**Mount Baker**

**Capstone Guidebook**

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# **Capstone Overview**

**What is a Capstone?**

The capstone is a rigorous learning opportunity for students to reflect and share in personally meaningful ways, and is a requirement for Career-Life Connections and for graduation. The purpose of the capstone is for students to demonstrate the knowledge, competencies, and passion(s) that they can offer the world, as they integrate personal interests and strengths with preferred future possibilities. Weaving together Indigenous and non-Indigenous ways of knowing, it is a representation of the student’s learning journey, and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

**Rationale**

A capstone project is a celebration of learning and experience. It is designed to encourage students to think critically, solve challenging problems and develop skills. It is their venue to connect with the world outside of school and to demonstrate that they have the knowledge and ability to go on to further their education, enter the workforce, and/or operate their own business.

**The Capstone will:**

* Help students make connections between what they are learning and what they hope to see in their future
* Provide students with focused, structured, authentic, and experimental learning; responsibility for meeting timelines, making decisions, conducting research, preparing and making presentations – all transferable skills needed for success in the workplace
* Identify a new opportunity, either for an existing entity or for the creation of a new venture, and implement the necessary skills they have built to launch their own entrepreneurial venture, research project, service pursuit, event, or product
* Ensure students meet BC Ministry core competencies (Communication and Collaboration, Creative and Critical and Reflective Thinking, Personal and Cultural Identity, Personal Awareness and Social Responsibility) through the development of the following skills:
* Communication (oral and written)
* Public Speaking
* Research Skills
* Media Literacy
* Teamwork
* Planning and Organization
* Self Sufficiency
* Goal Setting
* Time Management

# **Capstone Stages and Components**

**STAGE 1-The Preparation Process**

**Proposal/Mentor**

The student will select a project strand and develop a Capstone Proposal (see Proposal Format, page # 13. Students should review the proposal with parent(s)/guardian(s) and gain approval prior to the submission to the Capstone teacher. The proposal will be reviewed and approved by the Capstone teacher before any work may begin by the student. Optionally, a student may choose to identify a mentor as part of their proposal.

**STAGE 2-The Capstone Product**

**Research and Execution (Strands)**

The execution component of the Capstone is where the FUN BEGINS. Through the Capstone process, the student transitions from the world of subject-centric learning to real-life relevance and application. This is where the student gets to apply everything they have learned over the past 12 years, and apply new skills and/or knowledge.

The student will conduct research and maintain a collection of work product evidence for use later in the Capstone (see Portfolio below). Students are encouraged to be creative in the work products they provide as evidence of their efforts (see your strand for details).

**Portfolio**

Students will assemble a portfolio that includes a collection of research, work and evidence. The student should select work that they believe best represents their experience. The portfolio must include the proposal plan, timeline (to be completed PRIOR to beginning your project), journal of progress, etc., and may include any other important documents, photos or electronic evidence resulting from the student’s efforts.

**STAGE 3-The Presentation and Reflection**

**Presentation**

In the final step of the Capstone process, the student will deliver a 20 minute presentation to a review panel (see Presentation Guidelines). The presentation should incorporate components of the portfolio and can be delivered in a variety of formats.

**Reflection**

In addition to the above components, student will write a final reflection paper that describes and consolidates their experience. Please see guideline for the reflection paper. They will also need to complete a Core Competency self-reflection.

# **Selecting a Capstone**

****You may already know exactly what Capstone you wish to pursue or perhaps you don’t know where to begin. We have provided an approach for brainstorming and selecting a topic. Remember, this is a project that you will invest a significant amount of time and energy into the final product (30 – 50 hours). It should be something that you are passionate and excited about so that you will learn from the experience and have a great time doing it. The following steps are guidelines for brainstorming and selecting an exciting and interesting Capstone.

**Step 1** – **Generalize**

In this step, determine a general area(s) of personal interest.

* Subject area should be relatively broad and something you are interested in.

