

# Middletown High School

## Capstone Project Manual



### **A Handbook for Students, Parents and Teachers**

#### **Middletown High School Mission Statement**

Middletown High School is an educational community committed to providing the academic, civic, and social tools essential for the future success of our students.

# Middletown High School Capstone Project Manual

## Table of Contents

|                                      |    |
|--------------------------------------|----|
| Introduction.....                    | 3  |
| Capstone Components.....             | 3  |
| Standards.....                       | 4  |
| Capstone Proposal/Core Question..... | 5  |
| Capstone Roles/Responsibilities..... | 6  |
| Capstone Timeline.....               | 7  |
| I- Search paper.....                 | 8  |
| Reflective Essay .....               | 9  |
| Capstone Presentation.....           | 9  |
| Forms and Rubrics.....               | 11 |

## **I. Introduction**

As the culmination of fulfilling the RI Proficiency-Based Graduation Requirement(s) Middletown High School students are required to complete a Capstone Project. A Capstone Project allows a student to choose a topic of their choice, but their project must be researched-based and solve a problem. This project demonstrates that a student can meet identified applied learning standards, RI Grade Span Expectations, and content standards.

The Capstone Project began at Middletown High School in 2000, eight years before it became a requirement by the RI Department of Education. Since then the Capstone Project evolved from a volunteer after school opportunity to a stand-alone semester-long class through the spring of 2008. Every graduate from the graduating class of 2008 completed the Capstone Project. In moving forward the Capstone Project evolved again. The Capstone Project was embedded in the junior English classes for the start of the 2008-2009 school year.

There are many components to the Capstone Project that will be explained throughout this manual. The Capstone Project is designed to be completed independently by students with the guidance of a mentor of their choice (family members excluded) or expert in the field. The student's English teacher will also provide guidance by instructing them about the components of the capstone project and providing structure as they guide the students through the project.

Students will learn many skills through the completion of a Capstone Project. Some skills include complex problem solving, evaluation and synthesis of research, writing, communication, organization, time management, knowledge of technology and how to use it in a presentation, and oral presentation skills.

## **II. Capstone Components**

The embedded Capstone components are:

- Capstone Project Proposal Worksheet (includes the core question and mentor information)
- Fieldwork Log
- Capstone Timeline
- I-Search Paper
  - What I Know
  - What I Want to Find Out
  - The Search (the interview is at the back of this section)
  - What I Learned
  - Annotated Bibliography
- Reflective Essay
- Capstone Presentation.

### III. Standards

There are many standards that are met through the Capstone Project. The RI Grade Span Expectations and content standards vary based on student choice. All students, however, must demonstrate several **applied learning standards** through their Project. These are:

- ▶ **Critical Thinking**, in which the student detects incompleteness, inconsistency, an opportunity for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest.
- ▶ **Problem Solving**, in which the student organizes and conducts a process to create intellectual or physical products, hold an event, improves a system, or otherwise moves towards the solution of an identified core question.
- ▶ **Research**, in which the student uses information tools and technology to learn and deepen his or her understanding about the chosen issue.
- ▶ **Communication**, in which the students questions, learns from others, and informs.
- ▶ **Reflection/Evaluation**, in which the student reviews and thinks critically about the product and process and makes necessary revisions.

The student chooses how to meet these standards through their Capstone Project. In addition to the applied learning standards, a student must also demonstrate competency in at least one content area. In the Capstone Project, the student chooses content and performance standards in one or more areas to provide the focus for their applied learning.

The student should choose **one** of the following applied learning problem-solving standards to base their Capstone on:

- ▶ **A1a Designing a product, service or system:**  
Identify needs that could be met by new products, services, or systems and create solutions for meeting them;
- ▶ **A1b Improving a system:**  
Develop an understanding of the way systems of people, machines, and processes work; trouble shoot problems in their operation and devise strategies for improving their effectiveness; or
- ▶ **A1c Planning and organizing an event or activity:**  
Take responsibility for all aspects of planning and organizing an event or activity from concept to completion, making good use of the resources of people, time, money, materials and facilities. This event must include content standards.

