

# MNPS Capstone Experience Manual



## MNPS Capstone Experience Manual

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## Introduction

All MNPS high school seniors will participate in a capstone experience. A capstone experience is a project that allows students to learn about themselves by moving an idea or dream toward a topic of interest, specialization, community need, or career choice. According to the Tennessee graduation requirements, all students must complete a capstone experience which may include, but is not limited to: senior project, virtual enterprise, internship, externship, work-based learning, service learning, and community service (0520-1-3-.06)

In the spring semester of the 11<sup>th</sup> grade year, students will select their course experience, with the approval of their advisor and principal, from the following options:

AP Capstone	ISR IV*
Banking/Finance H*	Nursing Education*
Clinical Internship*	Service Learning**
Engineering Design*	Student Leadership III**
Engineering PLTW*	Virtual Enterprise*
IB Capstone	Work-Based Learning*
Capstone	

\*Students in these courses must be approved by the course instructor and counselor. This course should be the fourth course in a student's pathway. Students who are enrolled in these courses will not be enrolled in the "Capstone" course since these courses fulfill the capstone requirement. This course list will be updated annually.

\*\*Students enrolled in Service Learning and Student Leadership III must be approved by the course instructor and counselor. Since these courses are not the fourth course in their pathway, these students are required to fulfill the same requirements as students enrolled in the "Capstone" course; however, the work will be focused on the content set forth in the course.

All other students will be enrolled in a course called "Capstone" and will receive one required elective credit for completion of the capstone project. If students have a full schedule their senior year, the "Capstone" course can be added as a virtual course at no charge to the student.

**Project Types:** Once enrolled in a capstone project courses, students will select one of the following types of projects:

- Community Service
- Extended Observation
- Internship
- Research Project
- Senior Showcase
- Service Learning
- Work-Based Learning

## Capstone Experience Definitions

Banking/Finance H – this is a course offered through Business Academies that have a student-run credit union. Students must apply and be accepted for training by the credit union in order to enroll in this course. Projects in this course are considered internships.

Clinical Internship – this is a course offered through Health Science Academies for students who wish to work in the medical profession. Students must be approved by the instructor in order to enroll in this course.

Community Service – work with the community to develop a new approach to established programs, services or events, teach civic responsibility, or encourage lifelong civic engagement.

Engineering Design - In Engineering Design, engineering scope, content and professional practices are presented through practical application. Students in engineering teams apply technology, science, and mathematics concepts and skills to solve engineering design problems and project-based learning. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Projects in this course are considered research projects.

Engineering Design and Development - In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel. Projects in this course are considered research projects.

Extended Observation – documented observation of a field of study. This is similar to job shadowing, but for an extended amount of time and in more depth.

Internship – the study of a program directly related to a career interest and to participate in a workplace setting by performing duties related to the occupation being studied. Internships can be paid or un-paid depending on the employer.

ISR IV – Integrated Scientific Research is a course that immediately follows Research III (summer research internship). Students will continue and complete their research project, and communicate outcomes. Students will prepare and submit their projects to one or more national science competitions as well as submit a manuscript for submission to the joint CSO and VUMC *Lens* Magazine in-house research journal and potentially for national publication. Projects in this course are considered research projects.

Senior Project – a self-development or curriculum-based project focused on a specific discipline or skill. Projects in this course are considered research projects.

Senior Showcase – a culminating performance event in an art, dance or music field.

Service Learning - an experiential method of teaching, learning and reflecting that combines classroom curriculum with meaningful service. In MNPS, service learning takes place on school premises.

Student Leadership III – this is a course offered to students who have completed Student Leadership I and II. Students must be approved by the instructor in order to enroll in this course.

Virtual Enterprise – a simulated business that is set up and run by students with the guidance of a teacher and a business partner. Projects in this course are considered work-based learning.

Work-Based Learning (apprenticeships) - the opportunity for students to learn a variety of skills by expanding the walls of classroom learning to include the community and narrowing the gap between theory and practice to provide meaning and relevance for students. Students learn a variety of skills through rigorous academic preparation with hands-on career development experiences by working in teams, solving problems, and meeting employers' expectations. These experiences take place during the school day with a teacher mentor.

### **Capstone Course Requirements**

All students who are enrolled in a “Capstone” course must complete the capstone course requirements listed below. Some capstone courses may have additional requirements based on the course description. There are four requirements for the Capstone courses:

- 1) Paper
- 2) Product
- 3) Portfolio (including documentation of a minimum of 40 hours in the community)
- 4) Presentation

Students will be given a grading rubric for each of the requirements. Grades for this course will be determined by the points earned on each requirement. Modifications are allowable as set forth by an IEP or S-Team determination.

