**École Salish Secondary**

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**Capstone Project**

**Student Handbook**

**Block: A Teacher: Ms. Trujillo Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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## Capstone Project Guide

**Preparation: Gather Information, Analyze, Brainstorm, Connect**

**Complete all the Self-Assessment Activities** in the **“Who Am I”** Due Date:

**Brainstorming Ideas**

* What are your passions and interests?
* What learning experiences have been the most impactful in school and out of school?
* What conversations have you had with your mentor(s) about your career choices and post-secondary pathways
* What are the reasons why you think your chosen career and post-secondary pathway are compatible with you (Interpret the quizzes from “Who Am I” section in myBlueprint.ca/sd36
* Talk to your mentors, research the career and post-secondary
* Review MLA style formatting and bibliography requirements

**Career Project and** **Post-Secondary Project** Due Date:

Using your compatibility inventory for your career choice and educationplanner.ca for your post-secondary project

**Find Mentor(s**) Due Date:

The teacher will act as a mentor at the beginning of your CLC class; however, as the class progresses you must connect with other people in your life that will help guide you in your chosen career and post-secondary pathways. These people can be your parents, relatives, friends or strangers. The preference would be for you to find a mentor outside of your family circle. The important thing is that the relationship between you and the people help you understand your chosen career and post-secondary pathway better.

**Select your Capstone Strand**

**Why are there Strands?**

Some students struggle to select the topic for their Capstone Project due to the open-ended nature of the project. We have provided a framework (strands) to help guide you through the process of developing your Capstone Project.

**Review the Strand Choices (pg. 4-12)** Due Date:

Examine the different strands (Research/Experiment, Event, Project, Career/Entrepreneur, and Service Orientated). Select one that best fits your topic of interest. If you do not see a strand that fits your idea, please discuss with your CLC teacher.

**Capstone Project Proposal: Think, Plan and Communicate**

**Think**

Brainstorm ideas for your Capstone Project that you will present during The Capstone Event. Remember your project should be connected to a career goal and benefit from a course, personal interest or passion. It will also include a significant research component.

**Create**

Make a formal proposal and plan on paper. Due Date:

* Develop a proposal description. Describe your capstone project in detail. Answer the questions: What will you do? Who will be your mentors? What do you need to complete the project? Where will you do the work to complete the project?
* Develop a timeline. List each step you will need to do in order to complete your capstone project and assign completion dates for each step.

**Communicate** Due Date:

Talk about your Capstone Project (proposal description and timeline)

* Present your Capstone Project idea to your Parents using the formal project proposal plan you created. Parent permission and signature is required on the Capstone Proposal Agreement Form. Submit the Capstone Proposal and Agreement Form to your CLC teacher.
* Present your Capstone Project Proposal to your CLC Teacher using the formal project proposal plan you created. If everything is satisfactory, your CLC teacher will sign your Capstone Proposal Agreement Form.

**Complete Your Capstone Project**

**Complete you Capstone Project** Due Date:

**Portfolio** Due Date:

You will assemble a portfolio that includes a collection of your research, work, photos or videos that represent your experience completing your Capstone Project. The Portfolio must include the Capstone Project Proposal (steps 1-6) which includes your timeline, journal documenting your progress throughout the process, photos and videos and any other documents that are important to show how you developed your Capstone Project. You will need to document all of your information sources using MLA formatting and create a bibliography. The bibliography will be the last page in your portfolio.

**Presentation Preview of Capstone Project**

**Class Presentation** Due Date:

You will present your fully completed capstone project to your class. This is a practice run. Pay attention to your content, presentation skills, grammar and spelling and the timing of the presentation. Your presentation should take 20 minutes.