**Step 2** – **Narrow down the subject area**

In this step, explore your general subject area to determine a specific area of interest

* Why does this subject area interest you?
* Does this subject area have long term interest? Why?
* Do you have particular skills and/or knowledge already in this area that you are looking to expand?
* Are there people around you or that you have access to that may be interested in getting involved or assisting you?
* Specifically, what parts of the subject are you curious about or are most interested in?

**Step 3** – **Choose a topic within your subject area (must be Capstone appropriate)**

In this step, consider your access to resources. Do you have access to what you will need to complete your Capstone project? The Capstone should stretch your abilities and create new learning opportunities, but it should not stress you out because you can’t get access to the resources you need to complete it.

* Do you have some general skills and/or knowledge in the topic?
* Will the topic challenge you? Is this challenge surmountable?
* If you believe your topic may include community service activities or an internship, do you have organizations or companies within your area that you can approach to work with?
* Do you have access to other individuals that may have some expertise in the topic area?

*Remember, this is your project, but it is quite acceptable to learn from others and their experiences.*

**Step 4** – **Choose a project strand**

In this step, determine the best method to showcase the topic of your Capstone by reviewing the description of the requirements of each project strand. Below are examples of how a student might arrive at a Capstone strand selection. It is critical to understand that any Capstone could fit into any strand. The ultimate decision of how you arrive at your selection is by reflecting on how you learn best and how you enjoy spending your time.

**Consider the following:**

**Example 1**

Step 1: Computer Science Step 2: Network Management

Step 3: Student has taken computer classes and develops small websites as a hobby. Uncle works for a local computer consulting company that is open to an internship.

Step 4: Career-Exploration Capstone with an internship working with the Information Technology team at the local computer consulting company.

**Example 2**

Step 1: Architecture

Step 2: Modern Design and Construction

Step 3: Student has always enjoyed or been drawn to this particular design of buildings. Perhaps the student is an artist, or may have even taken classes where they have been introduced design and build software.

Step 4: Product Capstone with a specific focus on designing and building a model of a small private residence using modern architecture design techniques.

**Example 3**

Step 1: Human Services Step 2: Elderly Care

Step 3: Student currently volunteers at a local retirement center and has observed the interaction between the residents of the center and children that have visited other residents in the center.

Step 4: Service-Oriented Capstone with a specific focus on the development of a new socialization program for residents at the retirement center. Program may include a monthly event in partnership with a local elementary school where students “adopt” and visit a resident of the retirement center

# **Strand Choices**

## **A. Research/Experiment Capstone**

The main focus of an academic research paper or experiment capstone is to develop new arguments or insights. For students who are curious about a specific area of study and would like to have the opportunity to further explore, research, and gain scholarly knowledge they may use the research or experiment method.

In a research paper, you will start by using previously published literature as a foundation and support to help you develop your own understanding of a topic and to further develop your guiding research question. Research papers should be properly sourced (APA, MLA) and should be at least 12 pages in length.

Below is a table outlining the difference between a research paper and a report. For your capstone you will be writing a **research paper**, not a report.

|  |  |
| --- | --- |
| Research (Position) Paper | Report |
| * Purpose: TO CONVINCE | * Purpose: TO INFORM |
| * QUESTION-based | * TOPIC-based |
| * Has a clear, arguable THESIS | * General discussion |
| * YOU use data and ideas as evidence to support your position | * Summarizes information gathered |
| * YOU analyze and interpret information | * Presents analysis and interpretation of OTHERS |
| * YOUR unique perspective and conclusion | * Does not result in new knowledge |

**Steps of Research Strand:**

1. Develop a guiding research question
2. Literature review of #\_\_\_\_ academic sources
3. Create a thesis statement
4. Create an essay proposal to be reviewed
5. Connect with mentors or members of the community to help/support your research
6. Conduct research
7. Collect data
8. Write your first draft
9. Have someone provide feedback/edits (mentor)
10. Revise and type final paper
11. Include properly sourced references (teacher’s discretion)

**Examples of Research Capstone:**

* Do post-secondary graduates make more money than people who do not attend post-secondary school?
* Do our grocery stores allow us to truly eat a local diet?
* Can technology in the classroom lead to higher grades for struggling learners?
* Do outdoor recreation opportunities lead to more environmentally focused citizens? Does the length or shape of your skateboard affect your ability to do tricks?
* Does social media affect how we feel shame?