#### **1) Paper**

The research paper component of the Capstone experience allows the student to explore a topic of the student's choice and gain knowledge related to the student's product and portfolio. This paper assumes that the student is working on the paper either before or during the students' work on the Capstone product. It is designed to be an enjoyable experience in which the students can work toward their own personal knowledge goals and complete a paper that shows knowledge gained from the Capstone experience.

**Paper Topic:** The topic for the Capstone paper is developed by the student with advice from the Capstone teacher, senior English teacher, and CTE or other relevant course teachers. The topic

should be relevant to the student's pathway focus or area of interest and must relate to the other Capstone elements. The topic must be rigorous enough in that the student is using quality sources to gain previously unknown knowledge. It should not just be a personal essay or journal. It should be original to the Capstone course, not using any writing from previous courses. The student shall propose the topic during the beginning of the Capstone experience. The topic must be approved by the school's Lead Capstone teacher.

**Paper Requirements:** This is a research paper that must be completed in conjunction with the senior English class. The Capstone paper is a 2300-word research paper that utilizes a minimum of five cited sources in MLA format with appropriate in-paragraph citations. Only text in the body of the paper counts towards the word limit. The paper should reflect gained knowledge from research and not be written completely from the student's own experiences. The English teacher will assist students in completing this assignment and a grade for the paper will be assigned through the English class as well as the Capstone class. The minimum requirements for the paper are:

- A **title page** with a unique title, the student's name, date of submission, school, Capstone teacher's name, and word count of the body of the paper.
- A **table of contents** IF the paper is more than a title page, body, and Works Cited.
- A **research body** of at least 2300 words with MLA in-paragraph citations with page numbers. Whether the body needs sub-sections is left to the discretion of the Capstone teacher and student on a paper-by-paper basis. Visuals such as pictures and charts are optional, and text in these visuals does not count towards the word minimum.
- Lists of visuals or figures or appendices, if appropriate for the paper (optional).
- If desired, a **bibliography** containing works consulted for the paper but not cited (optional).
- A **works cited page** containing at least five sources referenced in the paper in MLA format.

**Format Requirements:**

- **Font:** All pages of the paper (including Works Cited) shall be double-spaced in a 12pt font.
- **Margins:** Right and left margins shall not exceed 1.25", and the top and bottom margins shall not exceed 1".
- **Page numbers:** All pages from the body forward shall have page numbers.
- **Justification:** The title page shall be center-justified; the rest of the paper shall be left-justified.
- **Citation:** Regardless of whether research is paraphrased or directly cited, all researched elements will be documented using MLA style.

- **Exceptions:** While most Capstone papers are anticipated to be following the guidelines printed above, the Lead Capstone teacher can allow leeway if such exceptions clearly enhance the paper's purpose.

### **Sourcing:**

- It is expected of students doing research for the Capstone paper that they will consult with high quality sources. While many kinds of sources may be appropriate beginning places for research, Capstone students are expected to use sources of high reliability and authenticity. As such the following types of sources may not be paraphrased or cited as sources in the final draft at all:
  - Webpages without enough material on them to determine an author or authoring organization.
  - Summary websites or discussion boards like About.com, Yahoo Answers, or eHow.com.
  - Wikipedia (however, using "related links" in Wikipedia to locate possible sources is allowed)
  - Information from websites offering completed research papers.
  - Individual or personal websites that lack apparent authority.
- Any final drafts using any of these sources shall be deemed unacceptable until corrected.
- Students are encouraged to take advantage of school and public library sources of information as well as MNPS databases.

**Advanced Capstone and English Courses:** Each school's English department may assign additional requirements for honors, dual enrollment, AP, and IB courses. IB and AP Capstone teachers may modify these requirements in order to meet external requirements (such as the IB Extended Essay) or to increase rigor. For example, IB students writing a paper in psychology may use another professional citation format. Or, a teacher may increase the word limit or sourcing rigor.

### **Plagiarism/Ethics:**

- While some research is required, the major voice in the paper is expected to be the student's. Students should avoid a paper that just lists sources or is primarily composed of quoted material.
- All paraphrased material must be cited with an in-paragraph citation at either the end of the paraphrasing or the end of the paragraph as appropriate. Students are encouraged to paraphrase as an alternative to direct quotations unless the author's exact words are necessary.
- All directly quoted material must be either marked in quotation marks or inserted as a block quotation and cited immediately at the end of the quotation.