**Evaluation**

Teachers will be marking your Capstone Project Presentation using the Oral Presentation Rubric (Appendix M). Your Capstone Project must receive final approval from your CLC Teacher prior to presenting on the Capstone Interview date

**The Capstone Event is on:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Be Organized**

Know your presentation time. Check the schedules posted in the Career Centre door and in front of the library. Make sure you have all of the equipment needed to complete your presentation (charging cords). Notify your CLC teacher if your Mentor plans to attend the Capstone Event. If your Mentor plans to attend The Capstone Event, please write out a formal thank you card to give to them at the end of your presentation.

**Dress Professionally**

Arrive 10 minutes early to the check in desk outside the library. Check in and follow the instructions given to you by the Student Ambassadors. The Student Ambassador will assign you a table number. Please let the Student Ambassadors know if you require the use of a library desktop computer.

**Be in the Moment**

Remember to take a breath, smile and be prepared to shake hands with the person/people listening to and evaluating your Capstone Project. You will now lead and present for 20 minutes using your Capstone Project Presentation at the Capstone Event

**Evaluation**

The rubric used to evaluate your Capstone Project Presentation during your in-class presentation to your classmates and teacher will be the same rubric used to evaluate your Capstone Project Presentation during The Capstone Event. (Appendix M: Oral Presentation Rubric)

**After The Capstone Event**

**Reflections** Due Date:

“Learning without reflection is a waste. Reflection without Learning is Dangerous”- Confucius

* Self-evaluation: complete a self –evaluation (Appendix M: Oral Presentation Rubric) on your Capstone Project Presentation during The Capstone Event
* Capstone Reflection Paper (Appendix N: Reflection Paper Guidelines,

Appendix O: Reflection Paper Questions, Appendix P: Reflection Paper Rubric)

* If you did not bring a formal thank you card to The Capstone Event to give to your mentor, please take the time to complete one and give it to your mentor.

**Capstone Project Ideas**

Create a web page

Make a short Video/Film

Write an original song/music

Write poetry, a short story, book, etc.

Volunteer at an elementary school, nursing home, etc.

Design and implement your own community service project

Organize an event for charity

PowerPoint

Design and construct a structure or object

Build a new engine for a car, snow mobile, etc.

Produce a “How to” video

Design a dream home

Do a demonstration of something you have studied

Train your dog for therapy dog work or dog agility

Start an informative web site

Write a cultural/family history

Design and build a mountain bike course

Invest a portfolio in the stock market

Put together a portfolio of your art work

Write a cookbook

Create a piece of animation

Design a line of clothing

Write and produce a commercial

Write a travel journal

Analyze the work of your favorite author/artist

Conduct an environmental study

Analyze a certain period, event or even historical character

Analyze and solve a mathematic theory, equation, etc.

Research the history of something

Do a comparative analysis of the religions of the world.

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# Appendix A Capstone Proposal Agreement

**Guidelines:**

The student must submit their proposal for their Capstone Project on or before:

Teachers insert date:

The proposal can be a blended format of paragraph and point form (around 1 page typed).

The student should use the following outline for their proposal:

* Description of your Capstone (your description should follow the outline of the strand you have chosen)
* Explanation of whyyou 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 will 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)

# Date: Parent/Guardian Signature:

# Mentor’s Name:

**Mentor’s Email: Mentor’s Contact Phone:**

# Date: Mentor’s Signature:

# CLC Teacher Name: Room #:

**Date: CLC Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

13220 64th Avenue Surrey, BC v3w 1x9 Phone: 604-595-8890 Fax: 604-595-8891

**Appendix B Mentorship**

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

~ Ralph Waldo Emerson

**What is a mentor?**

**Who can be my mentor?**

**Mentor email guideline**

**Mentor Agreement Form**

**Criteria for Mentor**

**Mentor Evaluation Rubric**

As part of the Capstone Project, each student will be required to connect with a mentor.

You can connnect face to face, by telephone, video conference, or by email. You will need to track your mentor hours and conversations throughout your project.

**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 demonstrates superior leadership.

**Who can be my mentor?**

A mentor is usually an expert in the field of your interest. Preferably, 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 chose someone who you feel comfortable with and you can connect with.

