Capstone

Guidelines

Choose Your Interest



1. Research/Experiment (pg. 8)

SD # 27

1. Event (pg.10) Cariboo-Chilcotin
2. Project (pg.11)

1. Career/Entrepreneur (pg.12)
2. Service Oriented (pg.14)

Table of Contents

1. [**Capstone Overview**](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_63mvl8dd79bd) **pg. 3**
2. [**Capstone Components**](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_va15tgr84dc3) **pg. 4**
3. [**Selecting a Capstone**](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_vqn9a7pnnw0w) **Strand pg. 5**
4. [**Strand Execution**](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_4fqew1i7wwik) **pg. 8**
   1. [*Research/Experiment Strand*](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_kmt77psyjq0v) *pg. 8*
   2. [*Event Strand*](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_uawtz9iqy17e) *pg. 10*
   3. [*Project Strand*](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_fwgqoh5en00x) *pg.11*
   4. [*Career/Entrepreneurial Strand*](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_a2hrvcc2sfjg) *pg.12*
   5. [*Service Strand*](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_h02qviuqf18v) *pg. 14*
5. [**Proposal**](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_vqn9a7pnnw0w) **Format pg. 15**
6. [**Mentorship**](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_za0432o6d6uv) **pg. 16**
   1. *What is a Mentor? pg. 16*
   2. *Mentor Email Guideline pg. 17*
   3. *Capstone Project Mentor Agreement Form pg. 18*
   4. *Capstone Project Mentor Evaluation pg. 19*
   5. *Capstone Mentor Rubric & Additional Comments pg. 20*
7. [**Portfolio**](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_b4oyivixmt9z) **pg. 22**
   1. *Journal of Progression Outline pg. 23*
   2. *Portfolio Rubric pg. 24*
8. [**Presentation**](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_9qx3js1sctv5) **Guidelines and Requirements pg. 25**
   1. *Selection of Presentation Method pg. 26*
   2. *Mastery of Core Skills pg. 27*
   3. *Oral Presentation Rubric pg. 28*
9. [**Reflection Paper Guidelines**](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_snpsv1g6t35k) **pg. 30**
   1. [*Reflection Paper Questions*](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_5ltj0zq1sdp2) *pg. 31*
   2. [*Reflection Rubric*](file:///H:\Documents\Final-Formatted-Guidebook-Nov-16.docx#_s5znuxkew42c) *pg. 32*

# Capstone Overview

**What is a Capstone?**

It’s a culminating project, presentation, or performance that allows students the opportunity to consolidate and showcase the learning from their school and life experience into a meaningful and relevant product. Students will use innovation, cross-curricular knowledge, and critical thinking skills in an area of interest as the basis for the project, which is applicable to a real world concept.

**Why a Capstone Project?**

A capstone project is a celebration of learning and experience. It is designed to encourage students to think critically, solve challenging problems and develop skill sets. It is their venue to connect with the world outside of school and to demonstrate that they have the skills to further their education, enter the workforce, and/or operate their own business.

**The Capstone will:**

· Help students make connections between what they are learning now and what they hope to see in their future.

· Provide students with focused, structured, authentic, and experiential learning, and help them develop responsibility for meeting timelines, making decisions, conducting research, preparing and making presentations – all transferable skills needed for success in the workplace.

· Help students identify a new opportunity, either for an existing entity or for the creation of a new venture, and implement the necessary skills they have built to launch their own entrepreneurial venture, research project, service pursuit, event or product.

· Ensure students meet BC Ministry graduation competencies (Communication, Creative and Critical Thinking, Personal and Cultural Identity, Personal Awareness and Social Responsibility) through the development of the following skills:

· *Communication (oral and written)*

· *Public Speaking*

· *Research Skills*

· *Media Literacy*

· *Teamwork*

· *Planning and Organization*

· *Self Sufficiency*

· *Goal Setting*

*. Time Management*

# Capstone Components

The Capstone project consists of five components that include the following:

**1.) Proposal**

The student will select a project strand and discuss with the Capstone teacher. The student will then develop a Capstone Proposal (see Proposal Format) and review the proposal with parent(s)/guardian(s) and gain parent approval prior to the submission to the Capstone teacher. The proposal must be reviewed and approved by the Capstone teacher before the student begins the project.

**Each student must identify a mentor from their community as part of their proposal.**

**2.) Execution (Strands)**

The execution component of the Capstone is where the FUN BEGINS. Through the Capstone process, the student transitions from the world of subject-centric learning to real-life relevance and application. This is where the student gets to apply everything they have learned over the past 12 years, as well as when students will be stretched to learn and apply new skills and/or knowledge.

The student will conduct research and maintain a collection of work product evidence for use later in the Capstone (see Portfolio below). Students are encouraged to be creative in the work products they provide as evidence of their efforts (see your strand for details).

**3.) Portfolio**

Students will assemble a portfolio that includes a collection of research, work and evidence. The student will select work that they believe best represents their experience. The portfolio must include the proposal plan, timeline (to be completed PRIOR to beginning the project), journal of progress, etc., and may include any other important documents, photos or electronic evidence resulting from the student’s efforts.

**4.) Presentation**

In the final step of the Capstone process, the student will deliver a twenty minute presentation to a member of the community (see Presentation Guidelines). The presentation should incorporate all components of the portfolio and may be delivered utilizing multiple mediums.