**Steps of Experiment Strand:**

1. Select a topic of interest/develop a guiding question
2. Identify a research problem/guiding question
3. Conduct a literature review
4. Connect with mentors or members of the community to help/support your experiment
5. Develop a hypothesis
6. Determine variables that may impact your experiment
7. Develop experimental design
8. Conduct experiment
9. Analyze data
10. Conclusions

**Examples of Experiment Capstone:**

* Do geese populations negatively impact the water quality of Kootenay Lake?
* Do SAD (seasonal affective disorder) lights have a positive impact on a person's mood?
* Do pre-workout powders give one more energy when working out?
* Does music tempo have an impact on work productivity?
* Are there ghosts that haunt the school?

****

## **B. Event Capstone**

**\*\*\*\*\*Please note: During Covid – the size of your event is limited to 50 people. \*\*\*\*\*\***

The main focus of the event capstone is for students to research, create, and host their own event opportunity. This would be an ideal capstone choice for students who are interested in event planning and management, networking, raising awareness, and social activism.

In an event capstone you will begin by developing a firm understanding of your chosen area of interest. It is essential that you choose an event style that works best for you and your area of interest: entertainment event, sports event, educational event, fundraising event, awareness event, online event etc.

**Steps of Event Strand:**

1. Select an area of interest
2. Research and select an appropriate event style for chosen area of interest
3. Create overall timeline/outline for event
4. Connect with mentors or members of the community to help/support your event
5. Research and organize/book event location option
6. Research and acquire essential technology for event
7. Research, determine and contact guest speakers, talent, agencies, helpers, etc.
8. Research and determine material list
9. Research and create budget
10. Create and distribute event marketing
11. Prepare for MC (master of ceremony) role
12. Host event

**Examples of Event Capstone:**

* Entertainment Event
* Special Awareness Day/Week
* Educational Event
* Sport Event
* Fundraising Event
* Online Event



## **C. Project Capstone**

The main focus of the project capstone is for students to construct a tangible object or demonstrate a new skillset. Students will research, develop, design and build a model from start to finish.

**Steps of the Project Strand:**

1. Brainstorm ideas of a product or skillset to develop
2. Research the product or skillset itself and answer the questions:

Why? What? How?

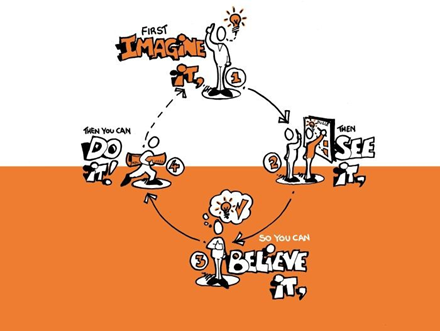
1. Connect with mentors or members of the community to help support your learning
2. Research and plan what you will need to move ahead
3. Design your product or describe your desired outcome
   1. Create a blueprint, plan, or outline
   2. Construct an equipment or resource list
   3. Develop a budget, if needed

**Examples of Project Capstone:**

* Build a bike trail
* Write, act, direct, produce a play that you wrote
* Write a play to spread awareness of the LGBTQ+ challenges
* Produce a school magazine or newspaper
* Choreograph a routine
* Build a piece of furniture to donate
* Develop a computer program or video game
* Plan and create a five course meal
* Learn a new genre of music on your guitar
* Write a family history and present as an art piece
* Build a greenhouse for the use of your community food bank
* Apprentice with an elementary teacher and teach a lesson to the class
* Learn a new language



## **D. Career/ Entrepreneur Capstone**

****The main focus of this strand is to create and experience the start of a new business initiative or explore a career. Students can identify local businesses, organizations or companies that may be a source of information and sponsor for mentorship. This strand may incorporate ACTIVE job shadowing/internship with a chosen mentor, or conceptualize a business/product which is original to them.

