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Why Capstone?

The Capstone project is an opportunity for you to design your own learning experience based on your passions and interests. This project will better prepare you for work and education beyond high school and is an opportunity for you to show off your skills.

You can do almost anything!

Ask yourself:

- What do I want to learn?
- What do I want to get better at?
- How can I prepare myself for the career I want to pursue?

Your project should stretch your learning and should be unique to you. Be sure to use the support of your mentor and teachers to help you in this journey. If you push to build on your current skills and to expand your knowledge, your capstone will be a meaningful and rewarding challenge.

Choose a real challenge and find out what you can do!

What Kinds of Projects Can You Do?

You might create a business plan, or complete a science fair project. You might do a research project, or set up a social action project. As long as you are engaging in new work, building new learning, and there is a connection to your magnet themes, you have great flexibility in topic selection.

These are only a handful of the many suggestions for available topics:

- College and Career Planning
- Business Plans
- Research
- Volunteerism
- Helping the environment
- Political action
- Creating, building, rebuilding something tangible
- Artistic Projects
- Science Projects
- Learning a new skill
- Planning and Coordination of Events
- Teaching/tutoring younger students
- Learning/applying new technologies

There are many examples of Capstone Projects available. Video examples can be found on the school website, and also via YouTube [https://www.youtube.com/watch?v=CXNP3UOTnU](https://www.youtube.com/watch?v=CXNP3UOTnU)

Some examples of previous Career High School projects include:

- Participation in College Before College program and subsequent creation of presentation for the committee to present to future CBC students
- Creation of a website for a local Boy Scouts troop
- Scientific research on photovoltaic cells and their effectiveness
- Regular participation in a tutoring program that reads to younger children
- Creation of a Student Government handbook
- Implementation of an afterschool Driver’s Ed program

Many projects will occur outside of the classroom. It is imperative that the student has substantial and significant evidence of their Capstone project. Photo documentation or other substantial proof of any activity held outside of the classroom is required.
Capstone Project
Every Capstone Project needs a product!
Here are some examples!

Research
Research & learn about your topic. Share your information by giving a presentation to a group, via social media, or some other creative way!

Learn a skill!
Be an apprentice with a mechanic!

Event
Organize an event for your community!

Teach yourself how to create a website or app!

Academic Paper
Write a research paper about your topic. Share your paper with other interested students or with the community. Publish your paper!

Gay-Straight Alliance program.

Start a club or after-school program
Find students with a similar interest and start a club or after-school program.

Your own idea! Just get it approved!

Answer as many of the following questions as you can:

- What is motivating you? Why do you care?
- What are the questions you want answered?
- What do you believe you can get done in the next few months?
- How will you get your information? What will you read? What will you watch? What will you listen to?
- Who will you talk to? How many times? When? What will you ask them?
- How will you organize and analyze all your information?
- How will you document your work?
- How will you share your learning? With who? When? How will you get feedback?
The Process:

- Planning: Student chooses focus of project that is meaningful to them. Requires new experiential learning.
- Research: Collection or research related to the student's project: primary and secondary sources and methods to investigate the problem/issue.
- Implement: Planning & Research with ongoing adult advisor/mentor support. A tangible creation based on choosing, designing and developing an item related to the student's research topic.
- Present: Oral multimedia presentation given to a review panel that includes administrators, teachers, parents, as well as business, industry and higher education detailing the problem, research, student's solution, process/product or recommendation and what was learned.
- Evaluate: Reflect, Self-Evaluate student application of knowledge and skills and demonstration of his/her learning stretch.

## Capstone Requirements for 2017-18

### Senior Project Requirements

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Competent</th>
<th>Emerging</th>
<th>Novice</th>
<th>No Evidence</th>
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<td><strong>Larger Tasks</strong></td>
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<td>Proposal</td>
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<td>Progress P. #1</td>
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<td>Progress P. #2</td>
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<td>Final Reflection Paper</td>
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<td><strong>Weekly Journals</strong></td>
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<tr>
<td>Brainstorming</td>
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<td>Mentor Ideas/Rationale</td>
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<td>Draft of Proposal</td>
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<td>Mentor Request Letter</td>
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<td>Progress, Plans Reflection (1)</td>
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<td>Progress, Plans Reflection (2)</td>
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<td>Progress, Plans Reflection (3)</td>
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<tr>
<td>Confirmation of Mentor Schedule</td>
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<td>Annotated Bibliography</td>
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<td>Reflection of Field Work</td>
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<td>Bulleted To Do List</td>
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<td>Final Check-In</td>
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<td>Thank You Letter</td>
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</tbody>
</table>

**Overall**
The Proposal

The proposal serves as an opportunity for you to introduce in detail the goals, resources, and learning expectations for your project. Be sure to include the following:

**Part I: Inspiration and Vision**
The proposal begins with a clear explanation of what your project is, and what tangible outcomes you expect to produce. Describe your “learning stretch”; demonstrating that you understand the task you are undertaking, and can explain it concisely. You should be able to describe how your project is rooted in your coursework and magnet theme.

