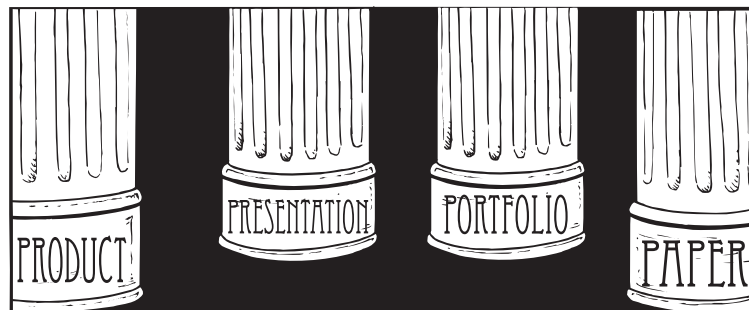


High School Capstone Manual

MEMPHIS CITY SCHOOLS
EXHIBITION OF STUDENT WORK



CAPSTONE PROJECT

Student's Name

School

2009-2010



Superintendent of Schools
Kriner Cash, Ed.D.

Message from the Superintendent

Breakthrough Leadership. Breakthrough Results.

August 26, 2009



Dear MCS Parents:

As your child approaches the end of his or her school career, it is important that your son or daughter not lose focus because of the anticipation of graduation. This manual has been developed to support you and your adolescent in completing one aspect of the requirements for graduation from

Memphis City Schools--The High School Capstone Project.

The High School Capstone Project is an element of the MCS Exhibition of Student Work and is a requirement of the new Tennessee Diploma Project initiated by the Tennessee Department of Education. Every student in the State of Tennessee is now required to complete a Capstone Project prior to completing high school. The purpose of the Capstone Project is to allow your child the opportunity to demonstrate what he or she knows and is capable of doing in the world after graduation.

Each student is required to write a research paper, develop a corresponding product or performance, develop a portfolio, and present her Capstone Project to a jury. This activity will allow your teenager the opportunity to integrate and demonstrate the knowledge and skills acquired during his educational career at MCS. More importantly, the Capstone Project will prepare your adolescent for whatever she may decide to do after graduation. To make the Capstone Project the powerful education experience it is, we need your help.

Please review this manual with your child. It will provide you both with important information about and expectations for the Capstone Project. To be successful in this activity, you and your high school senior must know the process. If you have questions about the Exhibition of Student Work High School Capstone Project, please contact your child's Senior English teacher or principal. You may also contact the MCS Exhibition of Student Work/Capstone office at (901) 416-5041.

Everyone at MCS is looking forward to your teenager's successful completion of high school and his or her entry into post-secondary studies or the world of work. It is an exciting time for you, your family, and all of us at MCS. Together, let's make this time a memorable culmination to your adolescent's high school career.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kriner Cash', written over a large, stylized 'C'.

Kriner Cash, Ed.D.
Superintendent of Schools

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Section 1 – Introduction and Overview

What is the Exhibition of Student Work High School Capstone Project, and what is its purpose?

The ESW High School Capstone Project is designed to provide you with the opportunity to apply all that you have learned in the four years of high school to a project which will extend your learning, stretch your potential, and challenge your abilities! Completed during the senior year, the work of the ESW High School Capstone Project consists of four major pillars: paper, product/performance, portfolio, and presentation. The goal is to choose a topic of interest to you and explore it. This might include investigating a topic you have always been curious about or choosing something you know a little about and taking your understanding of it to a new and challenging level.

For Example. . . A possible ESW High School Capstone Project for someone who might be interested in English Language Learners might be to investigate how people acquire a second language and produce a bilingual book for young children about a cultural event (Cinco de Mayo, Chinese New Year, etc.). This product will require you to write the story, translate the story, illustrate the story, and bind the final copy.

This handbook will guide you through this exciting journey every step of the way. It includes the information and forms you will need to complete the ESW High School Capstone Project.

What are the four major pillars of the Exhibition of Student Work High School Capstone Project?