- Plagiarism is defined as using another source's words or information without giving proper credit.
- Final papers submitted without proper citations are deemed plagiarized. When a plagiarized paper is submitted, the student shall first be given the opportunity to correct plagiarism errors. A subsequent offense or refusal to correct the plagiarism shall jeopardize the completion of the Capstone course and possibly incur further disciplinary action.

## 2) Product

This is something that the student plans, develops, and implements based on what they have learned through their experiences or research paper. Examples of products are: inventions, models, events, policies/procedures, manual, campaigns, websites, apps or programs, etc.

Requirements:

- Created by the student
- Tangible – it needs to be a physical model or document
- Relate to the research paper and/or the documented field hours

\*For students who are choosing to do a project that involves other seniors, they have the option of combining their product and presentation as well as collaborating with other seniors to complete this requirement. If a student chooses this option, they must document their role and participation in the collaborative effort. Examples of this would be three seniors who wish to perform a concert with songs they wrote or two seniors who want to develop a charity event.

## 3) Portfolio

Your portfolio is an organized collection of relevant documents and artifacts that charts your capstone experience; showcasing your research, observations/internship, and most relevant skills. The process of creating a portfolio enables you to demonstrate examples of your qualifications. It should be seen as an extension of your résumé or curriculum vitae – not a replacement. Within the portfolio, all students must document a minimum of 40 contact hours related to the field of study for the project. These hours can be earned at any time during the students' high school career, but must relate to the project.

While the information for the portfolio should be kept digitally, the final portfolio must be in a 3-ring binder with both student name and graduation year visible. All required pages should be numbered and placed in sheet protectors (one for each individual sheet of paper). The binder must be available to all panel members at the time of the student's presentation.

The portfolio contains (in this order):

- Cover sheet (outside of binder) and Title sheet
- Table of Contents with page numbers
- 5 Characteristics of a Graduate Inventory (2 copies, 1 for advisor)
- Résumé
- Brag Sheet



- Letter of Recommendation from adult in the community (non-family member)
- Letter of Recommendation from an educator who has worked with the student in grades 9, 10, or 11
- Letter of Recommendation from 1 other person
- Copy of Commitment Form
- Copy of Research Paper
- Documentation of hours (if the product was collaborative, each person must also document their role and contributions)
- A minimum of 10 pictures documenting the experience
- Answers to reflection questions

#### **4) Presentation**

Students must create a powerpoint or similar electronic document that is an overview of their capstone project and present to a minimum of 3 teachers, 1 school administrator, 3 students, and 3 community members. Presentations must be between 10-12 minutes leaving at least 3 minutes for questions. Student presentations must also reflect defining moments in their education, defining moments in their capstone experience, and future educational goals and career plans. Each school will set up presentation times for students. Only students who have successfully completed their paper, product, and portfolio will be allowed to present.

Each student will:

- 1) Meet professional presentation appearance guidelines.
- 2) Speak for a **minimum** of 8 minutes using a technological visual aid (PowerPoint, Movie Maker, etc.) to enhance the spoken presentation. If Movie Maker is used, it may take up no more than one minute of the presentation time.
- 3) Reflect on the following within the presentation:
  - a. Research paper (process and/or content)
  - b. Defining Moments in Past Education
  - c. Future Educational Goals and Career Plans
  - d. Contact Hours
- 4) At the time of presentation, submit to the Senior Project Advisory Committee a typed copy of responses to the ten prepared questions.
- 5) Answer three prepared questions and three extemporaneous questions.

\*If a student completed a product collaboratively with other students, the group may be allowed to present together; however, each student is still required to speak at the presentation.

#### **Completion of Capstone Requirement**

Students will be given a grading rubric for each of the four requirements. Grades for this course will be determined by the points earned on each requirement and submission of all forms or meeting of due dates through the end of a grading period. Although it is suggested to meet all deadlines to maintain a high grade, students have until the week prior to graduation to complete

all four requirements and still pass the course. Failure to complete the requirements will result in a failing grade for the course.

### **Advisors**

Schools will assign each student an advisor to assist with the capstone project. Students who are enrolled in a capstone course will also have the assistance of the capstone teacher. For those who are enrolled in the virtual capstone course, there will be an instructor that they can email questions to. Schools will also provide after school help sessions and time during the advisory period for students to meet with their advisor.