**Steps of the Entrepreneurial Strand:**

1. **Conceptualize:** authentic or fictional business, profit or non-profit. You need to ask open-ended questions to yourself or a potential customer – ‘Why, What, Who, Where, When and How’ about the problem. You need to think that you are the customer of your product or service and have that mindset. Remember that customers buy products or services that solve their problems. Brainstorming is the best bet.
2. **Market research and analysis:** gathering information which will make you more aware of how the people you hope to sell to will react to your current or potential products and services. Primary research is original information gathered through your own efforts. This information is normally gathered through surveys, observation, or experimentation
3. **Design a business plan:**
   1. **Product:** Focus on things like function, appearance, and customer service
   2. **Price:** Set a price based on competitors’ prices or the price a customer is willing to pay
   3. **Placement:** Decide where to set up and how to distribute a product (retail, wholesale, online)
   4. **Promotion:** Figure out how to best reach particular demographics (teens, families, students, professionals, etc.) in areas of advertising and publicity, social media, and branding
4. **Implementation** of a service or product
5. **Budget:** What is the cost to start this new venture?

Examples of Entrepreneurial Capstone:

* Develop and execute a tutoring program
* Establish a teen coffeehouse as a way to share poetry
* Have an ice cream cart during sporting events
* Create a free coupon app for smart phones
* Day camp for pets
* Personal shopping services for seniors
* Use recycled materials for clothing/shoes
* Labels that allow parents to find lost toys and clothing via online tracking

# **Possible Mt. Baker Capstone Projects**

At Mt. Baker several class units/projects may qualify for a capstone. If you are struggling to find a capstone project, you may opt to do one of these below. Please remember, you still have to complete all the work in one of the strands ie proposal, preparation, your Baker project, core competencies, relevance to you/career, conclusion, self evaluation and reflection. This is only a sampling, there are many other projects in Mt. Baker that would qualify.

|  |  |  |
| --- | --- | --- |
| Class | Project Name | Description |
| Law 12 | Forensic Research | Fingerprint Lab; Plaster Shoeprint casts |
| English 11-12 | Creative Writing | Writing poems, short stories, blogs etc |
| English 11-12 | Commonplace Books | Reflections, inquiry questions etc |
| English 12 | Worldview Essay | Consider influences and worldview |
| Beginner Spanish | Presentation | Create a skit utilizing the Spanish you have learned |
| Spanish 11 | Spanish Heros | Research and present a Spanish Hero |
| Spanish 11 | Operation Condor | Research the Imperialism in Latin America |
| Drafting | Design Main Project | Design of your main class project |
| Drafting | House Design | Design floor plan/draft house |
| Wood | Boxseat CNC | Cabinet Making MDF/CNC/SEAT |
| Wood | Table Project | Design & Build a table using Mortise/Tennon |
| Metal | Sculpture | Design, build, manipulate |
| Metal | Forge Project | Design, manipulate steel for forged project |
| Robotics | Build Robot | Use Commands/program and build robot |
| Elx | Circuit Board | Use of circuitry, soldering, and design |
| Foods | Final Meal | Shop/prepare/sample |
| Foods | Design/Decorate Cake | Design/shop/bake and decorate cake |
| AP Computer | Project |  |
| AP Bio | Cancer | Research Paper and presentation |
| AP Bio | Cell Resp | Measure rates choosing organisms |
| Physics 11/12 | Water propelled Boat | Prototype and Final |
| Physics 11/12 | Engineering Projects | Prototype and Final |
| Sci4Citizens 11 | Career Based Prep | Using interview/ppt/net investigate and prepare |
| BioChem | Capstone Passion Proj. | Paper research and presentation |
| FOM 11/Stats 12 | Survey Project | Survey, collect data, collate, present |
| Pre-Cal 11 | Car Project | Purchase car and determine costs/insurance etc |
| Pre-Cal 12 | Report and Presentation | History and Biography or Application |
| Photo 11 | Portfolio | End of semester portfolio |
| Photo 12 | Portfolio | End of semester portfolio |
| Media/Arts 11/12 | Timelapse/GIF/animation | Develop timelapse/GIF and create animation |
| Media/Arts 11/12 | Social Media Campaign | Research mental health issues and create campaign |
| Media/Arts 11/12 | Themed project | Rotating themes, major project and creation of art. |
| Accounting 12 | Sage Computer Module | Entering data in various companies, create reports |
| Psych 11 | Nature/Nuture | Research and Present |
| Psych 12 | Facebook | Research and Present |