## IV. Capstone Proposal / Core Question

The first step in creating a Capstone Project is to identify a core question (thesis). Core questions arise out of a students' interest. The core question should be open-ended, exploratory, and involve a learning stretch. The Capstone Project is an action-based research path to new knowledge, which allows a student to use that knowledge to solve problems. The core question should focus on applied learning and works best when it is rooted in real-world issues. The core question will lead to a solution, which can be judged for how well it meets the applied learning and content standards chosen.

The student must address one of the RI Applied Learning problem-solving standards listed on page 4. In addition to the RI Applied Learning Standards, the project must be aligned to a Content Standard and/or Grade Span Expectation (where applicable). In addition, mentor information is included on the proposal worksheet.

Listed below are examples of products that meet the requirements of a Capstone Project:

### **Design a Product, Service, or System (A1a)**

- Design and build a physical product.  
Some examples at MHS include desks, entertainment centers, tile tables, benches, baseball bats, go-carts, skateboard ramps, and newly designed rooms.
- Design a plan for development of a park or recreation area.  
Examples at MHS include the design of a brochure for public use of the Oakland Forest trail in Portsmouth.
- Investigate an issue (social, political, scientific, moral/ethical, artistic) and propose possible solutions.
- Design a service.  
Some examples at MHS include tutoring services, computer classes for teachers, Best Buddies, and Leo Club.

### **Improve a System (A1b)**

- Improve the system for water treatment in a community.
- Design a curriculum unit to address a gap or a problem you identified.
- Identify a problem within the structure of student government and make a proposed solution.
- Troubleshoot and repair faults in the operation of an automobile, mechanical device, or computer-based system.  
Examples at MHS include rebuilding vehicles, rebuilding computers, removing rust from a vehicle's exterior.

### **Plan and Organize an Event or an Activity (A1c)**

- Plan and Organize a voter registration drive within the school or community.
- Arrange a series of career Information Seminars.  
Examples at MHS include hosting a career fair with community business people.

- Organize a cultural festival/business exposition.  
Examples at MHS include putting on a Spanish Festival for 200 students.
- Organize an exposition of student art work.  
Examples at MHS include various art shows hosted both on and off campus, theatre productions hosted at both MHS and Gaudet, improvisational nights, writing expositions, etc.
- Design and implement lessons at an elementary, middle or high school.  
Examples at MHS include lessons completed at all three levels with teaching topics that include meteorology, physics, art, writing, history, theater and much more. (**Note:** All teaching capstones require a minimum of 2 lessons taught on 2 different days. If the focus of the lessons is to teach a skill to participants such as dance, soccer, etc, the student's lessons requires a minimum of five (5) hours of contact time with the participants in order for them to become proficient at the skills being taught.

## V. Capstone Roles and Responsibilities

**Students** – The following responsibilities are for students who complete the capstone within the framework of English class. The student is ultimately responsible for the success of the Capstone project. He/she must work closely with his/her mentor and English teacher.

- Identify a core question that allows an in-depth exploration of a topic whose goal is problem solving, resulting in a path to new knowledge (learning stretch).
- Complete the Capstone Proposal Worksheet for final approval by the student's Capstone teacher, mentor, and parents. The Capstone Project must address applied learning and content standards.
- Select and work with a mentor who helps to guide the student through the process. Mentors may be identified from within or outside the school community to provide expertise and support. Immediate family members may not be selected as a student's mentor. Mentor information must be recorded on the Capstone Proposal Worksheet. This information will be verified.
- Adhere to a timeline for the major activities in the project, including regular meetings with the project mentor.
- Conduct thorough research on content. Consult regularly with the mentor and English teacher to ensure that the requirements of the content standards are being met. Research information will be recorded in the I-Search paper.
- Annotate research and include annotations in the I-Search paper.
- Consult the I-Search Paper Research rubric and the Capstone Oral Presentation rubric to ensure that all elements have been included.
- Write an I-Search paper that reveals the details of the research that was found. The connection between the research and the Capstone project should be evident in the I-Search paper. In other words, explain how the research aligns with the project. An interview is part of the I-Search paper and a transcript must be included.