### **Recommended Timeline**

<b>February 2013</b>	Junior student and parent meetings.
<b>March 2013</b>	Class of 2014 Proposal and Commitment Forms distributed .
<b>August 2013</b>	Final Proposal and Commitment Forms due.
<b>September 2013</b>	Seniors meet with advisor to discuss progress. Begin portfolio development.
<b>October</b>	Rough drafts of research papers due to English teacher. Begin product development.
<b>November</b>	Seniors meet with advisor to discuss progress.
<b>December</b>	Senior research papers due to English teacher.
<b>January</b>	Completion of product requirement
<b>February</b>	Seniors meet with advisor to discuss progress.
<b>March</b>	Completion of portfolio requirement
<b>April</b>	Capstone project presentations

\*Each school will develop their own timeline with specific due dates based on this recommended timeline. Students will be given suggested due dates and will meet with their advisor a minimum of twice per month to assist them in completing their projects by the presentation date.

\_\_\_\_\_ **High School**  
**Capstone Project 2014**  
**Proposal Form**

Student Name: \_\_\_\_\_ Counselor Name: \_\_\_\_\_

Please select the type of project you wish to pursue for your capstone experience:

- \_\_\_\_\_ Community Service
- \_\_\_\_\_ Extended Observation
- \_\_\_\_\_ Internship
- \_\_\_\_\_ Research Project
- \_\_\_\_\_ Senior Showcase
- \_\_\_\_\_ Service Learning
- \_\_\_\_\_ Work-Based Learning

Describe the type of observation hours, community service, or internship you would like to complete:

Describe a topic for your research paper:

Describe what type of product you will create:

Student signature: \_\_\_\_\_

Counselor signature: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_



## Student-Parent Contract

### **To the student:**

Welcome to your senior year! I hope you have a wonderful year. I believe that this Capstone course will provide a way for you to use your unique skills and interests to develop a meaningful senior project that you will remember for years to come. After reading over the deadlines and expectations for this course, please sign below pledging to finish your high school education off by meeting all expectations for a satisfactory Capstone project.

*I understand the expectations for the Capstone course. I pledge to complete all the requirements and meet all deadlines for this class. I will communicate with my teacher promptly if I have questions or concerns.*

Print Student Name: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

### **To the parent(s):**

Congratulations on the beginning of your child's senior year! It has taken years of commitment to help guide your child from kindergarten to this point. This year, your child has a class specifically designated to complete a senior project – a "Capstone experience". Please look over the deadlines and expectations for this course provided by your child's teacher and sign pledging your commitment to do all you can to support your child in this class this year.

*I understand the expectations of the Capstone course. I pledge to support and encourage my child on their way to completion of this class. I will notify my child's teacher promptly if I have questions or concerns.*

Print Parent Name: \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ High School  
**Capstone Project 2014**  
**Contact Hours Commitment Form**

This form is due on \_\_\_\_\_, 2013.

**Guidelines:**

- The form must be filled out completely.**
- This form must be completed in BLUE INK. No other color is acceptable.**
- You may do your contact hours at one or more agencies. If you plan to complete hours at more than two, use an additional form.**
- Student's Planned # of contact hours must TOTAL 40 hours or more.**
- Make 2 copies; submit the original to your counselor, give a copy to your advisor in the fall, and keep a copy for your portfolio.**

Student name: \_\_\_\_\_ Counselor name: \_\_\_\_\_

**Service Commitment**

I plan to perform contact hours at:

Name of agency \_\_\_\_\_

Street address \_\_\_\_\_

City, state, zip \_\_\_\_\_

Telephone number \_\_\_\_\_

Agency Supervisor Name (printed) \_\_\_\_\_

Signature of Agency Supervisor \_\_\_\_\_

Planned # of contact hours \_\_\_\_\_

Describe what you will be doing: \_\_\_\_\_

**Second agency (optional):**

Name of agency \_\_\_\_\_

Street address \_\_\_\_\_

City, state, zip \_\_\_\_\_

Telephone number \_\_\_\_\_

Agency Supervisor Name (printed) \_\_\_\_\_

Signature of Agency Supervisor \_\_\_\_\_

Planned # of contact hours \_\_\_\_\_

Describe what you will be doing: \_\_\_\_\_

\_\_\_\_\_ **High School**  
**Capstone Project 2014**  
**5 Characteristics of a Graduate Inventory**

Student Name:

This certifies that I have made every attempt to fulfill the expectations of Metropolitan Nashville Public Schools by completing the following goals (initial next to each one that applies to you):

\_\_\_\_\_1) I have created a plan for postsecondary education and career using collegefortn.org.