The Paper:

Once you have decided on a Capstone Project, you will need to develop a deeper understanding about your topic. That is where the research comes in! With the approval of the Capstone School Committee (CSC), you will select a research paper topic.

For Example. . . If you plan to produce a bilingual book, would it be important to know how culture impacts the acquisition of a second language? You might want to write a research paper entitled “English Language Learners: The Role of Culture in the Acquisition of a Second Language.”

The Product/Performance:

Once you have completed the research paper on your selected topic, it is time to connect your research to your product. The product is a physical artifact or performance that reflects an authentic application of what you have learned about the topic.

For Example. . . If you are investigating English Language Learners, you might create a children’s picture book about a cultural event (Cinco de Mayo, Chinese New Year, etc.). This product will require you to write the story, translate the story, illustrate the story, and bind the final copy. It will demonstrate your understanding about the impact culture has on language acquisition.

The Portfolio:

Your Capstone Project will require you to extend your learning beyond the classroom. The portfolio will provide evidence of this Capstone Project journey. You will keep accurate records of the time you devoted and what you learned. The portfolio is a place to keep all of this documentation, and it will be examined by your Capstone Review Panel at your Capstone Presentation.

The Presentation:

You will present your Capstone Project at your Capstone Presentation during the week of the Spring Exhibition of Student Work. You will make a formal presentation to a panel of judges that will include teachers and community members. You will share with them all about your project: your research paper, your product or performance, and the process you followed as documented in year portfolio. You will also share lessons you learned along the way and your personal growth as a result of this challenging Capstone experience. If you chose a project that really excites you and captures your interest, your enthusiasm will shine through to your Capstone Review Panel members.

Section 2 – Picking the Project

How do I pick a project?

The ESW High School Capstone Project is one of the most important assignments of your high school career. Because you will dedicate considerable time and attention to your Capstone Project in the coming months, you need to consider your choice of project very carefully.

Pre-planning

Think about all the things you are interested in - things you would like to do, learn, understand, see, improve, create, or experience. Brainstorm and write down your ideas as they pop into your mind; don't limit yourself at this point. Narrow your ideas down to three or four ideas which are "do-able," and prioritize them. When deciding whether or not a particular project idea is "do-able", consider whether or not research information and resources to complete the project are available. Your project should maintain your interest for an extended period of time and meet the approval of your Capstone School Committee and your parents. Remember, to qualify as an ESW High School Capstone Project, your plan needs to be one which will stretch your abilities and allow you to grow as a learner.

Project Minimum Requirements

Your project must:

- be a personal stretch and challenge
- take a minimum of 15 hours outside of class time to complete
- be approved by your Capstone School Committee and by your parents
- be individual - no group or collaborative projects

Paper Topics/Related Projects

The following sample projects reflect stretch and challenge. Only finished projects reflecting quality will be accepted.

Project Topic	Paper Topic	Products/Performances
Harlem Renaissance	Impact of Harlem Renaissance on African American history	Oral interpretation performance of Langston Hughes' poetry
Healthy Choices-Exercise	Negative effects of high-impact exercise	Develop and choreograph a low-impact exercise program
Mask Making	African mask making	Design and create an African mask
Culinary	Characteristics of southern cuisine	Develop artifacts for a southern cuisine restaurant including advertisement, signage, menu, and sample dishes
Photography	Special effects in digital photography	Create and exhibit a variety of digital photos using different special effects
World War II	Experience of soldiers during World War II	Interview a World War II veteran and create a multi-media presentation chronicling his/her experiences during the war
Civil Rights Movement	Explore the Civil Rights Movement in Memphis	Create a photo essay about the Civil Rights Movement in Memphis

Unacceptable projects:

These projects are not acceptable for your ESW High School Capstone Project:

- No stretch or challenge: biography report, babysitting your niece, creating a family photo album
Although these are worthwhile activities, they demonstrate no rigor.
- Group or collaborative projects
- Partial work - If you say you are going to write a novel, you may not turn in only three chapters with a promise to finish the novel during your college years.
This product can not be judged in its incomplete form.
- Illegal or immoral activities

How do I receive approval for my Exhibition of Student Work High School Capstone Project?

