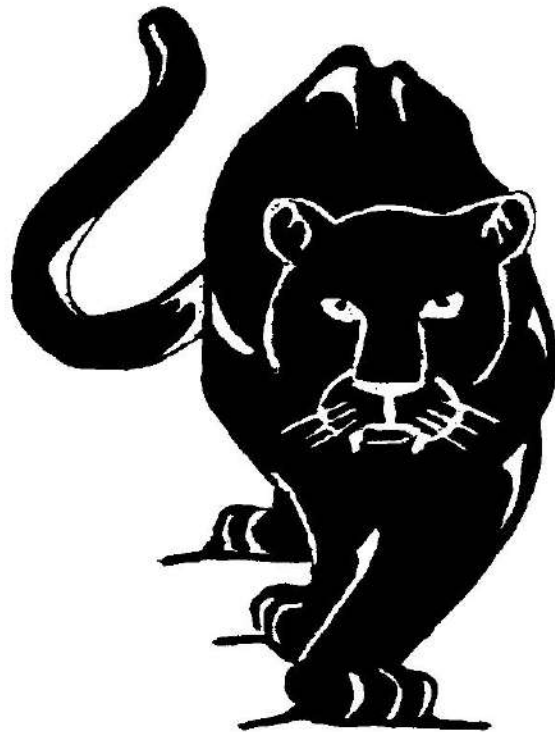


Lincoln High School's

Capstone Project

Guide Book



CAPSTONE PROJECT

SECTION 1 – Introduction

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

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

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

The Capstone Project can be complete in the following ways:

- Within a class that has built the capstone project into its curriculum;
- As an independent study with an approved mentor.

SECTION 2 – Project Selection

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

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

SECTION 3 – Project Focus Areas

Service-Oriented Projects

Students choosing this project focus will be devoting a minimum of 25 hours to a community service project for which they will have to complete the research paper and develop a multi-media presentation. The process will begin with the selection of a need in the community and the development of a plan to remedy it.

Examples:

- Restoration and improvement of a section of a neighborhood park
- Spend time at the Humane Society
- Design a service, such as after-school tutoring services or read to a resident at Valley View Villa
- Participate on a community service board
- Organize a series of seminars to educate parents on teen issues.

Career or Industry-based Projects

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

Examples:

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

Curricular-based Projects

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

Examples:

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

SECTION 4 – The Portfolio

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

The portfolio must include:

- Cover Page, word processed and inserted in front of the binder
- Letter of Introduction to the Capstone Review Panel members
- Table of Contents

- Capstone Letter of Intent
- Capstone Parental Permission Form
- Capstone Project Approval Form
- Capstone Research Documentation
- Capstone Research Paper – clean copy
- Capstone Project Log (25 hours minimum)
- Capstone Product or Performance Documentation (photographs, DVD, etc.)
- Capstone Presentation Outline
- Capstone Presentation Practice Feedback Form
- Capstone Project Reflection Worksheet
- Capstone Reflection
- Capstone Portfolio Checklist

SECTION 5 – The Research Paper

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

The Research Paper must:

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

SECTION 6 – The Product/Performance

The third component of the Capstone Project is the creation of a product, a physical artifact or performance that demonstrates what you learned during your research process. Whatever you select for the product or performance must be of high quality, show what you learned,

demonstrate time and effort, and represent a connection to the research paper. A tri-fold board filled with photographs only is not acceptable.

The product/performance must:

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

SECTION 7 – The Presentation

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

The presentation must:

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

Key points to remember:

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

APPENDIX

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

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

CAPSTONE LETTER OF INTENT – TEMPLATE

(Format your paper with 1 inch margins.)

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

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

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

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

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

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

Paragraph 4 *Describe plagiarism. State your awareness of plagiarism and falsification. Conclude with a clear statement affirming you will not plagiarize or falsify any of your Capstone Project work. Example:*

I understand that plagiarism is stealing someone else's work or ideas without giving them proper credit by using appropriate citations. I understand that plagiarism and any other falsification of forms or documents will result in serious consequences. I pledge to do my own best work in completing my Capstone Project and affirm that I will not plagiarize nor falsify any documents during the Capstone process.