- Maintain a Fieldwork Log.
- Obtain outside evaluation of the product (mentor).
- Consult the final Capstone Oral Presentation rubric and guidelines in preparation for the final presentation.
- Prepare a final presentation folder of essential highlights of the project for judges.
- Select media for the final presentation that effectively communicate the necessary elements of the presentation.
- Present the Capstone product to the judging committee.
- Maintain an electronic portfolio of the required capstone components: Capstone Proposal Worksheet, I-Search paper, Fieldwork Log, reflective essay, and oral presentation.

**English Teacher and Mentor** – The English teacher is the guide/facilitator for developing and executing the Capstone Project.

- Introduce the student to the design of a Capstone Project.
- Help student identify a core question.
- Help student identify the appropriate content standards and GSE's.
- Assist the student in developing an accepted proposal that addresses the required RI Applied Learning Standards, Grade Span Expectations, and content standards.
- Assist student in identifying appropriate expert/mentor to assist with the project.
- Review the final proposal and sign it.
- Review the project timeline with the student.
- Make certain the student is familiar with the appropriate applied learning standards and all rubrics that will guide the student during the project.
- Monitor the student's progress in content research.
- Review and grade student's I-Search paper.
- Attest that the student's content is sufficient to meet standard.
- Review student's final Product. (**mentor**)
- **Mentor** should complete a student made-evaluation of the final product and sign the Fieldwork Log.
- Assist the student in determining the appropriate items to be included in the final presentation folder.
- Review the steps to a successful oral presentation, guidelines, and oral presentation rubric.

## **VI. Capstone Timeline**

The Capstone Project at Middletown High School is intended to be completed during the junior year English class. The project is facilitated by the English teacher and the student is supported by their English teacher and Capstone Mentor. However, it is the responsibility of the student to meet the deadlines of the project and complete the project by the intended deadline given below.

**If the student does not complete the Capstone Project, the student will receive no grade (NG) in junior English class.**

| <b>Component</b>  | <b>Due</b>              | <b>Forum</b>                    | <b>% in English</b>                                      |
|---|-------------------------|---------------------------------|--|
| <b>Proposal Form</b>  | <b>October 13, 2009</b> | <b>English Class</b>            | <b>10% of the Quarter 1 grade</b>                        |
| <b>I-Search paper</b>                                       | <b>January 4, 2010</b>  | <b>English Class</b>            | <b>Mid-year exam grade</b>                               |
| <b>Reflective Essay<br/>(must attach<br/>Fieldwork Log)</b> | <b>April 5, 2010</b>    | <b>English Class</b>            | <b>Test grade</b>  |
| <b>Presentation</b>   | <b>May 4, 2010</b>      | <b>Community<br/>Evaluation</b> | <b>Rubric grade<br/>(P/F)<br/>(No grade in English.)</b> |

**Notes:**

- **Late Penalty:** The late penalty on all assignments is ten (10) points per day.
- **Late Penalty on the I-Search:** The late penalty is ten (10) points per day. Please note that no submissions will be accepted for a class grade after January 8<sup>th</sup>, 2010. After January 8<sup>th</sup>, a zero will be recorded as the grade. In order to proceed on the overall Capstone, however, a “meet standard” paper must be achieved.
- **Early Submission of the I-Search:** Submit your I-Search paper on or before December 23, 2009 and receive ten (10) extra points on the grade.

## **VII. Capstone I-Search Paper**

The Capstone I-Search paper is a research paper of 5 – 8 pages. It includes the following sections:

- **Part 1 - What I Know**  
In this section of the paper you introduce your topic of research and explain your ideas and what you know (or think you know) about your topic.
- **Part 2 – What I Want to Find Out**  
In this section you will explain what it is that you want to know (or uncover) about your topic. This is where you ask the essential question (thesis). Why is this topic important to you?
- **Part 3 – The Search**  
In this section you describe your search. What evidence did you uncover or discover? How do you support your findings? (A transcript of the interview must be included. At least fifteen substantive interview questions related to the topic must be asked and answered.)
- **Part 4 – What I Learned**  
In this section you combine your ideas and prior knowledge, with the evidence you uncovered. What conclusions did you reach? Do you have the same ideas or interests? What did you learn?



- **Part 5 – Annotated Bibliography**  
This section is a list of all the exact sources you used in your paper. A minimum of 5 sources must be used. One source must be an interview with your mentor and no more than 2 sources can be Internet-Based. This bibliography must be complete and accurate to avoid plagiarism.