\_\_\_\_\_2) I have taken the ACT and my highest score earned is \_\_\_\_\_.

\_\_\_\_\_3) I have completed a capstone project.

Capstone Course Name:

Capstone Project Description:

\_\_\_\_\_4) I have completed at least one course on-line. I did this by taking the following types of courses (circle all that apply):

- Blended learning course in the regular classroom using Blackboard
- Virtual school course
- Dual enrollment course with NSCC or Vol State
- A+
- Other \_\_\_\_\_

\_\_\_\_\_5) I have earned a college credit, a nationally-recognized professional certification, or both. Please list the name of the course or certification:

I have completed the CGI on-line survey.

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**High School  
Capstone Project 2014  
Resume Tips**

A resume is a written summary or outline of a person's job qualifications. It plays a key part in most career or job searches. An effective resume has the following elements:

- candidate's name, current address, phone number, and e-mail address
- educational background, work experience, and other relevant life experiences
- logical organization
- uses correct grammar; no acronyms – spell it out
- clearly labeled sections
- items under each topic are bulleted and arranged from most to least recent, no paragraphs
- A resume should be no longer than a single page
- Do NOT make it artsy!!! (decorations, fancy font, etc.)
- Do NOT center everything!!! - Center only the HEADING and REFERENCES

**Header** is the FIRST impression!

- Should be centered. **NAME ONLY in BOLD!**
- Professional email!
- Be sure to include sufficient contact information: Phone, address, email

**Objective**

- 1-2 statements.
- Specify to job shadow opportunity: what will job shadowing do for you? What skills do you have that you want to see at work in the real world?

**Education**

- High school information and areas of study pertaining to your work opportunity

**Activities and Experience**

- Work/Volunteer experiences: State responsibilities and duties clearly
- Sports/Clubs: Bullet the job related skills that such activities have taught you
  - Team work, commitment, etc.

**Additional Skills and Certifications**

- Are you proficient in a second language?
- Are you proficient in *Microsoft Word, Excel, and PowerPoint*?

**References**

- 2 – 3 Adults who know you well enough to give you a favorable reference
- Include their name, job title, employer, contact information (phone and email)

\_\_\_\_\_ High School  
**Capstone Project 2014**  
**Brag Sheet**

Student name: \_\_\_\_\_

English teacher: \_\_\_\_\_

**Directions:** This brag sheet will aid you when you create a résumé as well as provide information for those writing letters of recommendation for you. Please answer **all** of the following in COMPLETE sentences, including DATES of events or activities, when applicable. **Final responses should be typed.**

- 1) **What do you consider your academic strengths and weaknesses? Why?**
  
- 2) **What do you consider your personal strengths and weaknesses? Why?**
  
- 3) **What has been your most meaningful academic activity during high school? Why?**
  
- 4) **What has been your most meaningful out-of-school activity in high school (this includes traveling)? Why?**
  
- 5) **What are your career interests?**
  
- 6) **Discuss your personal interests, hobbies, and/or special abilities (such as certifications, etc).**



- 7) **List and describe in specific detail any extracurricular activities (including leadership roles, JROTC, and school organizations).**
  
- 8) **List and describe in specific detail any athletic activities (including leadership roles).**
  
- 9) **List and describe in specific detail any community service activities (including leadership roles).**
  
- 10) **List and describe in specific detail any awards or recognitions you have received.**
  
- 11) **List any employment experience. Please include location, contact information (Name, address, phone number of supervisor), as well as a summary of on-the-job duties.**
  
- 12) **Please include anything else about yourself that wouldn't be on a résumé and/or letter of recommendation. What is something else about you that you think is important for colleges or employers to know? Be detailed in your response.**

\_\_\_\_\_ High School  
Capstone Project 2014  
Template for Recommendation Letter

**Your Name**

**Address (may use school address)**

**City, State Zip code**

Date

Addressee (Person or organization to whom you are writing)

Street address

City, State Zip code

Dear \_\_\_\_\_: (Salutation—can be to a person, a business, an academic department, or generic: To Whom It May Concern [No “Dear” in this case])

1<sup>st</sup> paragraph: Explain how you know the person (use his/her first and last name) you are recommending and how long you have known him/her.

2<sup>nd</sup> paragraph: Describe the positive qualities and accomplishments that apply to the position, scholarship, etc. for which you are recommending him/her. Try to include at least two with some details.