# **Proposal Format**

The student must submit their proposal for their capstone project on or before:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teacher tells date)

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Capstone Strand: Check off one box

❑ Research Experiment Strand

❑ Event Strand

❑ Project Strand

❑ Career/Entrepreneurial Strand

❑ Service Strand

❑Other (approval of teacher required)

Create a box called Capstone 12 in myBlueprint portfolio and within that box, please create a box called proposal and clearly answer the numbered questions. Use the numbers in your box.

1. Description of your Capstone. 2-3 sentences
2. Explanation why you have chosen your capstone. 3-5 sentences
3. Outline of a timeline with dates of completion of the various steps to be completed. Ex:

Proposal submitted \_\_\_\_\_\_\_

Research completed by \_\_\_\_\_\_

Preparation of written work \_\_\_\_\_\_\_

Proof reading and review \_\_\_\_\_\_\_

Consultation with Teacher/Mentors \_\_\_\_\_\_

Preparation of Final Presentation \_\_\_\_\_\_

Practice presentation \_\_\_\_\_\_\_\_\_ HIGHLY RECOMMENDED

Final Capstone Presentation \_\_\_\_\_\_\_\_

Self-Assessment and Reflection \_\_\_\_\_\_\_

1. Identify possible 1-2 mentors and their relationship to you or the Capstone
2. Name of other people who will provide you with guidance and their relationship to you or the Capstone
3. Description of what you are hoping to learn
4. Specific outcomes or impacts of the project (beyond your personal learning)
5. Identify tentative presentation dates with your teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by parent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Upload this document to myBlueprint when all signatures and proposal are completed.**

# **Portfolio**

Students will assemble a portfolio that includes a collection of work. The student should select work that they believe best represents their experience. The portfolio must include the proposal, plan, timeline, journal of progress, electronic copies of PowerPoint presentations, photographs, videos, music, models, websites, podcasts, interest & ability assessments, business correspondence, marketing & financial information and/or other work resulting from the student’s research and efforts.

**Proposal**: Your accepted proposal letter, signed by parent/guardian and capstone teacher

**Timeline**: Your completed timeline of due dates, meetings, work periods, presentation dates,

etc. must be included. A timeline should be completed PRIOR to beginning

your project (on proposal).

**Journal of Progress**: To help you stay on task, be accountable for your scheduled timeline,

and effectively reflect on your experiences, you will keep a Journal of

Progress during the time you work on the project. The journal of progress

will be a quick and efficient way to show your teacher exactly where you

are in the process, and moreover, will serve as an invaluable

resource when you write your final reflection at the end of the year.

* Each journal entry should be dated and titled based upon the part of the process in which you are currently working
* Each entry should address what you anticipate for the week
  + What you plan to accomplish by the end of the week
  + Your needs, including time, space, materials, and personal contacts
  + Any obstacles you anticipate
  + A summary of your progress for that week
  + An explanation of what core skills you employed during your work and learning that took place
  + Any challenges you encountered and how you moved forward

**Evidence:** This includes any or all of the formats listed above that demonstrate your research,

progress, efforts, and correspondence; in short, anything you used to complete this

project.