## VIII. The Reflective Essay

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

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

## XI. The Capstone Presentation

The Capstone Presentation will be a school-wide celebration of the student's efforts which will occur in a one-day event on May 4, 2010. For this event, the student must submit folders for distribution to the judges. Each folder should contain:

- a printed copy of slides or other media
- sketches (if applicable)
- lesson plans (if applicable)
- the reflective essay
- evaluations from the mentor and participants (if applicable)
- photos of the event or product (if applicable).

**The Presentation must follow this following format:**

1. Introduction:
  - a. My name is \_\_\_\_\_.

- b. Short engagement activity
  - c. Why I chose this topic?
- 2. Core Question
  - a. Address the core question
  - b. Note the learning stretch
- 3. Content Standard / Main Applied Learning Standard – Show alignment of the standards
- 4. Research – Present an overview of your I-Search paper
  - a. What did you know?
  - b. What did you want to find out?
  - c. Show how you supported the core question with research.
- 5. Report and reflect on your field work (event, product)
  - a. How did it go?
  - b. State the significance of new knowledge acquired that supported your core question.
  - c. Discuss the problems or obstacles you encountered and how you solved them.
- 6. Conclusion
  - a. Based on you core question, discuss the impact of the project on you.
  - b. Share some insights; the next time I do this type of a project I would.....

# Capstone Forms and Rubrics

## Capstone Project Proposal Worksheet

### Capstone Project Proposal Worksheet

Name: \_\_\_\_\_

Date Due: \_\_\_\_\_ (This form is worth 10% of your Quarter 1 grade. To receive credit, this form must be complete and submitted on time.)

\_\_\_\_\_ This proposal is approved.

\_\_\_\_\_ This proposal needs revision.

Use this sheet to develop your capstone Project proposal. Make sure you address each of the components. Meet with your teacher and Capstone mentor to discuss the proposal. The final proposal must be signed by the mentor, parent or guardian, and student.

### I. The first step in creating a Capstone is to identify a core question.

A Core Question is:

- Based on your interests
- Clearly stated as a question
- Open-ended and exploratory
- Directed towards a path to new knowledge
- Related to real-world issues whenever possible.

**My core question is:**

**How**

\_\_\_\_\_?  
\_\_\_\_\_

NOTE: If you change your core question substantially, you must resubmit this form for approval. Contact your teacher for any further information.)

### II. Identify and describe the learning stretch or path to new knowledge for this Capstone Project you are proposing.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**V. Select the Content Standard(s) and/or Grade Span Expectations (where applicable) for the project.**

**What is the content area under which your project falls? (e.g. If you are writing a book, the content area would be English Language Arts)**

---

---

**To whom should you speak or where should you look to find the content standards? (faculty member, RIDE website, Administrator, Director, or Librarian)**

---

---

**The content area and content standards for my project are:**

---

---

---

---

---

---

**I will achieve my content standards by researching the following topics:**

---

---

---

**(Please pay careful attention to this pivotal part of this proposal as you cannot pass your presentation without this component.)**

**Capstone Project Approval**

Student Name (Print) \_\_\_\_\_ Year of Grad \_\_\_\_\_

---

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

Parent/Guardian Name (Print)  
\_\_\_\_\_

Parent /Guardian Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

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

(Please remember that the Capstone mentor cannot be an immediate family member and must be over 21 years of age.)

Phone # \_\_\_\_\_ Email:  
\_\_\_\_\_

Occupation: \_\_\_\_\_  
\_\_\_\_\_

Name of  
Business/Company: \_\_\_\_\_  
\_\_\_\_\_

Street  
Address: \_\_\_\_\_  
\_\_\_\_\_

City/State/Zip: \_\_\_\_\_  
\_\_\_\_\_

Fax  
Number \_\_\_\_\_  
\_\_\_\_\_

**Mentor Responsibilities**

1. Mentors are expected to verify a minimum of 12 hours of fieldwork on the Fieldwork Log.
2. Mentors must evaluate and verify the completed project by signing the Fieldwork Log.