3<sup>rd</sup> paragraph: Discuss key facts about the person’s experience, skills, or talents that you want to emphasize. Provide some details (clubs, sports, writing contests, etc.).

4<sup>th</sup> paragraph: Make the actual recommendation specific to the position, scholarship, etc. This should be strong and positive; include what the person will bring to the school, job, organization, etc.

Sincerely,

Signature

Your first name, middle initial, last name

Position/title

**\*\*Recommended length of each paragraph is a minimum of 3 sentences.**

\_\_\_\_\_ High School  
**Capstone Project 2014**  
**Documentation of Contact Hours**

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

Student Advisor: \_\_\_\_\_

Date	Location	Type of Work	# of Hours	Signature of Agency Representative
		<b>Total Hours:</b>		

\_\_\_\_\_ High School

## **Capstone Project 2014 Senior Capstone Reflection**

Capstone students will complete two reflection questions at the midpoint of each nine weeks and again at the end of each nine week grading period. Reflections will be submitted to the Capstone teacher and used as the basis for a conference to assess progress on the Capstone experience. Reflections will then be included in the Capstone portfolio. At the completion of the Capstone experience, all students will complete three questions to reflect on the experience as a whole.

Each response to a reflection question must:

- Be typed, double spaced in 12 point font
- Be a minimum of five sentences
- Clearly and completely respond to the question
- Reflect the student's effort and progress

### **Reflection Questions (Choose two at the mid-point of each nine weeks and at the end of each nine week grading period.)**

- How do you feel you are progressing on your Capstone project?
- What additional work do you think you need to do to successfully complete your Capstone project?
- What problems or obstacles have you encountered, and how have you overcome them or how do you plan to address them?
- What have you enjoyed so far in your Capstone experience?
- What modifications have you had to make to your plan for your Capstone experience? Why were these changes necessary?
- What new knowledge are you gaining as you progress in your Capstone experience?

### **To be completed at the end of the Capstone experience.**

- What impact has your Capstone experience had on you?
- How will you approach a similar assignment in the future?
- What knowledge have you gained that you feel will be the most beneficial?

\_\_\_\_\_ **High School**  
**Capstone Project 2014**  
**Prepared Questions for Presentation**

**A typed copy of responses to these questions is due at the time of presentation.**

Student name: \_\_\_\_\_ Advisor: \_\_\_\_\_

1. How did you make the decision about where and when to complete your service hours?
2. Describe in detail one memorable event or encounter you had during the completion of your capstone project. Be sure to use specific details.
3. How did your experiences in this project change your original thoughts about your topic?
4. What did you learn about yourself while doing your capstone project?
5. What aspect of the portfolio do you think will be most useful to you in the future? Why?
6. What do you feel has been your greatest achievement in high school? (What are you most proud of?) Why?
7. What has been your greatest disappointment in high school? What have you learned through this experience or situation?
8. What do you believe are your two greatest skills or assets?
9. What motivates you to do your best on a job or project?
10. What does success mean to you? Do you consider your high school career successful? Why? How will you measure your success in the future? (What specific things will you look for to tell you that you've been successful?)

\_\_\_\_\_ High School  
**Capstone Project 2014**  
**Capstone Research Paper Rubric**

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Advisor's Name:** \_\_\_\_\_ **English Teacher's Name:** \_\_\_\_\_

Category	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
<b>Format</b>	Evidence of all six: Times New Roman, 12 pt. font, 1" margins all around, Double-spaced, Written in third person, Title Page, Works Cited Page	Evidence of four/five of six: Times New Roman, 12 pt. font, 1" margins all around, Double-spaced, Written in third person, Title Page, Works Cited Page	Evidence of three of six: Times New Roman, 12 pt. font, 1" margins all around, Double-spaced, Written in third person, Title Page, Works Cited Page	Evidence of two or less: Times New Roman, 12 pt. font, 1" margins all around, Double-spaced, Written in third person, Title Page, Works Cited Page	
<b>Thesis Statement</b>	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	
<b>Introduction</b>	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 states the main topic, but does not adequately preview the structure of the paper.	There is no clear introduction	
<b>Body</b>	Each paragraph has thoughtful supporting detail sentences that develop the main idea	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences	Each paragraph fails to develop the main idea	
<b>Organizational Structure/Idea Development</b>	Writer demonstrates logical sequencing of ideas through well-developed paragraphs; transitional phrases are used to enhance 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	
<b>Conclusion</b>	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.	
<b>Mechanics</b>	No errors in punctuation, capitalization and spelling	Few errors in punctuation, capitalization, and spelling	Many errors in punctuation, capitalization and spelling	Numerous errors distract reader or interfere with meaning.	
<b>Usage</b>	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	
<b>Citation</b>	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	
<b>Works Cited Bibliography</b>	Completed in the correct MLA format with no errors. Includes more than 5 major references	Completed in the correct MLA 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	
<b>Total Points</b>	(40 points possible)				