(Leave 2 spaces between body of letter and closing)

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

Signature *(Sign in dark blue or black ink with your first and last name.)*

CAPSTONE PROJECT PROPOSAL WORKSHEET

Name _____

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

Project Topic: _____

Core question to be answered: _____

Describe the proposed Capstone Project

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

Content Area and Content Standard(s)

The content area and content standards for my project are:

Parent/Guardian Permission

Parent or Guardian's Name _____

Address _____

Parent/Guardian's Phone Number(s) _____

As a parent/guardian of _____, I am aware that my son/daughter must complete a Senior Capstone Project.

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

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

Parent/Guardian Signature _____

Date _____

Mentor Information

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

Phone _____ **Email** _____

Occupation _____

Name of Business/Company _____

Address _____

Mentor Responsibilities

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

Mentor Signature _____

Date _____

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

CAPSTONE LETTER OF INTENT & PROJECT PROPOSAL WORKSHEET RUBRIC

Name _____ Date _____

Teacher/Mentor _____

Topic _____

_____ **ASSIGNED FORMAT (2 points)**

- Business letter format with 1" margins, single-spaced with one blank line between paragraphs.
- Accurate date, address, salutations, and closing with hand signature.

_____ **PARAGRAPH ONE (2 points)**

- Description of project topic and why selected.
- Description of what you hope to learn or accomplish.

_____ **PARAGRAPH TWO (2 points)**

- Description of your research paper focus.
- Description of your product or performance and how you will produce it.

_____ **PARAGRAPH THREE (2 points)**

- Two ways the project will stretch your thinking and learning beyond your current knowledge and skill level.

_____ **PARAGRAPH FOUR (2 points)**

- Plagiarism definition and consequences of plagiarism and/or falsification.
- Statement that you will avoid plagiarizing or falsifying.

_____ **PROJECT PROPOSAL WORKSHEET (5 points)**

- Core question identified
- Project Description
- Content area and standards identified
- Parent/Guardian permission obtained
- Mentor information provided

_____ **TOTAL POINTS (out of 15 possible points)**

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

CAPSTONE PROJECT APPROVAL FORM

Name _____ Date _____

Teacher/Mentor _____

Topic _____

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

- Approved
- Not Approved, for the following reasons:

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

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

Student Signature _____ Date _____

CSC Chairperson/Administrator _____ Date _____

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

CAPSTONE PROJECT LOG FORM

Name _____ Date _____

Teacher/Mentor _____

Topic _____

Product _____

Guidelines

Your log should include what you have accomplished and the time you spent completing it. You should also reflect on what you did and what you learned. Your commentary will help you chronicle the Capstone Project process and will help you prepare for your Capstone Presentation. Journal entries must be in complete sentences and use correct grammar, spelling, and punctuation. Slang expressions and texting symbols are not acceptable.

Date & Time	Number of Hours	Work Accomplished	Difficulties/Solutions	Mentor's Initials

Total Hours _____

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

Mentor's Signature _____ **Date** _____

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

Duplicate this page as needed.
Please file one copy of this form in the student's portfolio and one copy at the school.