**Part II: Resources and Timeline**
The second part of the proposal is an outline of the resources you need to complete the project. The projects should be ambitious. We expect that you will need intellectual and material support to complete it. It is important that you try to anticipate those needs as much as possible before the project begins. Explain the anticipated role of your mentor, the materials, and anything else you may need to complete your project.

**Part III: Projected Outcomes**
Predict what you will know by the end of this journey and what knowledge and skills you hope to acquire. Discuss in depth what your expected outcome is, who you will share your learning with, and how your initial questions will be answered.

*Note:* Make sure that you have integrated all five of the 21st century competencies into the description of your project. Use rubrics in back of manual to guide you.
Outline for Creation of Proposal

Students can utilize this template to outline their thought process ensuring all components are fulfilled in a fluid, written paper.

This Proposal guide is just that, a GUIDE. The proposal that you will be handing in is to be in a fluid essay format. This is simply outlining the essential questions that must be covered in the proposal.

<table>
<thead>
<tr>
<th>List and explain the 21st century skills that apply</th>
</tr>
</thead>
</table>

1. What is my project? How would I describe it to others using clear, concise, and professional language? How does my project link to my magnet theme of business or health?

2. What resources will I use/anticipate on using? People? Time? Research? Be specific. Explain any time lines and predict how you will accomplish your project with those resources.

3. What do I expect to happen as a result of my project? What is the final tangible outcome? What do I expect to learn? Who will you share your learning with?
## Proposal Rubric

<table>
<thead>
<tr>
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<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Student provides a thoughtful and detailed explanation of their capstone project providing a clear explanation of the initial plans and expected outcomes.</td>
<td>Student provides a complete explanation of their project including initial plans and expected final outcomes.</td>
<td>Student provides some explanation of the initial plans and expected final outcomes.</td>
<td>Student attempts to explain the capstone project, without providing a clear explanation of initial plans or expected final outcomes.</td>
</tr>
<tr>
<td>Resources</td>
<td>Student provides a thoughtful and detailed listing of people they will work with and resources they will use.</td>
<td>Student provides a complete listing of people they will work with and resources they will use.</td>
<td>Student provides a partial listing of people they will work with and resources they will use.</td>
<td>Student provides vague or insufficient listing of the people they will work with and the resources they will use.</td>
</tr>
<tr>
<td>Connection to 21st Century Competencies</td>
<td>Student provides concrete and compelling descriptions of how their work will demonstrate or apply each of the 21st century competencies.</td>
<td>Student provides concrete descriptions of how their work will demonstrate or apply each of the 21st century competencies.</td>
<td>Student provides partial descriptions of how their work will demonstrate or apply each of the 21st century competencies.</td>
<td>Student provides vague or insufficient descriptions of how their work will demonstrate or apply each of the 21st century competencies.</td>
</tr>
<tr>
<td>Learning and magnet theme</td>
<td>Student provides concrete and compelling descriptions of what they will learn (in context of their magnet theme) and how they will grow through the completion of their project.</td>
<td>Student provides concrete descriptions of what they will learn (in context of their magnet theme) and how they will grow through the completion of their project.</td>
<td>Student provides partial descriptions of what they will learn (in context of their magnet theme) and how they will grow through the completion of their project.</td>
<td>Student provides vague or insufficient descriptions of what they will learn (in context of their magnet theme) and how they will grow through the completion of their project.</td>
</tr>
</tbody>
</table>
The Journal

The second major section of the Capstone Project is a series of journal entries. Journal entries are designed to help the students track progress, maintain mentor communication, reflect on their work so far, and predict the challenges they will need to face in the coming week.

Each journal entry is described below:

- **Brainstorming**
  - Discussing initial plans and ideas for your capstone project; interests and avenues that you will begin to explore and research

- **Mentor Ideas/Rationale**
  - Who would you like to be your mentor? Why? What qualifications, skills, or experience do they have that will help you complete your capstone learning goals?