You will complete and submit a Letter of Intent to your English teacher for approval by the Capstone School Committee. You will need to include: why you selected your topic, what you will research on your topic, what product or performance you will produce, how this is a stretch beyond your current knowledge and skills, and a pledge to avoid plagiarism. A sample Letter of Intent and the Letter of Intent Rubric are included in the appendix.

How will I verify parental permission?

You must have parental permission for your Capstone Project. It is important that your parents know what the Capstone Project guidelines are, what project you are planning, and what an important piece it is to your high school experience. You will convey your parental approval through the Parental Permission Form provided in the appendix.

How do I prove that I did all the work?

As you are working on your project, you will be required to keep a project log on the Project Log Form provided in the appendix. You should log an entry each time you do any project-related work. This will document your 15 hours of work outside the classroom. A sample entry is also provided in the appendix. The log will help your Capstone Review Panel to evaluate your project. The completed Project Log Form will be one component of your portfolio.

This is your Capstone Project; therefore, all of the work should be your own. Your Letter of Intent will include your pledge to avoid plagiarism and falsification.

Will I be allowed to change topics once I have received my approval?

Once your project is approved by the Capstone School Committee as documented on your Capstone Project Approval Form, you may begin work. Keep in mind that you will not be allowed to change your project topic after the approval process is complete unless an exception is granted by the Capstone School Committee. Be very thoughtful in your selection of a topic on the front end. Making your approved topic selection work is part of the learning experience.

Section 3 - The Research Paper

What do I write about?

The research paper should complement the topic that you have selected for your ESW High School Capstone Project. (See project topics/related paper ideas in the previous section.) The paper will allow you to explore what is currently known about your topic. Information from your research paper will lead to the development of your product or performance.

A 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. This component of the Capstone Project will prepare you for research papers you may write in your post-secondary education.

Your English teacher will guide you through this research process using the ESW Student Research Manual.

Research Paper Minimum Requirements

Your paper must:

- Be word processed.
- Be a minimum of 1200 words excluding the title page or works cited page.
- Have a cover page that identifies the title, student, English teacher, and date.
- Use a minimum of five resources; students encouraged to use *Tennessee Electronic Library* and *Google Research*.
- Be properly formatted with one-inch margins, double spacing, and twelve-point Times New Roman font.
- Use accurate MLA in-text citations and works cited page.
- Use charts and graphs when appropriate, but no decorative clipart or drawings. This is a serious scholarly paper.
- Be stapled in the upper left-hand corner.

Section 4 – The Product/Performance

How can I show what I know?

After you have written your research paper, you will demonstrate what you have learned by creating a product or performance that will be an extension of your research/topic.

The Product

The second component of the ESW High School Capstone Project is the creation of a product, a physical artifact or a performance, that demonstrates what you have learned during your research process. It could be an African mask you designed and produced, a photo essay of the Civil Rights Movement in Memphis that you created, or a video of your oral interpretation performance of Langston Hughes' poetry. Whatever you select for your product or performance needs to be high quality, show your learning stretch, demonstrate much time and effort, and represent a connection to your research paper. A tri-fold board filled with photographs only is not acceptable.

Product/Performance Minimum Requirements

Your product must:

- Be a physical, tangible product or a videotape of your performance
- Be an extension of your research
- Be high quality and reflect time and effort as documented in your Project Log
- Be a demonstration of your learning stretch

Section 5 – The Portfolio

What is it and what do I include?

Your ESW High School Capstone Project Portfolio is a collection of all required forms, research documentation, and reflection neatly presented in a 1-inch binder. Your Capstone Project Portfolio documents the entire Capstone Project journey. Guidelines on how to complete your portfolio will be provided by your teacher.