**5.) Reflection Paper**

In addition to the above components, the student will write a final reflection paper that describes and consolidates their experience. Please see the guidelines for the reflection paper.

# Selecting a Senior Capstone Strand

# Recommendations on How to Brainstorm:



You may already know exactly which Capstone you wish to pursue or perhaps you don’t know where to begin. We have provided an approach for brainstorming and selecting a topic. Remember, this is a project that you will invest a significant amount of time and energy into. It should be something that you are passionate and excited about so that you will learn from the experience and have a great time doing it. The following steps are guidelines for brainstorming and selecting an exciting and interesting Capstone.

**Step 1** – **Generalize**

In this step, determine a general area(s) of personal interest.

● Subject area should be relatively broad and something you are interested in.

**Examples of Subject Areas could be:**

|  |  |
| --- | --- |
| *Environmental Science*  *Classic Literature*  *Visual and Performing Arts*  *Computer Science* | *Applied Skills and Design*  *Agriculture*  *Business/Tourism*  *Human Services*  Cultural |

**Step 2** – **Narrow down the subject area**

In this step, explore your general subject area to determine a specific area of interest.

● Can explain why this subject area interests you?

● Can you highlight the particular skills and/or knowledge you already possess in this area that you are looking to expand?

● Are there people around you or that you have access to that may be interested in getting involved or assisting you?

● Specifically, what parts of the subject are you curious about or most interested in?

**Step 3** – **Choose a topic within your subject area (must be Capstone appropriate)**

In this step, consider your access to resources. The Capstone should stretch your abilities and create new learning opportunities, but it should not stress you out because you can’t get access to the resources you need to complete it.

● Do you have some general skills and/or knowledge in the topic?

● Will the topic challenge you? Is this challenge surmountable?

● If you believe your topic may include community service activities or an internship, which organizations or companies within your area can you approach to work with?

● Which other individuals do you have access to that may have some expertise in the topic area?

*Remember, this is your project, but it is quite acceptable to learn from others and their experiences.*

**Step 4** – **Choose a project strand**

In this step, determine the best method to showcase the topic of your Capstone by reviewing the description of the requirements of each project strand. Below are examples of how a student might arrive at a Capstone strand selection. It is critical to understand that any Capstone could fit into any strand. The ultimate decision of how you arrive at your selection is by reflecting on how you learn best and how you enjoy spending your time.

**Example 1**

Step 1: Computer Science

Step 2: Network Management

Step 3: Student has taken computer classes and develops small websites as a hobby. Uncle works for a local computer consulting company that is open to an internship.

Step 4: Career-Exploration Capstone with an internship working with the Information Technology team at the local computer consulting company.

**Example 2**

Step 1: Architecture

Step 2: Modern Design and Construction

Step 3: Student has always enjoyed or been drawn to this particular design of buildings. Perhaps the student is an artist, or may have even taken classes where they have been introduced design and build software.

Step 4: Product Capstone with a specific focus on designing and building a model of a small private residence using modern architecture design techniques.

**Example 3**

Step 1: Human Services

Step 2: Elderly Care

Step 3: Student currently volunteers at a local retirement center and has observed the interaction between the residents of the center and children that have visited residents in the center.

Step 4: Service-Oriented Capstone with a specific focus on the development of a new socialization program for residents at the retirement center. Program may include a monthly event in partnership with a local elementary school where students “adopt” and visit a resident of the retirement center

\*Your Capstone project may fit into one of the following strands: Research/Experiment, Event, Project, Career/Entrepreneur, or Service-Oriented. Keep in mind that Capstone projects cannot be required class projects. It can be a project worked on in class, but must be above and beyond the class requirements.

**Strand Choices**

# Research/Experiment Capstone (page 8)

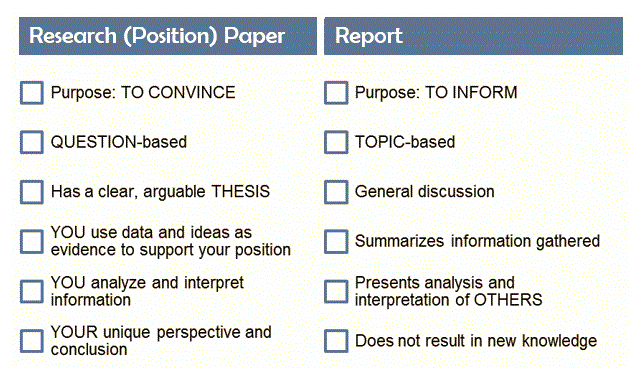
1. **Event Capstone (page 10)**
2. **Project Capstone (page 11)**
3. **Career/Entrepreneur Capstone (page 12)**
4. **Service-Oriented Capstone (page 14)**

# a. Research/Experiment Capstone

The main focus of an academic Research paper or Experiment Capstone is to develop new arguments or insights. For students who are curious about a specific area of study and would like to have the opportunity to further explore, research, and gain scholarly knowledge, they may use the research or experiment method to further engage in a cross-curricular area of study.

In a research paper, you will start by using previously published literature as a foundation and support to help you develop your own understanding of a topic and to further develop your guiding research question.

Below is a table outlining the difference between a research paper and a report. For your Capstone you will be writing a research paper, not a report.