\_\_\_\_\_ High School  
**Capstone Project 2014**  
**Capstone Product Rubric**

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor's Name: \_\_\_\_\_

<b>Dimension</b>	<b>Exemplary 4</b>	<b>Accomplished 3</b>	<b>Promising 2</b>	<b>Incomplete 1</b>	<b>Points</b>
<b>Creative:</b> Degree of student creativity, originality, or imagination	Exceptional creativity	Some creativity	Little creativity	No creativity	
<b>Analytical:</b> Demonstration of student's understanding of the topic	Exceptional understanding	Some understanding	Little understanding	No understanding	
<b>Practical:</b> Student's product reflects time and effort	Exceptional time and effort	Some time and effort	Little time and effort	No time and effort	
Total Points	(12 points possible)				

\_\_\_\_\_ **High School**  
**Capstone Project 2014**  
**Portfolio Scoring Rubric**

\*Note: Each section of the portfolio is based on a pass/fail grading system. The student will receive full credit if **all** requirements are met.

- 1) Cover Sheet and Title Sheet \_\_\_\_/10
  - Must include student name, the title of “Senior Project,” the due date, and class year (i.e., “Class of 2014”)
  - Contains no mechanical or formatting errors
  - Must be identical to cover sheet
- 2) Table of Contents \_\_\_\_/5
  - Sections are labeled with numbers, not Roman numerals
  - All words are spelled correctly
- 3) Page Numbers \_\_\_\_/5
  - Must be word processed (typed)
- 4) 5 Characteristics of a Graduate Inventory \_\_\_\_/5
- 5) Resume \_\_\_\_/15
  - Contains no more than 3 errors (this includes formatting, spacing, and font consistency)
- 6) Brag Sheet \_\_\_\_/10
  - Complete sentences with no more than 3 mechanical errors.
- 7) Letters of Recommendations
  - from teacher \_\_\_\_/10
  - from Adult/Community Member \_\_\_\_/10
  - from other \_\_\_\_/10
- 8) Copy of Commitment Form and Documentation of Hours \_\_\_\_/20
- 9) Pictures \_\_\_\_/15
- 10) Reflection \_\_\_\_/15
- 11) Professional Appearance/Neatness \_\_\_\_/20
  - All pages are free of wrinkles and stains
  - All documents are word processed (typed)
  - Binder is in good condition and must be 1” size or smaller.

**TOTAL PORTFOLIO SCORE: \_\_\_\_\_/150**



\_\_\_\_\_ High School  
**Capstone Project 2014**  
**Capstone Presentation Rubric**

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor's Name: \_\_\_\_\_

Category	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
<b>Language Use and Delivery</b> The student communicates ideas effectively	Effectively uses eye contact Speaks clearly and confidently using suitable volume and pace Selects rich and varied words for context and uses correct grammar Dresses appropriately and is neatly groomed	Adequately uses eye contact Speaks clearly using suitable volume and pace Selects words appropriate for context and uses correct grammar Dresses appropriately and is neatly groomed	Uses some eye contact, but not sustained Speaks clearly in some portions, but not sustained, using suitable pace Selects words inappropriate for context and uses some correct grammar Dresses appropriately, but is not neatly groomed	Uses no eye contact Fails to speak clearly and audibly and uses unsuitable pace Selects words inappropriate for context and uses little correct grammar Dresses inappropriately and is not neatly groomed	
<b>Organization and Preparedness</b> The student exhibits logical organization	Introduces the topic clearly and creatively Maintains exceptional focus on the topic Includes smooth transitions to connect key points Ends with a logical, effective and relevant conclusion	Introduces the topic clearly. Maintains adequate focus on the topic Includes transitions to connect key points Ends with a logical and relevant conclusion	Introduces the topic Maintains some focus on the topic Includes some transitions to connect key points Ends with a conclusion	Does not have an introduction to the topic Maintains no focus Uses no transitions to connect key points Ends without a conclusion	
<b>Content</b> The student explains the process and findings of the project and the resulting learning	Clearly defines the topic or thesis and its significance Supports the thesis with key points that are exceptionally developed Provides evidence of exceptional research from multiple and varied sources	Clearly defines the topic or thesis Supports the thesis with key points that are adequately developed Provides evidence of adequate research from multiple sources	Defines the topic or thesis Supports the thesis with key points that are somewhat developed Provides evidence of some research from a few sources	Does not define the topic or thesis Does not support the thesis with key points No evidence of research	
<b>Questions and Answers</b>	Demonstrates extensive knowledge of the topic by responding to all questions confidently	Demonstrates adequate knowledge of the topic by responding to all questions	Demonstrates some knowledge of the topic by responding to some questions	Demonstrates no knowledge of the topic by not being able to respond to questions	
Total Points	(16 points possible)				