Your portfolio must include:

- Cover Page, word processed, to be inserted in front of the binder
- Letter of Introduction to your 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 (15 hour minimum)
- Capstone Product or Performance Documentation (digital photographs, DVD, etc.)
- Capstone Presentation Outline
- Capstone Presentation Practice Feedback Form
- Capstone Project Reflection Worksheet
- Capstone Reflection
- Capstone Portfolio Checklist

How do I write my reflection?

You should use the Capstone Project Reflection Worksheet, included in the appendix, to reflect on your completion of your Capstone journey. After answering the questions on the worksheet, look for answers that are the direct result of undertaking a project that forced you to stretch and grow in your learning and thinking. These answers can be used for your project reflection.

Using the answers from the Capstone Project Reflection Worksheet and the Capstone Project Reflection Guide, write a reflective essay of four to five paragraphs about your Capstone Project experience.

How can I use my portfolio after my Capstone Project is completed?

Your Capstone Project Portfolio can be used to show college admissions counselors and future employers your organizational and time management skills, your research skills, and your ability to reflect on and grow from your work.

Section 6 – The Presentation

Public speaking! How do I prepare?

If you have completed your research paper, finished your product or performance, and prepared your portfolio, you should be well prepared to share your presentation. You should be proud of the work you have done. Your ESW High School Capstone Project Presentation to your Capstone Review Panel is your opportunity to shine - to showcase what you have accomplished.

The Presentation

The culminating event for your Capstone Project will be your Capstone Project Presentation. Your Capstone Review Panel will consist of teachers and community members. Your presentation should be eight to ten minutes in length with a five minute question and answer period. You should be rehearsed and professional in your manner, dress, and appearance. To build confidence, practice your presentation in front of family members, teachers, and peers. The feedback from these critical friends will help you refine your presentation. The Capstone Presentation Practice Feedback Form is included in the appendix. When the big day arrives, you will be prepared!

Presentation Minimum Requirements

Your presentation must:

- Be eight to ten minutes in length, with a five minute question and answer period.
- Include your product to provide physical evidence of your accomplishments.
- Address not only the project and the research, but challenge(s) along your project journey that led to your personal and academic growth.

Key points to remember:

- Make eye contact with your Capstone Review Panel members. Rehearse enough that you do not have to read your notes.
- When facing the audience, be sure to avoid blocking your product/display.
- When you point out portions of your product or display, use the hand that is closer to it. This will help you avoid turning your back to the Capstone Review Panel or blocking their vision.

How should I dress?

First impressions are lasting impressions! Because your Capstone Review Panel has reviewed your Capstone Project Portfolio, they have an impression about the time and effort you gave along your project journey. Dressing for success will extend their positive impressions about the content you are presenting.

Suggestions for dressing for success:

- Neatly styled hair and clean, pressed clothes are important. A sloppy look is unacceptable.
- Avoid unusual, provocative or inappropriate clothing. You want your Capstone Review Panel to pay attention to your presentation, not to be distracted by something you wear.
- Dress as if you are preparing for a job interview.

Capstone Presentation Guidelines

Before the Speech

- Shake hands with each Capstone Review Panel member as you introduce yourself.
- If you have any multimedia, powerpoint, video, etc., launch it on the computer.
- Set up your physical product.

Speech (8-10 minutes)

Introduction:

- Grab the audience's attention with a story, quote, or personal experience.
- Make the topic/thesis of your project clear. Reference both your paper and your product.
- Take no more than 60 seconds.

Body of the Speech:

- A. How did I choose my topic?
 - Point 1
 - Point 2
- B. What did I learn from my paper and research?
 - Point 1
 - Point 2
- C. How did I apply my research knowledge to create or develop my product or performance?
(Use your product/performance as a visual aid.)
 - Point 1
 - Point 2
- D. What did I learn from completing this project, and how did I grow as a person?
 - Point 1
 - Point 2

Conclusion:

- Restate the topic/thesis. (End by connecting back to your introduction.)
- Leave the audience with a statement or question to ponder.
- Take no more than 60 seconds.