**Steps of Research Strand:**

1. Develop a guiding research question.
2. Do a literature review of #\_\_\_\_ academic sources.
3. Create a thesis statement.
4. Create an essay proposal to be reviewed.
5. Connect with mentors or members of the community to help/support your research.
6. Conduct research.
7. Collect data.
8. Write your first draft.
9. Have some provide feedback/edits (mentor).
10. Revise & type final paper.
11. Include a bibliography of properly sourced references (MLA or APA style).

**Example Guiding Questions for Research Capstone:**

* Do post-secondary graduates make more money than people who do not attend post-secondary school?
* Do our grocery stores allow us to truly eat a local diet?
* Can technology in the classroom lead to higher grades for struggling learners?
* Do outdoor recreation opportunities lead to more environmentally focused citizens?

**Steps of Experiment Strand:**

1. Select a topic of interest.
2. Identify a research problem/guiding question.
3. Conduct a literature review.
4. Connect with mentors or members of the community to help/support your experiment.
5. Develop a hypothesis.
6. Determine variables that may impact your experiment.
7. Develop experimental design.
8. Conduct experiment.
9. Analyze data.
10. Determine conclusions.

**Example Topics for Experiment Capstone:**

* Do geese populations negatively impact the water quality of Williams Lake?
* Do SAD (seasonal affectiveness disorder) lights have a positive impact on a person's mood?
* Does music tempo have an impact on work productivity?

Examples of:

MLA Annotation (see MLA 2009 Formatting and Style Guide/7th edition)

EXAMPLE: Croft, Amanda. You’re Never Too Young to Invest. New York: Henry Holt and Company, 1995. Print.

Or

APA Annotation (see APA Formatting and Style Guide)

EXAMPLE: Craft, Amanda (2012). You’re Never Too Young to Invest. New York: Henry Holt and Company.

Or

Give websites

# b. Event Capstone

The main focus of the Event Capstone is for students to research, create, and host their own event. Planned events should connect to an area of student interest and should provide an opportunity for not only students, teachers and parents to participate, but also for community members. This would be an ideal Capstone choice for students who are interested in event planning and management, networking, raising awareness, and social activism.

In an Event Capstone you will begin by developing a firm understanding of your chosen area of interest. It is essential that students choose an event style that works best for them and their area of interest: entertainment, sports, educational, fundraising, awareness, online, etc. It is possible for students to host an event that has already been created, but the student must still complete each component of the Event Capstone.

**Steps of Event Strand:**

1. Select an area of interest.
2. Research and select an appropriate Event style for your chosen area of interest.
3. Create an overall timeline and outline for the event.
4. Connect with mentors or members of the community to help/support your event.
5. Research and organize/book the Event location option.
6. Research and acquire essential technology for the Event.
7. Research, determine and contact guest speakers, talent, agencies, helpers, etc.
8. Research and determine the materials list.
9. Research and create a budget.
10. Create and distribute event marketing.
11. Prepare for the MC (master of ceremony) role.
12. Host the event.

**Examples of Event Capstone:**

* Entertainment Event
* Special Awareness Day/Week
* Educational Event
* Sport Event
* Fundraising Event
* Online Event

# c. Project Capstone

The main focus of the Project Capstone is for students to construct a tangible object. Project development may be related to a possible career choice, an extension of prior knowledge, an opportunity to attempt new learning, or a way to help construct something that students feel will benefit your community. Students choosing this strand will spend a minimum of 40 hours working to develop, design and build a model of a physical product. The project will incorporate a minimum of two disciplines: math, science, nutrition, social justice, engineering, etc.

Example: Build a greenhouse for the use of your community’s food bank or write a play to spread awareness of LGBTQ+ challenges.

**Steps of the Project Strand:**

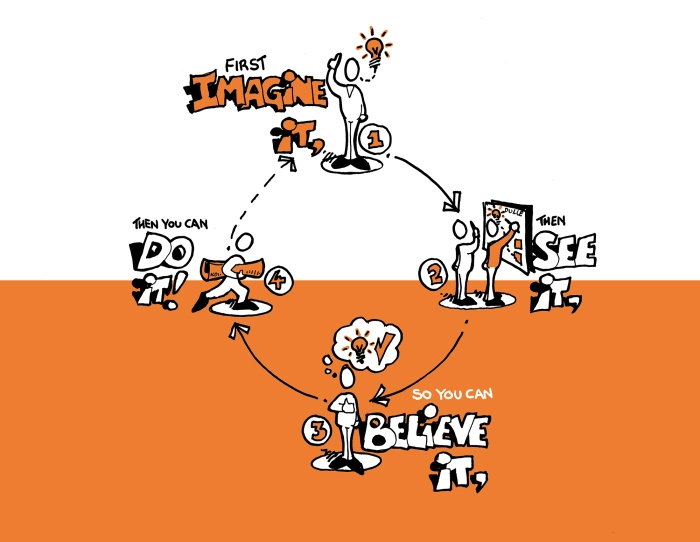
1. Select two or more disciplines of interest,
2. Brainstorm ideas of a product to develop that will incorporate the chosen disciplines
3. Research the What/Why/How? of the product itself
4. Connect with mentors or members of the community to help support your learning
5. Research and plan what you will need to move ahead.
6. Design your product:
   1. Create a blueprint,
   2. Construct an equipment or materials list,
   3. Develop a budget, if needed.
   4. Write your proposal and get it approved by your teacher and parent(s)/guardian(s).
7. Create your project/product (40 hours outside of school time).
   1. Keep in regular contact with your mentor (10 hours minimum).
   2. Keep a diary (written and visual) of your progress, struggles, successes and contacts.
   3. Maintain good time management.