\_\_\_\_\_ High School  
**Capstone Project 2014**  
**Capstone Project Final Rubric**

<b>Capstone Project Final Rubric</b>							
<b>Paper</b>		<b>Product</b>		<b>Portfolio</b>		<b>Presentation</b>	
Rubric Grade multiplied by 5	200	Relationship to research paper	79	Completion (see portfolio rubric)	150	Mastery of subject	50
Challenging topic/Relationship of paper to project	25	Rubric Grade multiplied by 8	96	Presentation and creativity	25	Personal Appearance	38
All deadlines met	25	Challenge to student	50	All deadlines met	25	Rubric grade from 3 community members, 3 school staff, and advisor (total of 7 rubrics)	112
		All deadlines met	25	Completion of 40 hours	50	Use of technology or other resources	50
Total points possible	250	Total points possible	250	Total points possible	250	Total points possible	250
Total points earned		Total points earned		Total points earned		Total points earned	

Total Points Earned for Capstone Project: \_\_\_\_\_/1000

In order to complete the capstone course satisfactorily, a student must complete all four parts successfully and earn no less than 700 points.

\_\_\_\_\_ **High School**  
**Capstone Project 2014**  
**Capstone Calendar Guidelines**

Grades will be issued each nine weeks based on completion of these guidelines. Capstone teachers may revise grades earned the first semester based on work completed the second semester. This is only a suggested guideline for objectives to be covered. Each school may modify as needed.

**1<sup>st</sup> 9 weeks**

- Teacher will cover: advising on project topics, defining goals and aspirations, discuss motivation and persistence, research techniques, research paper format
- Met with advisor a minimum of two times
- Submitted proposal and commitment forms
- Received approval for project
- Evidence of rough draft of research paper
- Evidence of thoughtful inquiry into all areas of the project.

**2<sup>nd</sup> 9 weeks**

- Teacher will cover: advising on product format, organizational skills, resume writing, writing skills
- Met with advisor a minimum of two times
- Submitted research paper to English teacher
- Evidence of beginning to complete contact hours
- Evidence of starting portfolio
- Evidence of beginning product

**3<sup>rd</sup> 9 weeks**

- Teacher will cover: presentation skills both written and oral
- Met with advisor a minimum of two times
- Met with English teacher to make any revisions to research paper
- Evidence of portfolio development
- Completed product
- Presentation date scheduled

**4<sup>th</sup> 9 weeks**

- Teachers will cover: reflection skills, use of project/portfolio to demonstrate skills to potential colleges and employers
- Met with advisor a minimum of two times
- Presentation completed
- Completed all capstone requirements

### References

- Memphis City Schools High School Capstone Manual. Memphis, TN: 2009.
- Middletown High School Capstone Project Manual. Middletown, RI: 2013
- Page High School Senior Project Handbook. Franklin, TN: 2013
- William H. Turner Technical Arts High School Capstone Research Paper Manual. Miami, FL: 2012

### Committee Members

- Aimee Wyatt, Executive Lead Principal, Chair
- Nekesha Burnette, Antioch High School
- Hank Cardwell, Glencliff High School
- Timari Caster, Pearl Cohn High School
- Marci Garner, Maplewood High School
- Scott Horner, Stratford High School
- Misti Jenkins, Overton High School
- Sara Korth, Hillsboro High School
- John Lee, Hume Fogg Academic Magnet High School
- Christy Lyons, East Magnet High School
- Hope Oliver, Whites Creek High School
- Laurie Poole, Nashville School of the Arts
- Jason Proffitt, Hunters Lane High School
- Michelle Robinson, Cane Ridge High School
- Amber Walker, Hillwood High School
- Joy York, Martin Luther King Magnet High School