Capstone Presentation Guidelines. continued

Question and Answer (5 minutes)

After you have finished your speech, you will give your Capstone Review Panel an opportunity to ask questions about your project. It is important to listen to the question, take a few seconds to think and formulate your answer, and then reply to the panel members. If they ask you something you do not know, do not make up an answer. Acceptable ways to handle this situation might include the following responses:

“That is an interesting question. I do not know, but I shall do further research to find out.”

“That is an interesting question I did not explore while doing my research. I shall investigate to discover the answer.”

“I had not thought about that point. Thank you for giving me an additional idea to continue research on my topic.”

After the speech

- Thank the panel members and shake hands.
- Take your materials with you as you exit.

What background information will my Capstone Review Panel have before they listen to my presentation?

Before you present in front of your Capstone Review Panel, they will review your Capstone Portfolio and read your Letter of Introduction. The portfolio will document your Capstone Project journey, and your letter of introduction will introduce you as a young adult to your Capstone Review Panel members.

The Capstone Letter of Introduction Guidelines and a Capstone Letter of Introduction sample are included in the appendix.

Appendix – Forms and Samples

Where do I get the samples and forms I will need for my Exhibition of Student Work High School Capstone Project?

The samples and forms you will need are included in this appendix. Electronic copies of all forms can be accessed on-line at the ESW High School Capstone web page. You are expected to download the forms from the ESW web site, complete them electronically, and print them off for submission to your English teacher and for inclusion in your portfolio.

Below is a list of forms and samples that are included in this Appendix:

- Capstone Letter of Intent Sample
- Capstone Letter of Intent Rubric
- Capstone Parental Permission Form
- Capstone Project Approval Form
- Capstone Project Log Form
- Capstone Project Log Form Sample
- Capstone Research Paper Rubric
- Capstone Product Rubric
- Capstone Project Reflection Worksheet
- Capstone Project Reflection Guidelines
- Capstone Letter of Introduction Guidelines
- Capstone Letter of Introduction Sample
- Capstone Portfolio Checklist
- Capstone Presentation Rubric
- Capstone Presentation Practice Feedback Form
- Capstone Transfer Form

Capstone Letter of Intent Sample



(Format your paper with 1 inch margins)

Date September ____, 200-
(Leave 2 spaces between date and inside address)

Inside Address Mrs. Sharonda Smith *(Your English teacher's title, first and last name)*
Bluff City High School
233 Memphis Lane
Memphis, TN 38116

(Leave 2 spaces between inside address and salutation)

Salutation Dear Mrs. Smith:
(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.*

When I was in second grade, I moved to Memphis with my family from my home in Guatemala. It was a frightening experience when I came to Bluff City Elementary and was not able to understand my teachers and not able to read any of the books in my classroom. I was immediately enrolled in English Language Learner classes so I could learn to speak English. The dedication and encouragement of my ELL teachers led to my successful acquisition of English as a second language. I chose to do my Capstone Project on English Language Learners so that I can give back to other students who are experiencing the same situation that I experienced.

(Leave two spaces between each paragraph)

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

While exploring the topic of English Language Learners, I began to see how a person's culture can impact his/her acquisition of a new language. My research paper will focus on the role of culture in the acquisition of a second language. For my product, I will write a bilingual (Spanish and English) children's book that reflects a Hispanic cultural event. I will illustrate and bind the book so it can be placed in the Bluff City Elementary School library.

Paragraph 3 *Describe how this project is a stretch for you.*

This project will stretch my learning in two ways. Because I have never written a formal research paper, I will develop new skills that will help me when I enroll in college next fall. The creation of the bilingual book will challenge me in several areas including developing a story with illustrations that are appealing to young children and binding the book so that it can be donated to a local school library. I look forward to gaining many new skills and growing as a person as I embark on this Capstone journey.

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.

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 as outlined by the MCS Student Code of Conduct. 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)

Sincerely,

(Leave 4 lines for your signature. Sign in dark blue or black ink with your first and last name.)