CAPSTONE RESEARCH PAPER RUBRIC

Name _____ Date _____

Teacher/Mentor _____

Topic _____

Category	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
Format	Evidence of all 6: Times New Roman, 12 pt. font 1" Margins all around Written in third person Title Page Works Cited Page	Evidence of four/five of 6: Times New Roman, 12 pt. font 1" Margins all around Written in third person Title Page Works Cited Page	Evidence of three of 6: Times New Roman, 12 pt. font 1" Margins all around Written in third person Title Page Works Cited Page	Evidence of two or less of 6: Times New Roman, 12 pt. font 1" Margins all around Written in third person Title Page Works Cited Page	
Thesis Statement	Clearly and concisely states the paper's purpose in a single sentence, which is engaging and/or thought provoking.	Clearly states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.	No apparent thesis statement.	
Introduction	Introduction is engaging, states the main topic and previews the structure of the paper.	Introduction states the main topic and previews the structure of the paper.	Introduction stated the main topic, but does not adequately preview the structure of the paper.	There is no clear introduction.	
Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Each paragraph has sufficient detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop the main idea.	
Organizational Structure/Idea Development	Writer demonstrates logical sequencing of ideas through well-developed paragraphs; transitional phrases are used to enhance the organization.	Writer demonstrates logical sequencing of ideas through sufficiently- developed paragraphs; transitional words are used to enhance organization.	Logical organization of ideas not fully developed; transitions not present.	No evidence of structure or organization.	
Conclusion	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.	Conclusion is not apparent.	
Mechanics	No errors in punctuation, capitalization and spelling.	Few errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous errors in punctuation, capitalization and spelling.	
Usage	No errors in sentence structure and word usage.	Few errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous errors in sentence structure and word usage distract reader.	
Citation	All cited works, both text and visual, are documented in the correct format.	Most cited works, both text and visual, are documented in the correct format.	Few cited works, both text and visual, are documented in the correct format.	No cited works are evident.	
Works Cited/ Bibliography	Completed in the correct format with no errors. Includes more than 5 major references.	Completed in the correct format with few errors. Includes 5 major references.	Completed in the correct format with some errors. Includes 4 major references.	Completed in the correct format with many errors. Includes 3 or fewer major references.	
TOTAL POINTS					

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

CAPSTONE PRODUCT/PERFORMANCE RUBRIC

Name _____ Date _____

Teacher/Mentor _____

Topic _____

Dimension	Exemplary 4	Accomplished 3	Promising 2	Incomplete 1/0
Creative				
Degree of student creativity, originality, or imagination	Exceptional creativity	Some creativity	Little creativity	No creativity
Analytical				
Demonstration of student's understanding of the topic	Exceptional understanding	Some understanding	Little understanding	No understanding
Practical				
Student's product reflects time and effort	Exception time and effort	Some time and effort	Little time and effort	No time and effort
Points				

Total points: _____/12

CAPSTONE PROJECT REFLECTION WORKSHEET

Name _____ Date _____

Teacher/Mentor _____

Topic _____

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

1. What did you learn about your topic from completing the research paper?
2. What process did you go through to product the product or performance? Did everything work the way you had planned?
3. Did you have any interesting or unique experiences while completing your project?
4. What part of your project are you most proud of? Why are you proud?
5. What was the hardest or most challenging part of doing this project? What were your challenges? How did you overcome them?
6. If you could do anything about the project over again, what, if anything, would you change?
7. What new skills did you learn while doing this work?
8. What did you learn about time management?