**Examples of Project Capstone:**

* Build a bike trail.
* Write, act, direct, produce a play that you wrote.
* Produce a school magazine or newspaper.
* Create a school news website.
* Build a piece of furniture to donate.
* Develop a computer program with a practical application.
* Develop an app.
* Design and build a display case for a local business.
* Plan and create a five-course meal.
* Process a deer skin from pre-planning the hunting trip through to the finishing of the carcass.
* Learn traditional beading with a personal example.
* Install a sound system in a car.
* Write a family history and present it as an art piece.
* Apprentice with an elementary teacher and teach a lesson to the class.​

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# d. Career/ Entrepreneur Capstone



The main focus of this strand is to create a cross-curricular, experiential, and community-based approach, in which students will experience the start of a new business initiative, the development and execution of an idea from the ground up.

**Students will:**

* focus on an area of study/career field that they may pursue after graduation or post-secondary studies
* research a career of interest
* identify local businesses, organizations or companies that can be a source of information and/or mentorship sponsor
* incorporate ACTIVE job shadowing/internship hours with a chosen mentor(s)
* work with the mentor toward the common goal of creating free enterprise while meeting community need, and providing students the opportunity to engage in real life practice
* conceptualize a business or a product which is original to them
* research a selected business and prepare a business plan

**Steps of the Entrepreneurial Strand:**

1. **Conceptualize:** authentic or fictional business, profit or non-profit
   1. You should spend time framing and structuring the problem you are solving. You need to ask yourself open-ended questions about the problem (or a potential customer) why, what, who, where, when and how. You need to think of yourself as the customer of your product or service and have that mindset. Remember that customers buy products or services that solve their problems.
   2. Brainstorming is the best bet.

2. **Market research and analysis:** the process of gathering information which will make you more aware of how the people you hope to sell to will react to your current or potential products and services

1. **Primary research**: original information gathered through your own efforts to respond to a specific question or set of questions. This information is normally gathered through surveys, observation, or experimentation.

**3. Design a business plan:** the acquisition of knowledge through researching, writing, interviewing, and applying real-world skills

1. **Product** — Improve your product or service based on findings about what your customers really want and need. Focus on things like function, appearance and customer service or warranties.
2. **Price** — Set a price based on competitors' prices, or the price a customer is willing to pay.
3. **Placement** — Decide where to set up and how to distribute a product. Compare the characteristics of different locations and the value of points of sale (retail, wholesale, online).
4. **Promotion** — Figure out how to best reach particular demographics (teens, families, students, professionals, etc.) in areas of advertising and publicity, social media, and branding.
5. **Implementation of Service or Product Budget:** In the start-up phase, you'll have to make reasonable assumptions about your business in establishing your budget.

**Examples of Entrepreneurial Capstone:**

* Develop and execute a tutoring program.
* Establish a teen coffeehouse as a way to share poetry.
* Have an ice cream cart during sporting events.
* Create a free coupon app for smartphones.
* Create a day camp for pets.
* Develop a personal shopping service for seniors.
* Use recycled materials for clothing/shoes.
* Prepare and participate in a rodeo event.
* Design labels that allow parents to find lost toys and clothing via online tracking.

# e. Service-Oriented Capstone

The main focus of the Service-Oriented Capstone is for students to research an issue of interest that is affecting their community and develop and implement a solution. Students will devote a minimum of 40 out-of-school hours to a community or service project. Community service is work done by a person or group of people that benefits others. It is often done near the area where you live, so your own community reaps the benefits of your work.



**Steps of Service-Oriented Strand:**

1. Research a current “issue” and its importance to the community it serves.
2. Ask specific questions about the issue you have chosen.
3. Research and answer questions about the issue and identify solutions to this problem.
4. Implement the project to support the solution.
5. Complete a reflection paper on your service experience.

**Examples for Service Oriented Capstone:**

* Develop a unique promotion for raising funds for a local food bank.
* Start a non-profit organization to address an unmet community need.
* Develop and implement a unique promotion for raising funds for a local charity.
* Organize and run a community clean-up effort of a public area, park, school, etc.
* Organize and run a field-trip, a workshop, or a seminar of interest for members of an elderly home.
* Organize and run a clothing drive for a homeless shelter.
* Develop and implement a community-service project that addresses a specific issue with elders or the community.
* Learn traditional story-telling methods.
* Learn about environmental stewardship.

# Proposal Format

**Guidelines:**

The student must submit their proposal for their capstone project on or before

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teacher inserts date). The proposal can be a blended format of paragraph and point form (around 1 page typed).