\*\*See journal of progress template

# **Journal of Progress Template**

|  |  |  |
| --- | --- | --- |
| **Date:** | | |
| **Number of Hours** | **Needs (time, space, materials, contacts)** | **Work Accomplished** |
|  |  |  |
| Successes/Learning:  Challenges:  Next Steps: | | |

|  |  |  |
| --- | --- | --- |
| **Date:** | | |
| **Number of Hours** | **Needs (time, space, materials, contacts)** | **Work Accomplished** |
|  |  |  |
| Successes/Learning:  Challenges:  Next Steps: | | |

# **Core Competency Student/Self Reflection**

|  |  |
| --- | --- |
| Core Competencies | Describe how your project demonstrates the following Core Competencies: |
| Communication |  |
| Creativity Thinking |  |
| Critical Thinking |  |
| Personal and Cultural Identity |  |
| Personal Awareness |  |
| Social Responsibility |  |

# **Capstone Project Rubric – Student/Self Reflection**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Extending – 4 | Proficient – 3 | Developing – 2 | Emerging - 1 |
| Information Gathering/Formatting | Excellent skills in information gathering, synthesizing, and analyzing knowledge of topic.  Presents an extensive list of resources. | Good skills in information gathering, synthesizing, and analyzing knowledge of topic.  Presents a list of resources. | Satisfactory skills in information gathering, synthesizing, and analyzing knowledge of topic.  Presents a limited list of resources. | Less than basic skills in synthesizing, evaluating and analyzing knowledge of topic.  Resources not present. |
| Timeline | Reflects outstanding planning:  Follows the due dates outlined in the proposal.  Has set realistic yet challenging goals. | Reflects high level planning:  Follows the due dates outlined in the proposal. Has set realistic goals. | Reflects satisfactory level of planning:  Mostly follows due dates outlined in the proposal. | Reflects less than satisfactory level of planning:  Has not followed the due dates outlined in the proposal. |
| Journal | Reflects effort and time commitment beyond minimum project requirement. Entries are done on a weekly basis with:   * Dates * Times * Work accomplished * Successes * Challenges * Next Steps | Reflects effort and time commitment above minimum project requirements. | Reflects effort and time commitment at or slightly below minimum project requirements. Lacks precise details of tasks, does not address challenges. Next steps not identified. | Reflects effort and time commitment that fall short of the minimum project requirements. |
| Product | Create a unique product/performance that relates to the proposal. Outstanding quality:  polished/appealing. | Create a high level product/  performance that relates to the research project. Polished. | Create a satisfactory product/  performance that relates to the research project. | Reflects very little quality of product/  performance |

# **Presentation Requirements**

The final phase of the Senior Capstone Project is the oral presentation. Your presentation, supported by audio/visual aids, will serve to further explain your research, fieldwork, project and the link between them. Please consider inviting your parents, mentor, or community individual to be part of your presentation.

**Time**

You should plan to explain your project to the attendees in 15 to 20 minutes in length. You should also be prepared to answer questions afterwards.

**Professionalism**

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

Attendance: you **need** to arrive at least 10 minutes before your presentation. Copies of your presentation in electronic format must have been sent to your Capstone Teacher. You **must** make sure that all electronic equipment is set and working **before** presentation starts.

**Presentation**

Whatever your method of presentation, you should begin by introducing yourself and your Capstone Project. Your goal is to provide the audience with a clear and concrete sense of what you did and what you gained from the experience.