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

CAPSTONE PROJECT REFLECTION GUIDE

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

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

CAPSTONE PROJECT REFLECTION RUBRIC

Name _____ Date _____

Teacher/Mentor _____

Topic _____

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
Engages the reader by establishing a context	Effectively identifies the topic of the paper. Skillfully uses precise and descriptive language that clarifies and supports intent and establishes authoritative voice.	Clearly identifies the topic of the paper. Uses precise and descriptive language that clarifies and supports intent and establishes authoritative voice.	Identifies the topic of the paper. Uses some language that clarifies and supports intent and establishes authoritative voice.	Effectively identifies the topic of the paper. Does not use language that clarifies and supports intent and establishes authoritative voice.	
Demonstrated Critical Thinking	Skillfully analyzes the project as the basis of reflection. Makes connections between personal ideas and experiences which lead to new perspectives and insights. Skillfully uses a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus. Thoroughly maintains focus. Provides closure.	Analyzes the project as the basis of reflection. Makes connections between personal ideas and experiences which lead to new perspectives and insights. Uses a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus. Maintains focus. Provides closure.	Attempts to analyze the project as the basis of reflection. Attempts to make connections between personal ideas and experiences which lead to new perspectives and insights. Attempts to use a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus. Weak focus. Attempts to provide closure.	Analysis of the project is inaccurate, unclear or missing. Makes limited connections between personal ideas and experiences which lead to new perspectives and insights. Limited attempt to use a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus. Lacks focus. Does not provide closure.	
Creates an organizing structure	Uses an organizational structure that enhances the response. The opening, body and closure are skillfully organized.	Uses an organizational structure that allows for a progression of ideas to develop. The response includes an opening, body and closure.	Uses an organizational structure that causes confusion. The response shows some elements of organization.	There is little evidence of organization.	
Demonstrates command of written language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of grammar, usage, punctuation, sentence construction, and spelling. Occasional errors do not interfere with meaning.	Demonstrates some control of grammar, usage, punctuation, sentence construction, and spelling. Errors do interfere with meaning.	Demonstrates little control of grammar, usage, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	
TOTAL POINTS					

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

CAPSTONE PRESENTATION PRACTICE FEEDBACK FORM

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

Name _____ Date _____

Teacher/Mentor _____

Topic _____

Practice #	Timed Speech Length:
Content: <input type="checkbox"/> Introduction <input type="checkbox"/> Body – key points are exceptionally developed <input type="checkbox"/> Conclusion – logical, relevant and effective	Comments:
Delivery: <input type="checkbox"/> Uses effective volume and pace <input type="checkbox"/> Uses correct grammar <input type="checkbox"/> Makes eye contact	
Date:	
Listener's Signature:	

Practice #	Timed Speech Length:
Content: <input type="checkbox"/> Introduction <input type="checkbox"/> Body – key points are exceptionally developed <input type="checkbox"/> Conclusion – logical, relevant and effective	Comments:
Delivery: <input type="checkbox"/> Uses effective volume and pace <input type="checkbox"/> Uses correct grammar <input type="checkbox"/> Makes eye contact	
Date:	
Listener's Signature:	

CAPSTONE PRESENTATION PRACTICE FEEDBACK FORM, Continued

Practice #	Timed Speech Length:
Content: <input type="checkbox"/> Introduction <input type="checkbox"/> Body – key points are exceptionally developed <input type="checkbox"/> Conclusion – logical, relevant and effective	Comments:
Delivery: <input type="checkbox"/> Uses effective volume and pace <input type="checkbox"/> Uses correct grammar <input type="checkbox"/> Makes eye contact	
Date:	
Listener's Signature:	

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

CAPSTONE PROJECT ORAL PRESENTATION RUBRIC

Name _____ Date _____

Teacher/Mentor _____

Topic _____

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
Communicates ideas effectively	<p>Effectively uses eye contact.</p> <p>Speaks clearly, effectively, and confidently using suitable volume and pace.</p> <p>Fully engages the audience by using a variety of accepted techniques (i.e. – asks questions, presents statistics, short activity, etc.).</p> <p>Selects rich and varied words appropriate for context and audience, and uses correct grammar.</p> <p>Dresses appropriately for the occasion.</p> <p>Delivers presentation within stated time limits.</p>	<p>Maintains good eye contact.</p> <p>Speaks clearly and uses suitable volume and pace.</p> <p>Engages the audience by using at least one accepted techniques (i.e. – asks questions, presents statistics, short activity, etc.).</p> <p>Selects appropriate for context and audience, and uses correct grammar.</p> <p>Dresses appropriately.</p> <p>Delivers presentation within stated time limits.</p>	<p>Uses minimal eye contact.</p> <p>Demonstrates some difficulties speaking clearly, using suitable volume and pace.</p> <p>Takes steps to engage the audience.</p> <p>Occasionally selects words appropriate for context and audience, and uses some incorrect grammar.</p> <p>Dresses somewhat appropriately.</p> <p>Presentation is mostly within stated time limits.</p>	<p>Uses eye contact ineffectively.</p> <p>Fails to speak clearly and audibly and uses unsuitable volume and pace.</p> <p>Does not engage the audience.</p> <p>Selects words in appropriate for context and audience, and uses incorrect grammar frequently.</p> <p>Dresses inappropriately.</p> <p>Presentation is not within stated time limits.</p>	
Content requirements	<p>Exhibits logical organization with detailed connections to the core question and identified standards.</p>	<p>Exhibits logical organization with connections to the core question and identified standards.</p>	<p>Attempts to organize information, concept and/or ideas that are loosely connected to the core question and identified standards.</p>	<p>Little logical order is apparent.</p>	