Capstone Mentor Signature \_\_\_\_\_ Date:  
\_\_\_\_\_

# FIELDWORK LOG

## CAPSTONE PROJECT

**(NOTE: Once this is scanned into TIENET, please submit this form to your English teacher. In order to be scheduled to present, this form must be completed.)**

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

Mentor's Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

| Date/Time | Number of Hours | Work Accomplished | Difficulties/Solutions | Mentor Initials |
|-----------|-----------------|-------------------|------------------------|-----------------|
|           |                 |                   |                        |                 |
|           |                 |                   |                        |                 |
|           |                 |                   |                        |                 |
|           |                 |                   |                        |                 |
|           |                 |                   |                        |                 |
|           |                 |                   |                        |                 |
|           |                 |                   |                        |                 |
|           |                 |                   |                        |                 |
|           |                 |                   |                        |                 |
|           |                 |                   |                        |                 |

TOTAL HOURS \_\_\_\_\_

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

MENTOR'S SIGNATURE \_\_\_\_\_

(NOTE: A minimum of 12 hours of fieldwork must be completed and verified by the mentor. Please note that work associated with the I-Search paper does not count as fieldwork.)

## I-Search Paper Research Rubric

| Criteria   | Exceeds Standard   | Meets Standard   | Nearly Meets Standard   | Below Standard   |
|--|--|--|---|--|
| <b>Resources Cited<br/>(in paper or presentation)</b><br>W-6<br><i>W-10-6.5</i>  | <ul style="list-style-type: none"> <li>Quality and types of sources enhance topic</li> <li>An extensive variety of sources relevant, accurate and reliable to the thesis expand ideas and give credibility to the research</li> </ul>  | <ul style="list-style-type: none"> <li>Includes a minimum of five sources for researching topic, one of which is an interview with the mentor or expert in the field. (No more than two Internet-Based sources may be used)</li> <li>Sources cited in body of paper are relevant, accurate, and reliable to main idea/thesis (Sections III and V)</li> <li>Lists and cites sources using standard format (Sections III and V)</li> </ul> | <ul style="list-style-type: none"> <li>Number and/or types of sources are nearly sufficient for researching topic</li> <li>Few sources cited in body of paper or presentation are relevant, or accurate, or reliable to main idea/thesis</li> <li>Lists and cites sources with many errors in standard format</li> </ul>              | <ul style="list-style-type: none"> <li>Significantly insufficient number and/or types of sources used for researching topic</li> <li>Most sources cited in body of paper or presentation are missing and/or irrelevant and/or inaccurate, and/or unreliable to main idea/thesis</li> <li>Lists and cites sources with major errors in standard format</li> </ul> |
| <b>Analysis &amp; Synthesis of Information</b><br>R-15,<br>W-6, W-8<br><i>W-10-8.2; R-10-15.4<br/>           W-10-6.4a. and 4b</i> | <ul style="list-style-type: none"> <li>Analysis/ interpretation of information presented, is compelling while relevant/valid/credible to the purpose, thesis, and audience.</li> <li>Includes facts and details that specifically address readers concerns with significant depth of information to support conclusions with evidence</li> <li>Conclusion(s) drawn show(s) evidence of sophisticated synthesis of information from multiple sources, including primary research</li> </ul> | <ul style="list-style-type: none"> <li>Analysis/ interpretation of information presented are accurate, complete and relevant to purpose, thesis, and audience. Includes sufficient details or facts for appropriate depth of information to support conclusions with evidence</li> <li>Conclusion(s) drawn show(s) evidence of synthesis of information from multiple sources, including primary research</li> </ul>                     | <ul style="list-style-type: none"> <li>Analysis/ interpretation of information is not entirely accurate, complete, and/or relevant to purpose, thesis, and audience</li> <li>Includes some facts/details to support ideas presented</li> <li>Conclusion(s) drawn show(s) little or no evidence of synthesis of information</li> </ul> | <ul style="list-style-type: none"> <li>Analysis/ interpretation of information is mostly inaccurate, incomplete, and/or irrelevant to purpose, thesis, and audience</li> <li>Includes little or no facts/details to support ideas presented</li> <li>Conclusion(s) drawn show(s) no connection made between purpose/thesis or lacks a conclusion</li> </ul>      |
| <b>Writing Conventions</b><br>W-9<br><i>W-10-9.1, W-10-</i>  | <ul style="list-style-type: none"> <li>Demonstrates control of usage, grammar, punctuation, capitalization, and spelling</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrates control of usage, grammar, punctuation, capitalization, and spelling</li> <li>Occasional errors do not</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrates some control of usage, grammar, punctuation, capitalization, and spelling</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrates little control of usage, grammar, punctuation, capitalization, and spelling</li> </ul>   |