* Have a recognizable introduction and conclusion
* Describe the content of your research, project, or event
* How was your project a challenge for you, and how did it stretch or enhance your skills and knowledge?
* Include audio/visual aids (poster, Power Point, Prezi, video, musical performance, demonstration, etc.) that will help your audience better understand what you learned from your Capstone Project.
* If your project resulted in an actual product, this product or pictures of the product need to be part of your presentation
* If you choose to use a video, it cannot be longer than 1:30 minutes

Use the selection of presentation method in the appendix to help you prepare.

**You may be nervous about speaking in front of an audience; but remember that you are the expert and have invested a significant amount of time and energy in this project.**

**Speak clearly and with appropriate pace. Make eye contact with your audience. Stand straight and show your confidence and enthusiasm for what you achieved. This a huge accomplishment and you should be proud of yourself.**

# **Presentation Rubric – Teacher/Mentor/Panel**

/100

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Extending – 4 10 | Proficient – 3 8 | Developing – 2 6 | Emerging – 1 4 |
| Professionalism Introduction and Presentation Skills | Student introduces themselves, makes excellent eye contact, and appearance and dress is professional. Effectively uses a variety of delivery strategies that thoroughly engage the evaluators. | Student introduces themselves, makes eye contact. Appearance is somewhat professional. Uses delivery strategies that keeps the attention and interest of the evaluators. | Student attempts or rushes introduction. Attempts eye contact. Appearance is satisfactory. Limited use of strategies and has difficulty keeping the attention and interest of the evaluators. | Introduction is not evident.  Appearance is unprofessional. Ineffective use of strategies and does not keep the attention and interest of the evaluators. |
| Organization | Effectively presents in an organized, clear, concise, and logical way that flows well. | Presents in an organized, clear, and logical way that flows. | Attempts to present clearly but is somewhat disorganized and does not flow well. | Ineffectively presents, is unclear, disorganized and does not flow. |
| Purpose, Knowledge, and Content | **30** Effectively communicates information, findings, and supporting evidence. Evaluator gains clear understanding of Capstone purpose and final product. No obvious gaps | **25** Clearly communicates information, findings, and supporting evidence. Evaluator gains some understanding of Capstone purpose and final product. | **20** Attempts to communicate information, findings, and supporting evidence. Evaluator has difficulty understanding Capstone purpose and final product. | **10** Ineffectively communicates information, findings, and supporting evidence. Evaluator does not gain understanding of Capstone purpose and final product. |
| Works Cited  Can include primary and secondary sources | No errors in MLA style. Scholarly style. All references and citations are correctly written and present. (eg. MLA) | Rare errors in formatting style that do not detract from the paper. Citation incorrectly written. | Errors in MLA style are noticeable. Two references or citations missing or incorrectly written. | Student copied and pasted from the internet. Plagiarized their capstone. This results in an automatic fail of Capstone. |
| Timing (20 min.) | Adheres to time | Closely adheres to time | Somewhat adheres | Significantly +or minus |
| Visual Aids | Effective use of digital media and/or visual displays to express info and enhance understanding of findings, reasoning and + interest. | Appropriate use of digital media and or visual displays. | Limited use of digital media and/or visual displays of data. | Ineffective use of digital media and/or visual displays. |
| Progress Journal and Post Reflection, Core Competencies, and Rubric | 20 Four Progress journal entries, rubric, 11 reflection questions, and core competencies, completed to an exemplary level. | 15 Three progress journal entries, rubric, 8 reflection questions, and core competencies completed to a proficient level. | 10One-Two Progress journal entries, rubric, reflection questions, and core competencies completed to a satisfactory level. | 5 Zero to One Progress journal entries, rubric, core competencies and reflection questions completed to a minimal level. |

Teacher Notes:

# Reflection Questions

Congratulations on successfully completing and presenting your Capstone Project! The last requirement of the Capstone Project is to reflect on the process by writing a two page double spaced reflection on your process and product addressing the following questions. You will need to answer ALL required questions. If you still need to fulfill your page number requirement, you can respond to the optional questions.