**HOW TO CREATE YOUR PROPOSAL:**

The student should use the following outline to create their proposal:

# Description of your Capstone (Your description should follow the outline of the strand you have chosen.)

* Explanation of **why** you have chosen your Capstone
* Outline of a flexible timeline
* Description of major steps and tasks
* Description of your mentor and how your mentor will help you

# Project limitations and potential obstacles

# Names of people (besides your mentor) who may offer you guidance and support

# Description of what you are hoping to learn

# Specific expected outcomes or impacts of the project (beyond your personal learning)

# 

# \*Important: These signatures must be added to the bottom of your written proposal.

# Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Capstone Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Mentorship

*“Our chief want is someone who will inspire us to be what we know we could be.”*

~ Ralph Waldo Emerson

1. What is a mentor? Who can be my mentor?
2. Mentor email guideline
3. Capstone mentor Agreement
4. Criteria for Mentor
5. Mentor Evaluation/Rubric

As part of the Capstone project, each student will be required to connect with a mentor. You will need to have a *minimum* of 10 hours with your mentor. These hours can be face to face, by telephone, video conference, or by email. You will need to track your mentor hours and conversations throughout your project.

**I. What is a mentor?**

A mentor is an experienced person in a field who provides knowledge and guidance to a student. Mentors offer experience, wisdom, guidance, encouragement, a supportive relationship, and demonstrate superior leadership.

**Who can be my mentor?**

A mentor is usually an expert in the field of your interest. It should not be a family member or someone you are related to. One person can be a mentor for more than one mentee. Although it is preferable to have face-to-face contact, it is acceptable to connect with your mentor through online communication.

Remember, the most important thing about a mentor is the relationship. Make sure you choose someone whom you feel comfortable with and can connect with.

Through teacher support, students will take the initiative to find and connect with a mentor.



## 

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**II. Mentor Email Guidelines**

Dear Mentor Name (or Volunteer Organization/Business):

In this first paragraph, introduce yourself by providing your name, school, and reason for writing. In one or two sentences explain the Capstone Project and that it is a requirement for graduation. (Remember - the person reading your letter might not know about the project!) Explain your reason for being interested in completing your Capstone Project!

In the second paragraph, list any of your skills, accomplishments, or experiences that are relevant to the work they’re doing. This will signal to the mentor that you’re motivated and equipped to use the mentorship time efficiently and wisely. After discussing your skillset, write a paragraph about your goals for your Capstone Project (see proposal outline) and what you might need guidance on. This paragraph is very important, as it will clue your prospective mentor into what you hope to achieve and get out of your project.

Your final paragraph should include any information about how your mentor can contact you. Make sure to tell the mentor that you need to communicate and connect with them for a minimum of 10 hours. Remind your prospective mentor that while the minimum hours do not have to be completed under their constant, direct supervision, your mentor will need to sign off on your Volunteer Log and be involved in a brief final Mentor Evaluation at the end of the Capstone Project. The evaluation will take approximately 15 minutes for them to complete. You may also include your teacher's name and email so that organizations’ can contact them with any questions they may have.

End a professional email with one of the following: sincerely, warm regards, thank you for your time and consideration, yours truly, etc. and do not forget to finish with full name and signature.

## III. Capstone Project Mentor Agreement Form

Dear Capstone Project Teacher,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Student Name) has requested that I serve as a mentor for his/her Capstone Volunteering. I have expertise in the area of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I agree to provide guidance in this field in order to help support this student during their Capstone Project. I understand that the student is required to spend a minimum of 10 hours communicating and connecting with their mentor. As a mentor, I will collaborate in a number of ways with this student, including, but not limited to: instruction in my field of expertise, offering direction or support for student's goals, professional guidance, and encouragement.

I understand that all consequences of the project choice, production, or experience, unless otherwise stated, rest solely with each student and their parent or guardian.

I have reviewed the Capstone Mentor Agreement and understand my expectations as a mentor. I will contact this student’s Capstone teacher if I have any concerns about the student’s progress.

Mentor Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name and Address of Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title/Position\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address (please print)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The best times to contact me are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you!

## IV. Capstone Project Mentor Evaluation

Dear Mentor,

Please take a moment to respond to the following questions. Your comments will assist us in the evaluation of the student’s performance.

1. Can you verify they spent a minimum of 30 - 40 hours working on the Capstone Project outside of school hours?

\_\_\_\_\_\_\_\_\_\_\_ YES \_\_\_\_\_\_\_\_\_\_\_\_ NO

Explain:

1. Have you observed this student’s volunteer experience at different stages of completion, not just the final phase?

\_\_\_\_\_\_\_\_\_\_ YES \_\_\_\_\_\_\_\_\_\_\_\_\_ NO

1. Have you seen any changes in skill or attitude improvement over the time you observed the student working as a volunteer?

\_\_\_\_\_\_\_\_\_\_ YES \_\_\_\_\_\_\_\_\_\_\_\_ NO

1. What problems specifically did this student encounter, and what evidence of problem-solving did you observe?
2. What successes did you see this student achieve? What was “the best” moment for the student? Explain.
3. Based upon what you have observed, please complete the rubric on the following page.