|  |   |  |  |   |
|--|---|--|--|---|
| 9.2; W-10-9.4; W-10-9.5  |   | interfere with meaning   | <ul style="list-style-type: none"> <li>• Errors begin to interfere with meaning.</li> </ul>  | <ul style="list-style-type: none"> <li>• Numerous errors interfere with meaning</li> </ul>  |
| Structures of Language<br>W-1<br>W10-1.4<br>W10-1.1<br>W10-1.3 | <ul style="list-style-type: none"> <li>• Applies novel use(s) of text structure (sentences, sentence patterns, text) to enhance meaning for particular contexts, viewpoints, or interpretations</li> <li>• Maintains consistent organizational structure within paragraphs and throughout text</li> </ul> | <ul style="list-style-type: none"> <li>• Text structure is appropriate to purpose, audience, and context</li> <li>• Uses varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) Maintains organizational structure within paragraphs and throughout text</li> </ul> | <ul style="list-style-type: none"> <li>• Text structure is not always appropriate to purpose, audience, and context</li> <li>• Uses some variation of sentence length and structure</li> <li>• Exhibits some organizational structure within paragraphs and throughout text</li> </ul> | <ul style="list-style-type: none"> <li>• Text structure interferes with meaning and intent</li> <li>• Uses little or no variation of sentence structures</li> <li>• Exhibits little organizational structure within paragraphs and throughout text</li> </ul> |

**All four criteria must be met in full in order to meet standard.**

Overall Score: \_\_\_\_\_

## Reflective Writing Generic Rubric

### Expressive Writing: Reflective Essay—as established by the RI Grade Span Expectations

A. This rubric explains the elements of the prompt, expectations, and standards that should be included in the work. To demonstrate proficiency on this task, a student must meet or exceed standard on those expectations with an asterisk. In addition, a student cannot meet standard on this task if he/she receives below standard for any expectation.

| Expectations   | Exceeds standard<br>4   | Meets standard<br>3  | Nearly meets standard<br>2   | Below standard<br>1   |
|--|---|--|--|---|
| *<br><b>Engages the reader by establishing a context</b> | <p>Effectively identifies a condition, a situation, or an issue that addresses the prompt</p> <p>Skillfully uses precise and descriptive language that clarifies and supports intent and establishes an authoritative voice.</p>  | <p>Clearly identifies a condition, situation, or issue that addresses the prompt. <i>W-10.14.1</i></p> <p>Uses precise and descriptive language that clarifies and supports intent and establishes an authoritative voice. <i>W-10-7.4, 7.5</i></p>  | <p>Identifies a condition, a situation, or an issue but does not adequately address the prompt.</p> <p>Uses some language that clarifies or supports intent or establishes an authoritative voice.</p>   | <p>Fails to identify a condition, a situation, or an issue of significance or does not address the prompt.</p> <p>Does not use language that clarifies or supports intent or establishes an authoritative voice.</p>  |
| *<br><b>Demonstrates Critical Thinking</b>               | <p>Skillfully analyzes a condition or situation of significance as the basis for reflection.</p> <p>Makes connections between personal ideas and experiences and more abstract aspects of life, leading to new perspective or insights.</p> <p>Accurately selects and skillfully uses a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus.</p> <p>Thoroughly maintains focus.</p> <p>Provides closure leaving the reader with something provocative to think about.</p> | <p>Analyzes a condition, or situation of significance as the basis for the reflection. <i>W-10-14.2</i></p> <p>Makes connections between personal ideas and experiences and more abstract aspects of life. <i>W-12-14.6</i></p> <p>Accurately selects and uses a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus. <i>W-10-14.4</i></p> <p>Maintains focus. <i>W-10-5.5; W-10-7.2</i></p> <p>Provides closure, leaving the reader with something to think about. <i>W-10-14.5</i></p> | <p>Attempts to analyze the significance of a condition, situation, or issue to establish the basis of reflection.</p> <p>Attempts to make connections between personal ideas and experiences and more abstract aspects of life, but connections are inappropriate and/or ineffective.</p> <p>Attempts to use a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus, but some techniques are ineffective and/or inappropriate.</p> <p>Weak focus.</p> <p>Attempts to provide closure, but is ineffective in providing the reader with something to think about.</p> | <p>Analysis of the condition, situation, or issue as the basis for reflection is inaccurate, unclear, or missing.</p> <p>Makes limited connections to abstract aspects of life.</p> <p>Limited attempt to select and use a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus or selected techniques are ineffective and/or inappropriate.</p> <p>Lacks focus</p> <p>Does not provide closure or leave the reader with something to think about.</p> |