Gabrielle Mendoza

Format adapted from Viking Senior Project Manual



Capstone Letter of Intent Rubric

Name _____ Date _____

English Teacher _____ Period _____

Topic _____

_____ **ASSIGNED FORMAT (2 points)**

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

_____ **PARAGRAPH ONE (2 points)**

- Description 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/performance and how you will produce it.

_____ **PARAGRAPH THREE (2 points)**

- Two ways the project will stretch you beyond your current knowledge/skills.

_____ **PARAGRAPH FOUR (2 points)**

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

_____ **TOTAL POINTS** (out of 10 points possible)

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

Rubric adapted from Rosemont High School Senior Project Handbook

Memphis City Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex or age. For more information, please contact the Office of Equity Compliance at (901) 416-6670.



Capstone Parental Permission Form

Student Name _____

Parent(s) Name(s) _____

Address _____

Parent Phone: Home _____ Work _____ Cell _____

As a parent/guardian of _____, a senior at _____ High School, 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 MCS Exhibition of Student Work High School Capstone Project 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 _____

Student Signature _____

Date _____

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

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Capstone Project Approval Form

Name _____ Date _____

English Teacher _____ Period _____

Project Topic _____

After reviewing your Capstone Letter of Intent and receiving your Capstone Parental Permission Form, the proposal for your Capstone Project has been:

- Approved
- Not approved, for the following reasons:

(Please see your teacher for corrections and resubmit.)

After submitting my Capstone Letter of Intent, my Capstone Parental Permission form, and receiving approval of 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).

Student Signature _____ Date _____

CSC Chairperson _____ Date _____

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



Capstone Project Log Form - Page 1

Name _____ Date _____

English Teacher _____ Period _____

Research Paper 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 journey 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 (u, r, w/, lol, etc.) are unacceptable.

Date	Time Spent	Activity and Commentary
		<p>Activity:</p> <p>Commentary:</p>

Your supervising teacher is required to initial each page of your project log form.

English Teacher Initials _____

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

Form adapted from Rosemont High School Senior Project Handbook

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Captone Project Log Form, continued - Page _____

Duplicate this page as needed.

Name _____ Date _____

English Teacher _____ Period _____

Date	Time Spent	Activity and Commentary
		<p>Activity:</p> <p>Commentary:</p>
		<p>Activity:</p> <p>Commentary:</p>

Your supervising teacher is required to initial each page of your project log form.

English Teacher Initials _____

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

Form adapted from Rosemont High School Senior Project Handbook

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Capstone Project Log Form Sample

Name _____ Gabrielle Mendoza _____ **Date** _____ Sept. 15, 2009 _____
English Teacher _____ Mrs. S. Smith _____ **Period** _____ 3rd _____
Research Paper Topic: _____ The Role of Culture in the Acquisition of a Second Language _____
Product _____ Bilingual Book _____

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 journey 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 (u, r, w/, lol, etc.) are unacceptable.

Date	Time Spent	Activity and Commentary
9/15/09	1 ½ hrs.	<p>Activity: I accessed the Tennessee Electronic Library to do research on my report topic. I found three sources that support my research thesis. I created note cards of pertinent information from those sources.</p> <p>Commentary: I learned how to use the Gale Student Edition database to find reliable sources. I also learned to check the “documents with full text” box to ensure that I found sources that had the complete article. I learned to number my note cards and sources the hard way. At first I had written 5 note cards, but I forgot to copy the resource citation. Since I had to redo that work, I won’t make that mistake again!</p>

Your supervising teacher is required to initial each page of your project log form.

English Teacher Initials _____ S.S. _____

Please file one copy of this log in the student’s portfolio and one copy at the school.

