ Conclusion – logical, relevant and effective</td>
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<tr>
<td><strong>Delivery:</strong></td>
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<tr>
<td>□ Uses effective volume and pace</td>
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<tr>
<td>□ Uses correct grammar</td>
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</tr>
<tr>
<td>□ Makes eye contact</td>
<td></td>
</tr>
</tbody>
</table>

Date: __________

Listener's Signature: __________

<table>
<thead>
<tr>
<th>Practice #</th>
<th>Timed Speech Length:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong></td>
<td><strong>Comments:</strong></td>
</tr>
<tr>
<td>□ Introduction</td>
<td></td>
</tr>
<tr>
<td>□ Body – key points are exceptionally developed</td>
<td></td>
</tr>
<tr>
<td>□ Conclusion – logical, relevant and effective</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery:</strong></td>
<td></td>
</tr>
<tr>
<td>□ Uses effective volume and pace</td>
<td></td>
</tr>
<tr>
<td>□ Uses correct grammar</td>
<td></td>
</tr>
<tr>
<td>□ Makes eye contact</td>
<td></td>
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</tbody>
</table>

Date: __________

Listener's Signature: __________
## CAPSTONE PRESENTATION PRACTICE FEEDBACK FORM, Continued

<table>
<thead>
<tr>
<th>Practice #</th>
<th>Timed Speech Length:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong></td>
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<td>□ Makes eye contact</td>
<td></td>
</tr>
</tbody>
</table>

| Date: | |
| Listener's Signature: | |

*Please file one copy of this form in the student's portfolio and one copy at the school.*
# CAPSTONE PROJECT ORAL PRESENTATION RUBRIC

**Name** ________________________________  **Date** __________________________

**Teacher/Mentor** ____________________________________

**Topic** _________________________________________________________________

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Exceeds Standard 4</th>
<th>Meets Standard 3</th>
<th>Nearly Meets Standard 2</th>
<th>Does Not Meet Standard 1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicates ideas effectively</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effectively uses eye contact.</td>
<td>Maintains good eye contact.</td>
<td>Uses minimal eye contact.</td>
<td>Uses eye contact ineffectively.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaks clearly, effectively, and confidently using suitable volume and pace.</td>
<td>Speaks clearly and uses suitable volume and pace.</td>
<td>Demonstrates some difficulties speaking clearly, using suitable volume and pace.</td>
<td>Fails to speak clearly and audibly and uses unsuitable volume and pace.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fully engages the audience by using a variety of accepted techniques (i.e. – asks questions, presents statistics, short activity, etc.).</td>
<td>Engages the audience by using at least one accepted techniques (i.e. – asks questions, presents statistics, short activity, etc.).</td>
<td>Takes steps to engage the audience.</td>
<td>Does not engage the audience.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selects rich and varied words appropriate for context and audience, and uses correct grammar.</td>
<td>Selects appropriate for context and audience, and uses correct grammar.</td>
<td>Occasionally selects words appropriate for context and audience, and uses some incorrect grammar.</td>
<td>Selects words in appropriate for context and audience, and uses incorrect grammar frequently.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delivers presentation within stated time limits.</td>
<td>Delivers presentation within stated time limits.</td>
<td>Presentation is somewhat within stated time limits.</td>
<td>Presentation is not within stated time limits.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Content requirements | Exhibits logical organization with detailed connections to the core question and identified standards. | Exhibits logical organization with connections to the core question and identified standards. | Attempts to organize information, concept and/or ideas that are loosely connected to the core question and identified standards. | Little logical order is apparent. |        |</p>
<table>
<thead>
<tr>
<th>Exhibits logical organization</th>
<th>Exhibits flowing, succinct transitions between key points. Provides a clear and compelling conclusion which restates the premise of the core question. Delivers presentation without the use of notes or memory aides.</th>
<th>Includes smooth transitions between key points. Provides a coherent, logically supported conclusion related to the core question. Delivers presentation with minimal use of notes or memory aides.</th>
<th>Exhibits few to no transitions between key points or from one idea to the next. Little or no attempt to provide a conclusion. Delivers presentation by reading from notes or memory aides.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explains the process, findings of the project and resulting learning</td>
<td>Clearly defines the core question and what was learned. Supports the core question with an analysis of relevant and accurate evidence. Elaborates on significance of new knowledge acquired or makes insightful connections to thesis/topic.</td>
<td>Defines the core question and what was learned. Supports the core question with evidence. Clearly states significance of new knowledge acquired to support thesis/topic.</td>
<td>Does not clearly define the core question and what was learned. Does not support the core question with evidence. Little evidence of acquisition of new knowledge to support thesis/topic.</td>
</tr>
<tr>
<td>Uses technology and/or other media to enhance the presentation</td>
<td>Selects and uses well-crafted technology and/or other media supports to enhance communication and enhance audience understanding.</td>
<td>Selects and uses technology and/or other media supports to communicate desired information and broaden audience understanding.</td>
<td>Does not select technology and/or other media supports to communicate desired information or improve audience understanding.</td>
</tr>
<tr>
<td>Effectively responds to audience questions and feedback</td>
<td>Responds effectively to audience questions and feedback.</td>
<td>Responds somewhat effectively to audience questions and feedback.</td>
<td>Responds ineffectively to audience questions and feedback.</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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CAPSTONE PROJECT PORTFOLIO CHECKLIST

Name ___________________________________________ Date ____________________

Teacher/Mentor ________________________________________________________________________________

Topic __________________________________________________________________________________________

This portfolio should reflect your best effort. Please follow the order outlined in this checklist.

<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher/Mentor</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cover Page – inserted in the front cover of the binder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Table of Contents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capstone Letter of Intent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capstone Project Proposal Worksheet</td>
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<td>Capstone Project Approval Form</td>
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<tr>
<td></td>
<td></td>
<td>Capstone Research Documentation</td>
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<td>Capstone Research Paper – clean copy</td>
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<tr>
<td></td>
<td></td>
<td>Capstone Research Paper Rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capstone Project Log Form – 25 hours minimum</td>
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<tr>
<td></td>
<td></td>
<td>Capstone Product or Performance Rubric</td>
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<tr>
<td></td>
<td></td>
<td>Capstone Project Reflection Worksheet</td>
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<tr>
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<td>Capstone Presentation Outline</td>
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