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

## Appendix C Capstone 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 skillsets, 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 Capstone Project Time Sheet (Appendix Q) each session and be involved in a brief final Capstone Project Mentor Evaluation (Appendix E) 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.

In general, it is nice to end a professional email with a sincerely, warm regards, thank you for your time and consideration etc. and your full name.

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## Appendix D Capstone Project Mentor Agreement Form

Dear Capstone Project Teacher,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Student Name) has requested that I serve as a mentor for their 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. I also understand that I am invited to watch this student’s In-Class Final Presentation and attend The Capstone Event at the end of the semester, but that I am under no obligation to do so.

**Mentor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Address of Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title/Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email address: (please print)**

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

***\*Parents please read above Project Mentor Agreement Form for your approval on terms of the mentorship.***

**Date: Parent/Guardian Signature:**

13220 64th Avenue Surrey, BC v3w 1x9 Phone: 604-595-8890 Fax: 604-595-8891

**Appendix E Capstone Mentor Rubric Evaluation**

**Based upon what you have observed, please complete the rubric.**

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

Additional Comments:

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

**Mentor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email:**

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

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

Any other 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Name: Email:**

*Thank you for supporting the Capstone Program!*

**Appendix F 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.

**Can you verify they spent a minimum of 10 hours working under your mentorship and a minimum of 40 hours working on their Capstone Project outside of school hours?**

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

Explain:

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

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

What problems specifically did this student encounter, and what evidence of problem-solving did you observe?

What successes did you see this student achieve? What was “the best” moment for the student? Explain.

**Appendix G 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 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, it will serve as an invaluable resource when you write your final reflection at the end of the year.

* 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, anything you used to complete this project

# Appendix H Portfolio 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: | | |

## Appendix I Capstone Portfolio Rubric

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

# Appendix J Presentation Requirements

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

**Time**

You should plan to explain your project to the attendees in 20 minutes in length. You should also be prepared to answer questions during or afterwards pending your preference.

**Professionalism**

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

Attendance: You **need** to arrive at least 10 minutes before your presentation. You **must** make sure that all electronic equipment is set and working **before** presentation starts.

**Presentation**

Whatever your method of presentation, you should begin by introducing yourself and your Capstone Project and mentor if they attend. Your goal is to provide the audience with a clear and concrete sense of what you did and what you learned 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 3 minutes.

Through it all, you must show evidence of the 6 core competencies through 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 Appendix K 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 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.***

# Appendix K Selection of Presentation Method

**Describe how you will present your Capstone to your advisor and the attendees:**

|  |  |
| --- | --- |
| **Time** | **Introduction** |
|  |  |
|  | **Body** |
|  | **AH! Moments**  **Challenges**  **Greatest Successes**  **Expenses**  **Others** |
|  | **Conclusion** |
|  |  |

# Appendix L Mastery of Core Competencies Reflection

**This is a reflection and should not be used as scribe in your Capstone Presentation.**

|  |  |
| --- | --- |
| **Core Competencies** | **Describe how your Capstone Project has allowed you to showcase your mastery of each of the Core Competencies.** |
| **Communication** |  |
| **Creative**  **Thinking** |  |
| **Critical Thinking** |  |
| **Positive Personal and Cultural Identity** |  |
| **Personal Awareness and**  **Responsibility** |  |
| **Social Responsibility** |  |