Required Questions:

1. The Capstone is a unique and demanding challenge. In completing it, what did you learn about your subject? Your skill set? Yourself?
2. How is your project relevant to you, the school or the community-at-large?
3. What skills do you feel you have mastered? Which do you need to still work on?
4. What impact did your capstone project have?
5. Thinking about the whole process and your finished product, what are you most proud of?
6. What was a difficulty you encountered and how did you solve the problem?
7. What is one thing about your finished project you wish you could change? Why?
8. What advice would you give to a student who will be completing their Capstone Project next year?

Optional Questions: (to ensure you get 10/10)

1. What source from your research helped you the most (or helped the least)?
2. How effectively did the presentation method you chose work for presenting your project in a clear and engaging manner? Why was it effective? Would you change your presentation method now if you could? Why?
3. What is one thing about your approach to your project that you wish you could change? Why?

# **Mentorship**

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

~ Ralph Waldo Emerson

What is a mentor? Who can be my mentor?

As part of the Capstone project, each student might connect with a mentor. The communication with your mentor can be face to face, by telephone, video conference, or by

email. You will need to track your mentor hours and conversations throughout your project.

**What is a mentor?**

A mentor is an experienced person in a field who provides knowledge and guidance to a student. Mentors offer experience, wisdom, guidance, encouragement, a supportive relationship, and demonstrate superior leadership.

**Who can be my mentor?**

A mentor is usually an expert in the field of your interest. It cannot be a family member or someone you are related to. One person can be a mentor for more than one mentee. Although it is preferable to have face to face contact, it is acceptable to connect with your mentor through online communication.

Remember, the most important thing about a mentor is the relationship. Make sure you chose someone who you feel comfortable with and you can connect with.

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



# **Capstone Mentor Rubric – Optional**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Extending - 4 | Proficient - 3 | Developing - 2 | Emerging - 1 |
| **Communication** Asking for Help  and Guidance | Through the use of well thought out questions, the student is able to consistently ask for help or guidance when expectations were unclear or roadblocks were met. Student took initiative to reach out to the mentor. | Student usually asked for help or guidance when expectations were unclear or roadblocks were met. Student usually took initiative to reach out to the mentor. | Student sometimes asked for help or guidance when expectations were unclear or roadblocks were met. Student sometimes took initiative to reach out to the mentor. | Student rarely asked for help or guidance when expectations were unclear or roadblocks were met. Student rarely took initiative to reach out to the mentor. |
| **Thinking** Applying Prior Knowledge | Student always applied prior knowledge to provide information and support to guide inquiry for Capstone project. | Student usually applied prior knowledge to provide information and support to guide inquiry for Capstone project. | Student sometimes drew upon prior knowledge. Student had difficulty gathering information and guiding their inquiry. | Student rarely drew upon prior knowledge. Student had difficulty gathering information and guiding their inquiry. |
| **Thinking** Timeline and Goal Setting | Student always maintained balance and perspective. Timeline goals were clear and demonstrated different stages of completion. | Student usually maintained balance and perspective. Timeline goals were mostly clear and demonstrated different stages of completion. | Student sometimes maintained balance and perspective. Timeline goals were sometimes clear and demonstrated different stages of completion. | Student rarely maintained balance and perspective. Timeline goals were rarely clear and demonstrated different stages of completion. |
| **Personal and Social** Initiative and Responsibility | Student always took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed. | Student usually took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed. | Students sometimes took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed. | Student rarely took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed. |
| **Personal and Social** Courteous and Mature Behaviour | Student always interacted with mentor in a courteous and mature manner. Student always displayed a sense of professionalism and a positive attitude. | Student usually interacted with mentor in a courteous and mature manner. Student usually displayed a sense of professionalism and a positive attitude. | Student sometimes interacted with mentor in a courteous and mature manner. Student sometimes displayed a sense of professionalism and a positive attitude. | Student rarely interacted with mentor in a courteous and mature manner. Student rarely displayed a sense of professionalism and a positive attitude. |