Form adapted from Rosemont High School Senior Project Handbook

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Capstone Research Paper Rubric

Name: _____ Date: _____ Points _____

English Teacher _____ Period _____

Category	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
Format	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	
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 states 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 supporting 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 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 distract reader or interfere with meaning	
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 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	
TOTAL POINTS					

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

Senior Capstone Product/Performance Rubric



Name _____ Date _____

English Teacher _____ Period _____

Dimension	Exemplary	Accomplished	Promising	Incomplete	A rating would not be applicable
Creative					
Degree of student creativity, originality, or imagination	Exceptional creativity	Some creativity	Little creativity	No creativity	This project should not be scored for Creative
Analytical					
Demonstration of student's understanding of the topic	Exceptional understanding	Some understanding	Little understanding	No understanding	This project should not be scored for Analytical
Practical					
Student's product reflects time and effort	Exceptional time and effort	Some time and effort	Little time and effort	No time and effort	This project should not be scored for Practical

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



Captone Project Reflection Worksheet

Name _____ Date _____

English Teacher _____ Period _____

Sit down and take some time to reflect on your Capstone Project journey. Read the questions and put thought into your answers. These are not questions that can be answered in ten minutes. You may choose a few of these answers to use as a guide when you write 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 produce the product? 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 part of doing this project? What were your challenges?
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?

*Questions adapted from Adrian High School Senior Project Manual
Please file one copy of this in the student's portfolio and one copy at the school.*

Capstone Project Reflection Guide

Read your answers from the Capstone Project Reflection Worksheet and choose two or three areas that you would like to focus on in your reflection. Your reflection should follow the outline below:

Introduction (1 paragraph):

- Start with a quote, a personal experience or a story.
- Write a thesis statement about your learning from the Capstone Project journey.

Body (1 paragraph for each question/answer chosen):

- Choose 2 or 3 questions/answers on the Capstone Project Reflection Worksheet to be the main points for the body of the reflection.
- Be sure to support each main point with examples from your Capstone Project experience.

Closing (1 paragraph):

- What “life-long learning” will you take away from this Capstone Project journey?
- How has the Capstone Project influenced you as a person?

Capstone Letter of Introduction Guidelines

Before the Capstone Review Panel hears your presentation, the Review Panel members will read your Capstone Letter of Introduction and review all documents in your Capstone Portfolio. The purpose of this letter is to give the Review Panel members an introduction to you as a student. This is your opportunity to give the Review Panel members information that will allow them to see you as a unique individual who is ready to enter the post-secondary world of college or work. The Review Panel members will be able to use the insights they gain from your letter and portfolio as a context for assessing your presentation.

Below are suggestions of information you may want to include in your letter. You may pick two or three to focus on, or you may include other information you feel is important for the Review Panel members to know about you.

Suggestions for introduction letter:

- Information about your family
- Teachers/classes that have influenced you as a person
- Honors you have received
- Talents you possess
- Hobbies you enjoy
- Goals for your future
- Challenges or obstacles you may have overcome

Word process this letter using a formal business letter format. A sample letter is provided on the following page.

Capstone Letter of Introduction Sample

May 1, 2010

Senior Capstone Review Panel
Bluff City High School
233 Memphis Lane
Memphis, TN 38116

Dear Review Panel Members:

As a graduating senior of Bluff City High School, I want to take this opportunity to provide you with information that has helped mold me into the person who will appear before you today. I spent my early years in Guatemala. My family moved to Memphis when I was in the second grade. Speaking no English, school was a scary place for me. I felt like an outsider who was looking into my second grade classroom. Luckily, the teachers at Bluff City Elementary School recognized my needs and immediately provided me with ESL classes. The teachers of that program greatly influenced my life by empowering me with a new language, English, and with the skills that I needed to be successful in an American school system.

As I gained a command of the English language, I became a successful student. I have remained on the honor roll during my middle and high school years. I have served on the Bluff City High School newspaper staff as a bilingual reporter who can translate the newspaper for my peers who are still struggling with English. This experience has led to my goal of attending college and majoring in journalism.

My Capstone Project was a natural offshoot of my future career interest. During high school, I volunteered at my church with pre-school children who were learning English as a second language. I saw the need for bilingual books that could be shared with the children and their parents, who often did not speak English themselves. I coupled my interest in journalism and writing with my talent for drawing to design my product which was writing, translating, illustrating, and binding a children's book about a Hispanic cultural event.