## V. Capstone Mentor Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Extending (4)** | **Proficient (3)** | **Developing (2)** | **Emerging (1)** |
| Communication  Asking for help and guidance | Through the use of well thought out questions, the student is able to consistently ask for help or guidance when expectations were unclear or roadblocks were met. Student took initiative to reach out to the mentor. | Student usually asked for help or guidance when expectations were unclear or roadblocks were met. Student usually took initiative to reach out to the mentor. | Student sometimes asked for help or guidance when expectations were unclear or roadblocks were met. Student sometimes took initiative to reach out to the mentor. | Student rarely asked for help or guidance when expectations were unclear or roadblocks were met. Student rarely took initiative to reach out to the mentor. |
| Thinking  Applying Prior Knowledge | Student always applied prior knowledge to provide information and support greater inquiry for capstone project. | Student usually applied prior knowledge to provide information and support greater inquiry for capstone project. | Student sometimes drew upon prior knowledge. Student had difficulty gathering information and guiding their inquiry. | Student rarely drew upon prior knowledge. Student had difficulty gathering information and guiding their inquiry. |
| Thinking  Timeline and Goal Setting | Student always maintained balance and perspective. Timeline goals were clear and demonstrated different stages of completion. | Student usually maintained balance and perspective. Timeline goals were mostly clear and demonstrated different stages of completion. | Student sometimes maintained balance and perspective. Timeline goals were sometimes clear and demonstrated different stages of completion. | Student rarely maintained balance and perspective. Timeline goals were rarely clear and demonstrated different stages of completion. |
| Personal and Social  Initiative and Responsibility | Student always took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed. | Student usually took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed. | Student sometimes took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed. | Student rarely took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed. |
| Personal and Social  Courteous and Mature Behaviour | Student always interacted with mentor in a courteous and mature manner. Student always displayed a sense of professionalism and a positive attitude. | Student usually interacted with mentor in a courteous and mature manner. Student usually displayed a sense of professionalism and a positive attitude. | Student sometimes interacted with mentor in a courteous and mature manner. Student sometimes displayed a sense of professionalism and a positive attitude. | Student rarely interacted with mentor in a courteous and mature manner. Student rarely displayed a sense of professionalism and a positive attitude. |

**Please circle the horizontal square that best meets the criteria in the left column.**

**/20**

**Additional Comments:**

Mentor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Would you like to continue serving as a mentor for a student next year?

\_\_\_\_\_\_\_\_\_\_\_ YES \_\_\_\_\_\_\_\_\_\_\_\_ NO

Any additional feedback or reflections?

If you have recommendations of other businesses, organizations or mentors, please provide their contact information below:

Name/Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Thank you for supporting the Capstone Program!*

# Portfolio

Students will assemble a portfolio that includes a collection of work. The student should select work that they believe best represents their experience. The portfolio must include some or all of the following: the proposal, plan, timeline, journal of progress, electronic copies of PowerPoint presentations, photographs, videos, music, models, websites, podcasts, interest & ability assessments, business correspondence, marketing & financial information and/or other work resulting from the student’s research and efforts.

**Proposal**: Your accepted proposal letter, signed by parent/guardian, Capstone teacher, and mentor must be included.

**Timeline**: Your completed timeline of due dates, meetings, work periods, presentation dates, etc. must be included. A timeline should be completed PRIOR to beginning your project.

**Journal of Progress**:To help you stay on task, be accountable for your scheduled timeline, and effectively reflect on your experiences, you will keep a Journal of Progress during the time you work on the project. The journal of progress will be a quick and efficient way to show your teacher exactly where you are in the process, and moreover, will serve as an invaluable resource when you write your final reflection at the end of the experience.

* Each journal entry should be dated and titled based upon the part of the process in which you are currently working.
* Each entry should address what you anticipate for the week:
  + What you plan to accomplish by the end of the week
  + Your needs, including time, space, materials, and personal contacts
  + Any obstacles you anticipate
  + A summary of your progress for that week
  + An explanation of what core skills you employed during your work and learning that took place
  + Any challenges you encountered and how you moved forward

**Evidence**: This includes any or all of the formats listed above that demonstrate your research, progress, efforts, and correspondence; in short, it includes anything you used to complete this project.

\*See Journal of Progress template.

# Journal of Progress Template

|  |  |  |
| --- | --- | --- |
| **Date:** | | |
| Number of hours | Needs (time, space, materials, contacts) | Work Accomplished |
|  |  |  |
| Successes/Learning:  Challenges:  Next steps: | | |

|  |  |  |
| --- | --- | --- |
| **Date:** | | |
| Number of hours | Needs (time, space, materials, contacts) | Work Accomplished |
|  |  |  |
| Successes/Learning:  Challenges:  Next steps: | | |

# b. Capstone Portfolio Rubric – self assessment /16

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Extending (4)** | **Proficient (3)** | **Developing (2)** | **Emerging (1)** |
| **Information Gathering / Formatting** | Reflects extremely relevant questions. Excellent skills in information gathering, synthesizing, and analyzing knowledge of topic.  Follows MLA formatting   * Double space * Intro * Body * Conclusion   Present a bibliography | Reflects highly relevant questions. High skills in information gathering, synthesizing, and analyzing knowledge of topic.  Follows MLA formatting   * Double space * Intro * Body * Conclusion   Present a bibliography | Reflects satisfactory questions. Satisfactory skills in information gathering, synthesizing, and analyzing knowledge of topic.  Somewhat follows MLA formatting.   * Double space * Intro * Body * Conclusion   Present a bibliography that does not follow MLA. | Reflects less than basic questions. Less than basic skills in synthesizing, evaluating and analyzing knowledge of topic.  Does not follow MLA formatting.  Does not present a bibliography. |
| **Timeline** | Reflects outstanding planning:  Follows the due dates outlined in the proposal.  Has set realistic yet challenging goals | Reflects high level planning: Mostly follows the due dates outlined in the proposal. Has set realistic goals | Reflects satisfactory level of planning:  Follows some due dates outlined in the proposal. | Reflects less than satisfactory level of planning:  Has not followed the due dates outlined in the proposal. |
| **Journal** | Reflects effort and time commitment beyond minimum project requirement. Entries are done on a weekly basis with:   * Dates * Times * Precise tasks accomplished * Future tasks * challenges/ questions | Reflects effort and time commitment above minimum project requirement. Entries are done on a weekly basis and include most agreed upon aspects. | Reflects effort and time commitment at or slightly below minimum project requirement. Entries are done on an inconsistent basis, but include agreed upon aspects. | Reflects effort and time commitment that fall short of the minimum project requirement. Entries lack key details or are incomplete. |
| **Product** | Creates a unique product or performance that relates to the proposal. Outstanding quality: polished/appealing. | Create a high level product or performance that relates to the research project. Polished. | Create a satisfactory product or performance that relates to the research project. | Reflects very little quality of product or performance. |