Exhibits logical organization	<p>Exhibits flowing, succinct transitions between key points.</p> <p>Provides a clear and compelling conclusion which restates the premise of the core question.</p> <p>Delivers presentation without the use of notes or memory aides.</p>	<p>Includes smooth transitions between key points.</p> <p>Provides a coherent, logically supported conclusion related to the core question.</p> <p>Delivers presentation with minimal use of notes or memory aides.</p>	<p>Includes transitions between most key points, but is sometimes choppy or confusing.</p> <p>Attempts to provide a conclusion.</p> <p>Delivers presentation with repeated use of notes or memory aides.</p>	<p>Exhibits few to no transitions between key points or from one idea to the next.</p> <p>Little or no attempt to provide a conclusion.</p> <p>Delivers presentation by reading from notes or memory aides.</p>	
Explains the process, findings of the project and resulting learning	<p>Clearly defines the core question and what was learned.</p> <p>Supports the core question with an analysis of relevant and accurate evidence.</p> <p>Elaborates on significance of new knowledge acquired or makes insightful connections to thesis/topic.</p>	<p>Defines the core question and what was learned.</p> <p>Supports the core question with evidence.</p> <p>Clearly states significance of new knowledge acquired to support thesis/topic.</p>	<p>Attempts to define the core question and what was learned.</p> <p>Attempts to support the core question with limited evidence.</p> <p>Attempts to state significance of new knowledge acquired to support thesis/topic.</p>	<p>Does not clearly define the core question and what was learned.</p> <p>Does not support the core question with evidence.</p> <p>Little evidence of acquisition of new knowledge to support thesis/topic.</p>	
Uses technology and/or other media to enhance the presentation	<p>Selects and uses well-crafted technology and/or other media supports to enhance communication and enhance audience understanding.</p>	<p>Selects and uses technology and/or other media supports to communicate desired information and broaden audience understanding.</p>	<p>The selected technology and/or other media supports do not adequately communicate desired information or develop audience understanding.</p>	<p>Does not select technology and/or other media supports to communicate desired information or improve audience understanding.</p>	
Effectively responds to audience questions and feedback	<p>Responds effectively to audience questions and feedback to provide new insights.</p>	<p>Responds effective to audience questions and feedback.</p>	<p>Responds somewhat effectively to audience questions and feedback.</p>	<p>Responds ineffectively to audience questions and feedback.</p>	
TOTAL POINTS					

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

CAPSTONE PROJECT PORTFOLIO CHECKLIST

Name _____ Date _____

Teacher/Mentor _____

Topic _____

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

Student	Teacher/Mentor	Content
		Cover Page – inserted in the front cover of the binder
		Table of Contents
		Capstone Letter of Intent
		Capstone Project Proposal Worksheet
		Capstone Project Approval Form
		Capstone Research Documentation
		Capstone Research Paper – clean copy
		Capstone Research Paper Rubric
		Capstone Project Log Form – 25 hours minimum
		Capstone Product or Performance Rubric
		Capstone Project Reflection Worksheet
		Capstone Reflection Paper
		Capstone Reflection Paper Rubric
		Capstone Presentation Outline
		Capstone Presentation Practice Feedback Form
		Capstone Presentation Rubric
		Capstone Portfolio Checklist

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