Capstone Presentation Day is a special day for me and my fellow classmates as we celebrate the successes we have experienced during our twelve years of school. Thank you so much for taking time out of your busy schedule to contribute to this celebration by listening to my Capstone Presentation.

Sincerely,

(sign your name in blue or black ink)

Gabrielle Mendoza



Portfolio Checklist

Name _____ Date _____

English Teacher _____ Period _____

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

Student	Teacher	Content
		Cover Page – inserted in the front cover of the binder
		Letter of Introduction to Capstone Review Panel
		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 Form – 15 hours minimum
		Capstone Presentation Outline
		Capstone Presentation Practice Feedback Form
		Capstone Project Reflection Worksheet
		Capstone Reflection
		Capstone Portfolio Checklist

Student Signature _____

English Teacher Signature _____

Please file one copy of this log in the student’s portfolio and one copy at the school.

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Capstone Presentation Rubric

Name: _____ Date: _____ Points _____
 English Teacher _____ Period _____

Category	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
Language Use and Delivery 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	
Organization and Preparedness 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	
Content 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	
Questions and Answers	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					

Please file one copy of this log 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 then have him/her complete the form below. Make sure each listener times your speech and gives you helpful comments. You must practice your speech at least three times with two practices being before an adult.

Name _____ Date _____

English Teacher _____ Period _____

Practice # _____ Timed Speech Length _____

Content

- Introduction - clear and creative
- Body – key points are exceptionally developed
- Conclusion – logical, relevant and effective

Delivery

- Uses effective volume and pace
- Uses correct grammar
- Makes eye contact

Comments

Date _____

Listener's Signature _____ Title _____

Practice # _____ Timed Speech Length _____

Content

- Introduction - clear and creative
- Body – key points are exceptionally developed
- Conclusion – logical, relevant and effective

Delivery

- Uses effective volume and pace
- Uses correct grammar
- Makes eye contact

Comments

Date _____

Listener's Signature _____ Title _____

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

Form adapted from Adrian High School Senior Project Manual



Capstone Presentation Practice Feedback Form, continued

Name _____ Date _____

English Teacher _____ Period _____

Practice # _____ Timed Speech Length _____

Content

- Introduction - clear and creative
- Body – key points are exceptionally developed
- Conclusion – logical, relevant and effective

Delivery

- Uses effective volume and pace
- Uses correct grammar
- Makes eye contact

Comments

Listener's Signature _____ Date _____

Title _____

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



ESW High School Capstone Transfer Form

Student Name _____ Student Number _____ Date _____

Departing School _____ Receiving School _____

CAPSTONE COMPONENTS

Topic Selection/Letter of Intent	Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date Completed _____
Research Paper	Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date Completed _____
Product/Performance	Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date Completed _____
Portfolio	Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date Completed _____
Presentation	Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date Completed _____

Please attach a copy of this Capstone Transfer Form to the transfer papers that the student will take to his/her receiving school and to the transfer papers kept at the departing school. Please ensure that the student understands he/she should take the completed Capstone work to his/her receiving school as it will be required as part of his/her Capstone Presentation.

Please place the Capstone Project documentation file in the transferring student's Cumulative Record. When the student's Cumulative Record is requested by the receiving school, the Capstone Project documentation file will be included.

References

References

Adrian High School Senior Project Manual. Adrian, OR: 2008

Oxford High School Senior Project Manual. Oxford, CT: 2009

Rosemont High School Senior Project Handbook. Sacramento, CA: 2008.

Viking Senior Project Student Manual. Forest Grove, OR: 2008.

Wilson Central High School Senior Project Manual. Lebanon, TN: 2007.

Trawick, Lindsay. "The OWL at Purdue." Purdue University. 2009. 13 Jul 2009 <<http://owl.english.purdue.edu/owl/resource/653/01/>>

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