# Presentation Requirements

The final phase of the Capstone is the oral presentation. Your presentation, supported by audio/visual aids, will serve to further explain your research, fieldwork, or project and the link(s) between them.

**Time**

You should plan to explain your project to the community member in 15 to 20 minutes in length. You should also be prepared to answer questions afterwards.

**Professionalism**

Appearance: You should be dressed appropriately for your presentation. Your dress and personal appearance are an important part of the presentation. It will show preparedness to enter the working world and is part of the scoring rubric.

Attendance: You **must** arrive at least 15 minutes before your presentation. Copies of your presentation, if in electronic format, must have been sent to your Capstone Advisor. You **must** make sure that all electronic equipment is set and working **before** the presentation starts.

**Presentation**

Whatever your method of presentation, you should begin by introducing yourself and your Capstone Project. Your goal is to provide the audience with a clear and concrete sense of what you did and what you gained from the experience.

* Have a recognizable introduction and conclusion.
* Describe the content of you research, project or event.
* How was your project a challenge for you? How did it stretch or enhance your skills and knowledge?
* Include audio/visual aids (poster, PowerPoint, Prezi, video, musical performance, demonstration, etc.) that will help your audience better understand what you learned from your Capstone Project.
* If your project resulted in an actual product, this product or pictures of the product need to be part of your presentation.
* If you choose to use a video, it cannot be longer than 1:30 minutes.

Through it all, you must show evidence of at least 4 core skills through the depth of understanding of your topic, the progression you achieved throughout your project, and the self reflection you went through.

Use the selection of presentation method in the appendix to help you prepare.

***You may be nervous about speaking in front of an audience, but remember that you are the expert and have invested a significant amount of time and energy into this project. Speak clearly and with an appropriate pace. Make eye contact with your audience. Stand straight and show your confidence and enthusiasm for what you achieved. This a huge accomplishment and you should be proud of yourself.***

# Selection of Presentation Method

Describe how you will present your Capstone to a community member.

|  |
| --- |
|  |

# b. Mastery of Core Skills

Describe how your presentation plan will allow you to showcase your mastery of each of the core skills: Please place your Core Skills in your portfolio in the front for your presentation.

|  |  |
| --- | --- |
| Core skill | Description of how the presentation of your project will help you showcase your mastery of this 21st century skill |
| Community/  Communication |  |
| Creativity  thinking |  |
| Critical thinking |  |
| Personal and cultural identity |  |
| Personal awareness |  |
| Social responsibility |  |

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name of Community Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Community Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please circle which criteria best fits the presenter in each section**.

**Core Skills include**: Community, Creative thinking, Critical thinking, Personal and cultural identity, Personal awareness, Social responsibility.

# c. Oral Presentation Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Extending**  **(4)** | **Proficient**  **(3)** | **Developing**  **(2)** | **Emerging**  **(1)** |
| **Introduction** | Introduction is creatively designed to effectively engage the audience | Introduction is designed to engage the audience | Introduction is attempted but does not engage the audience | Introduction is not evident |
| **Organization** | Effectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience | Presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience. | Attempts to present information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are somewhat appropriate to task, purpose, and audience. | Ineffectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are not appropriate to task, purpose, and audience. |
| **Link between research and actions** | Thoroughly identifies and explains the link between research and actions | Identifies and explains the link between research and actions | Attempts to identify a link between research and actions | Link not evident |
| **Core skills** | Clearly identifies, explains and connects to the 6 core skills | Identifies and explains at least 4 core skills | Core skills were identified but not explained | Core skills were not identified |
| **Presentation of knowledge and ideas** | Effectively use of speech to communicate, demonstrate a command of formal English, including proper grammar and usage | Good use of speech to a communicate and demonstrate command of formal English, including proper grammar and usage | Limited use of speech to communicate and demonstrate command of formal English, including proper grammar and usage | Ineffective use of speech to communicate and demonstrate command of formal English, including proper grammar and usage |
| **Delivery** | Effectively uses a variety of strategies of address (eye contact, speaking rate, volume) | Uses strategies of address (eye contact, speaking rate, volume) | Limited use of strategies of address (eye contact, speaking rate, volume) | Ineffective use of strategies of address (eye contact, speaking rate, volume) |
| **Vocabulary** | Effective use of academic and domain-specific words and phrases, and effective clarification of unknown words and phrases | Appropriate use of academic and domain-specific words and phrases, and effective clarification of unknown words and phrases | Limited use of academic and domain-specific words and phrases, and effective clarification of unknown words and phrases | Ineffective use of academic and domain-specific words and phrases, and effective clarification of words and phrases |
| **Visual aids** | Effective strategic use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest. | Appropriate use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest. | Limited use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest. | Ineffective use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest. |
| **Appearance** | Follows dress requirements | Mostly follows dress requirements | Somewhat follows dress requirements | Does not follow dress requirements |
| **Timing**  **(20 min.)** | Adheres to time | Closely adheres to time | Somewhat adheres to time | Significantly above or bellow time |
| **Judges questions**  **(not part of the 20 minutes)** | Effectively responds to audience questions and feedback | Responds to audience questions and feedback | Somewhat responds to audience questions and feedback | Ineffectively responds to audience questions and feedback |