Appendix M Oral Presentation Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| **Introduction** | Introduction is not evident. | Introduction is attempted but does not engage the audience. | Introduction is designed to engage the audience. | Introduction is creatively designed to effectively engage the audience. |
| **Organization** | 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. | 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. | 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. | 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. |
| **Link between research and actions** | Link not evident. | Attempts to identify a link between research and actions. | Identifies and explains the link between research and actions. | Thoroughly identifies and explains the link between research and actions. |
| **Presentation of knowledge and ideas** | Ineffective use of speech to communicate and demonstrate a command of formal English, including proper grammar. | Limited use of speech to communicate and demonstrate a command of formal English, including proper grammar. | Good use of speech to communicate and demonstrate a command of formal English, including proper grammar. | Effective communication that demonstrates a command of formal English, including proper grammar. |
| **Criteria** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| **Delivery** | Ineffective use of strategies of address. (eye contact, speaking rate, volume) | Limited use of strategies of address. (eye contact, speaking rate, volume) | Uses strategies of address (eye contact, speaking rate, volume) | Effectively uses a variety of strategies of address (eye contact, speaking rate, volume) |
| **Vocabulary** | Ineffective use of academic and domain-specific words and phrases, and ineffective clarification of words and phrases. | Limited 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. | Effective use of academic and domain-specific words and phrases, and effective clarification of unknown words and phrases. |
| **Visual aids** | Ineffective 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. | Appropriate use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest. | 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. |
| **Appearance** | Does not follow dress requirements. | Somewhat follows dress requirements. | Mostly follows dress requirements. | Follows dress requirements. |
| **Timing**  **(20 min.)** | Significantly above or below time. | Somewhat adheres to time. | Closely adheres to time. | Adheres to time. |
| **Judges questions**  **(not part of the 20 minutes)** | Ineffectively responds to audience questions and feedback. | Somewhat responds to audience questions and feedback. | Responds to audience questions and feedback. | Effectively responds to audience questions and feedback. |

**Appendix N Final Journal Entry**

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; 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.

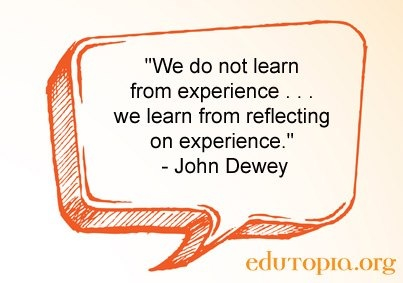
You should consider setting aside 10 minutes following any significant time spent working on your Capstone Project as a time for reflection and review. Reviewing activities with your Capstone mentor and Career Education teacher is another good way to stimulate thoughts worth reflecting upon. (See portfolio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

**Appendix O Final Journal Entry 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 reflection on your process and product addressing the following questions. 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 skill set? Yourself?
* How is your project relevant to you, the school or the community-at-large?
* What 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? 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?

**Appendix P Final Journal Entry Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| **Depth of Reflection** | Response demonstrates a lack of reflection on capstone experience. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. | 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 general reflection on Capstone experience. Reflections are supported. Appropriate examples are provided, as applicable. | Response demonstrates an in-depth reflection on Capstone experience. Reflections are insightful and well supported. Clear, detailed examples are provided, as applicable. |
| **Required Components** | 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. | Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions are not addressed. | Response includes all components and meets all requirements indicated in the instructions. Each question is addressed. | Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question is addressed thoroughly. |
| **Structure** | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. | 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 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 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. |
| **Evidence and Practice** | Response shows no 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 evidence of synthesis of ideas presented and insights gained throughout the Capstone experience. | Response shows strong evidence of synthesis of ideas presented and insights gained throughout the Capstone experience. |

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**Appendix Q Career Life Exploration Log**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_

It is expected that students will demonstrate the skills required to work effectively and safely with others and to succeed as individual and collaborative workers by participating in at least

**30 hours of work and/or community service (volunteering)**. Use the following table to track your hours and to document any supporting evidence. Evidence can include, but is not limited to, signatures, pay stubs, 10 hours from your Capstone Project Time Sheet (Appendix Q) etc.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date**  **M/D/Y** | **Description of Work/Voluntary Service** | **Hours** | **Supporting Evidence**  **(if applicable)** | **Supervisor’s Name (verification)** | **Phone # or email of Supervisor** |
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|  | **TOTAL HOURS** |  |  |  |  |