|  |   |   |  |  |
|--|---|---|--|--|
| <p><b>Creates an organizing structure</b></p>                      | <p>Uses an organizational structure that enhances the response.</p> <p>The opening, body, and closure are skillfully organized.</p> | <p>Uses an organizational structure that allows for a progression of ideas to develop. <i>W-10-1.1-4, 3.4; W-10-4.6; W-10-14.3, 5</i></p> <p>The response includes an opening, body, and closure.</p> | <p>Uses an organizational structure that causes confusion.</p> <p>The response shows some elements of organization.</p>                        | <p>There is little evidence of organization.</p>   |
| <p><b>Demonstrates command of written language conventions</b></p> | <p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>                         | <p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Occasional errors do not interfere with meaning. <i>W-10-9.1-5</i></p>                            | <p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors do interfere with meaning.</p> | <p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Numerous errors interfere with meaning.</p> |

## Capstone Oral Presentation Rubric

| Expectations   | Exceeds Standard   | Meets Standard  | Nearly Meets Standard  | Below Standard   |
|--|--|---|--|--|
| <p><b>Communicates ideas effectively</b></p> <p style="text-align: center;"><i>OC-2.1, 2.5</i></p>   | <ul style="list-style-type: none"> <li>• Effectively uses eye contact</li> <li>• Speaks clearly, effectively, and confidently using suitable volume and pace</li> <li>• Fully engages the audience by using a variety of accepted techniques (i.e. - ask a question, relate an anecdote, feature the project, present a statistic, engage in a short activity)</li> <li>• Selects rich and varied words appropriate for context and audience, and uses correct grammar</li> <li>• Dresses appropriately for the occasion</li> <li>• Delivers presentation within stated time limits</li> </ul> | <ul style="list-style-type: none"> <li>• Maintains good eye contact</li> <li>• Speaks clearly and uses suitable volume and pace</li> <li>• Engages the audience using at least 1 accepted technique (i.e. - ask a question, relate an anecdote, feature the project, present a statistic, engage in a short activity)</li> <li>• Selects words appropriate for context and audience and uses correct grammar</li> <li>• Dresses appropriately</li> <li>• Delivers presentation within stated time limits</li> </ul> | <ul style="list-style-type: none"> <li>• Uses minimal eye contact</li> <li>• Demonstrates some difficulties speaking clearly, using suitable volume, and/or pace</li> <li>• Takes steps to engage the audience</li> <li>• Occasionally selects words appropriate for context and audience; uses some incorrect grammar.</li> <li>• Dresses somewhat inappropriately</li> <li>• Presentation is mostly within stated time limits</li> </ul> | <ul style="list-style-type: none"> <li>• Uses eye contact ineffectively</li> <li>• Fails to speak clearly and audibly and uses unsuitable pace</li> <li>• Does not engage the audience</li> <li>• Selects words inappropriate for context and audience; uses incorrect grammar frequently</li> <li>• Dresses inappropriately</li> <li>• Presentation is not within stated time limits</li> </ul> |
| <p><b>Content Requirements</b></p> <p style="text-align: center;"><i>OC-2.1</i></p>  | <ul style="list-style-type: none"> <li>• Exhibits logical organization (i.e. – presentation includes all elements outlined in the Capstone Presentation Guide) with detailed connection to the core question</li> </ul>  | <ul style="list-style-type: none"> <li>• Exhibits logical organization (i.e. – presentation includes all elements outlined in the Capstone Presentation Guide) connected to the core question</li> </ul>  | <ul style="list-style-type: none"> <li>• Attempts to organize information; concept and/or ideas are loosely connected to core question</li> </ul>  | <ul style="list-style-type: none"> <li>• Little logical order is apparent</li> </ul>   |