/44

# Reflection Paper Guidelines

You will be required to submit a written self-reflection (2 pages double spaced) of your Capstone Experience. As a part of your portfolio, you have been asked to maintain a Journal of Progress that describes your experiences during the Capstone Project. This Journal of Progress serves two purposes; it documents the time and tasks you were engaged in during the course of the project, but most importantly, provides a mechanism for you to record impressions, reactions and feelings regarding events and activities that occurred along the way. Recording these thoughts while they are fresh and clear in your mind, without the pressure of a deadline, will provide a solid source of information and content for the reflection paper.

You should consider setting aside 10 minutes following any significant time spent working on your Capstone Project as a time for reflection and review. Reviewing activities with your Capstone mentor and Career Education teacher is another good way to stimulate thoughts worth reflecting upon. (See portfolio for details on Journal of Progress)

**Ideas**

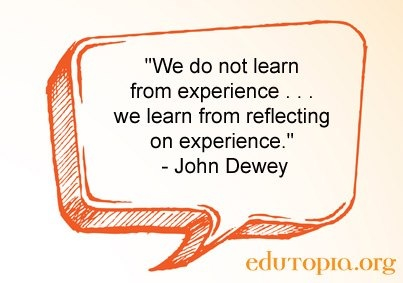
The reflection paper should provide the reader with a synopsis of what you did during the course of the Capstone Project, but most importantly, it should reveal what you learned about yourself, about the specific subject of focus, and about how the experience may apply to your future aspirations or endeavors. Please see the self-reflection questions for help!

**Voice**

The reflection paper is intended to provide you with a platform by which to enter into a dialogue with the reader about your project: discoveries, experiences, and impressions. You should carefully craft and edit the paper, but the tone should be personal as if explaining what you did, what you learned and its impact on you and your future to a friend.

**Structure and Conventions**

You should demonstrate your grasp on proper English conventions including grammar and vocabulary, as well as the use of a variety of sentence structures and lengths. Carefully review your reflection paper and consider asking others to review it in an effort to produce a final product that represents your best work. Remember, the resulting product may serve as a great work-product reference document for you in the future.



# a. Reflection Paper Questions

Congratulations on successfully completing and presenting your Capstone Project! The last requirement of the Capstone Project is to reflect on the process by writing a two-page double-spaced (12 font) reflection on your process and product, addressing the questions that follow. You will need to answer ALL required questions. If you still need to fulfill your page number requirement, you can respond to the optional questions.

## Required Questions:

The Capstone is a unique and demanding challenge. In completing it, what did you learn about your subject? Your skillset? Yourself?

How is your project relevant to you, the school or the community at large?

What Core skills do you feel you have mastered? Which do you need to still work on?

What impact did your Capstone Project have?

Thinking about the whole process and your finished product, what are you most proud of?

What was a difficulty you encountered and how did you solve the problem?

What is one thing about your finished project you wish you could change? Why?

What advice would you give to a student who will be completing their Capstone Project next year?

## Optional Questions:

What source from your research helped you the most/least?

How effectively did the presentation method you chose work for presenting your project in a clear and engaging manner? Why was it effective? How would you change your presentation method now if you could? Why?

What is one thing about your approach to your project that you wish you could change? Why?

# b. Reflection Paper Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Extending (4)** | **Proficient (3)** | **Developing (2)** | **Emerging (1)** |
| **Depth of Reflection** | Response demonstrates an in-depth reflection on capstone experience. Reflections are insightful and well supported. Clear, detailed examples are provided, as applicable. | Response demonstrates a general reflection on capstone experience. Reflections are supported. Appropriate examples are provided, as applicable. | Response demonstrates a minimal reflection on capstone experience. Reflections are unsupported. Examples, when applicable, are not provided or are irrelevant to the assignment. | Response demonstrates a lack of reflection on capstone experience. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. |
| **Required Components** | Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question is addressed thoroughly. | Response includes all components and meets all requirements indicated in the instructions. Each question is addressed. | Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions are not addressed. | Response excludes essential components and/or does not address the requirements indicated in the instructions. Many questions are addressed minimally, inadequately, and/or not at all. |
| **Structure** | Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. |
| **Evidence and Practice** | Response shows strong evidence of synthesis of ideas presented and insights gained throughout the capstone experience. | Response shows evidence of synthesis of ideas presented and insights gained throughout the capstone experience. | Response shows little evidence of synthesis of ideas presented and insights gained throughout the capstone experience. | Response shows no evidence of synthesis of ideas presented and insights gained throughout the capstone experience. |

# /16