| <p><b>Exhibits logical organization</b></p> <p style="text-align: center;"><i>OC-2.1, 2.2, 2.3</i></p>   | <ul style="list-style-type: none"> <li>• Exhibits flowing, succinct transitions between key points</li> <li>• Provides a clear and compelling conclusion which restates the premise of the core question</li> <li>• Delivers presentation without the use of notes or memory aides</li> </ul>  | <ul style="list-style-type: none"> <li>• Includes smooth transitions between key points</li> <li>• Provides a coherent, logically supported conclusion related to the core question</li> <li>• Delivers presentation with minimal the use of notes or memory aides</li> </ul>   | <ul style="list-style-type: none"> <li>• Includes transitions between most key points, but is sometimes choppy or confusing</li> <li>• Attempts to provide a conclusion</li> <li>• Delivers presentation with repeated use of notes or memory aides</li> </ul>   | <ul style="list-style-type: none"> <li>• Exhibits few, transitions between key points; or no transitions little; flow from one idea to the next</li> <li>• Little or no attempt to provide a conclusion</li> <li>• Delivers presentation by reading from notes or memory aides</li> </ul>  |
| <p><b>Explains the process and findings of the project and resulting learning</b></p> <p style="text-align: center;"><i>W-6.2, 6.4 a &amp; b, W- 6.5; 8.1, 8.2,8.4, OC-2.3, R-15</i></p> | <ul style="list-style-type: none"> <li>• Clearly defines the core question and the learning stretch</li> <li>• Supports the core question with an analysis of relevant and accurate evidence</li> <li>• Elaborates on significance of new knowledge acquired or makes insightful connections to thesis/topic</li> </ul>  | <ul style="list-style-type: none"> <li>• Defines the core question and learning stretch</li> <li>• Supports the core question with evidence</li> <li>• Clearly states significance of new knowledge (learning stretch) acquired to support thesis/topic.</li> </ul>   | <ul style="list-style-type: none"> <li>• Attempts to define the core question and learning stretch</li> <li>• Attempts to support the core question with limited evidence</li> <li>• Attempts to state significance of new knowledge acquired to support thesis/topic</li> </ul>   | <ul style="list-style-type: none"> <li>• Does not clearly define the core question or learning stretch</li> <li>• Does not support the core question with evidence</li> <li>• Little evidence of acquisition of new knowledge to support thesis/topic</li> </ul>   |

|  |  |   |   |   |
|--|--|---|---|---|
| <b>Uses technology and/or other media to enhance the presentation</b><br><i>OC-2.6</i> | <ul style="list-style-type: none"> <li>Selects and uses well-crafted technology and/or other media supports to enhance communication and enhance audience understanding</li> </ul> | <ul style="list-style-type: none"> <li>Selects and uses technology and/or other media supports to communicate desired information and broaden audience understanding</li> </ul> | <ul style="list-style-type: none"> <li>The selected technology and/or other media supports do not adequately communicate desired information or develop audience understanding</li> </ul> | <ul style="list-style-type: none"> <li>Does not select technology and/or other media supports to communicate desired information or improve audience understanding</li> </ul> |
| <b>Effectively responds to audience questions and feedback</b><br><i>OC-2.4</i>        | <ul style="list-style-type: none"> <li>Responds effectively to audience questions and feedback to provide new insights</li> </ul>  | <ul style="list-style-type: none"> <li>Responds effectively to audience questions and feedback</li> </ul>   | <ul style="list-style-type: none"> <li>Responds somewhat effectively to audience questions and feedback</li> </ul>  | <ul style="list-style-type: none"> <li>Responds ineffectively to audience questions and feedback</li> </ul>   |

The student must “meet or exceed” standard by a preponderance of evidence on all expectations.