- **One page draft proposal**
  - A brief outline of what your project will be about, its connection to 21st century competencies, magnet theme, anticipated outcomes and the learning that you expect to happen

- **Mentor Request Letter**
  - Letter formally requesting your mentor, see class handout for more details

- **Progress, Plans, Reflection**
  - What progress did you make this week? What obstacles are you facing? What goals do you have for the upcoming week? What have you learned so far and what do you still hope to learn?

- **Confirmation of Mentor/Schedule**
  - Map out a schedule of when you will meet with your mentor and tentative topics that you would like to discuss

- **Annotated Bibliography**
  - Correct citation and a paragraph description for each source that you have used so far

- **Reflection of Field Work/Mentor Relationship**
  - Reflect on the support that you have been given, the learning that has occurred, any success or struggles, and the overall mentor experience thus far

- **Bulleted To-Do List**
  - List all of the tasks that you must accomplish prior to your presentation

- **Final Check-In**
  - Have notecards, complete annotated bibliography, mentor log, and visual aids ready for presentation

- **Thank you letter**
  - Write a thank you letter for the experience that you have gained from the help of your mentor
## Progress Presentations: Rubric

An important component to the Capstone process is practicing the presentation. There are two progress presentations that are required during the semester. Feedback will be given to each student, highlighting strengths, weakness, and ways to improve the final outcome. The rubric is mostly similar to the one that will be used at the final presentation ensuring that students have ample opportunity to practice the requirements.

### Progress Presentation

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Presentation Behaviors and Preparedness</strong></td>
<td>Student is completely prepared and has clearly rehearsed. Student looks relaxed and confident for the entire presentation maintaining eye contact, speaking clearly, audibly, distinctly and with purpose.</td>
<td>Student is prepared and has rehearsed. Student speaks clearly, audibly, and distinctly. Student maintains eye contact with audience.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking. Speaks clearly, audibly, and distinctly some of the time. Maintains eye contact some of the time.</td>
<td>Student does not seem prepared to present. Fails to speak clearly, audibly, or distinctly, and fails to maintain eye contact throughout the presentation.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Student provides a thoughtful and detailed explanation of the capstone project providing a clear explanation of the initial plans, people they worked with, resources used, and final outcomes.</td>
<td>Student provides a complete explanation of their project including initial plans, people they worked with, resources used, and final outcomes.</td>
<td>Student provides some explanation of the initial plans, people they worked with, resources used, and final outcomes.</td>
<td>Student attempts to explain the capstone project, without providing a clear explanation of initial plans, evidence of research, people they worked with, resources used, or final outcomes.</td>
</tr>
<tr>
<td><strong>Scope and Quality of Project</strong></td>
<td>Student has completed an exceptional project demonstrating rigorous effort throughout the semester. Provides ample documentation of the total of their work.</td>
<td>Student has completed a satisfactory project requiring consistent effort throughout the semester. Provides sufficient documentation of the total of their work.</td>
<td>Student has completed a less rigorous project and/or demonstrates inconsistent effort over the semester. Provides weak documentation of the total of their work.</td>
<td>Student project is incomplete or required minimal effort over the semester. Provides little or no documentation of their work.</td>
</tr>
<tr>
<td><strong>Demonstration of 21st Century Competencies</strong></td>
<td>Student demonstrates excellence in and application of each of the five 21st century competencies and can cite compelling examples of each.</td>
<td>Student demonstrates competency in application of each of the five 21st century competencies and can cite appropriate examples.</td>
<td>Student demonstrates competent or emerging skill in application of some of the five 21st century competencies and can cite superficial examples.</td>
<td>Student demonstrates novice level skill in the five 21st century competencies and cites no examples.</td>
</tr>
<tr>
<td><strong>Learning and magnet theme</strong></td>
<td>Student can elaborate knowledgably and in depth about the focus of their project and can describe compelling connections to their magnet theme and previous coursework.</td>
<td>Student can elaborate knowledgably about the focus of their project and can describe appropriate connections to their magnet theme and previous coursework.</td>
<td>Student demonstrates superficial knowledge about the focus of their project and can provide vague connections to their magnet theme and previous coursework.</td>
<td>Student demonstrates little knowledge about the focus of their project and makes no connection to their magnet theme or previous coursework.</td>
</tr>
</tbody>
</table>
The Presentation

The presentation is the final component of the Capstone Project. As with all parts of the project, the presentation is designed to be a learning experience. For that reason, it will be assessed based on the learning a student takes away from the whole process, not the glitz of the presentation. Students will be expected to come to the presentation prepared to discuss their learning, and their work.

Students will spend the last few weeks of the semester preparing for the presentation. In the course, students will also prepare by completing practice presentations throughout the semester. It is strongly recommended that students practice as much as possible for this, as it is the chief assessment for the whole process.

The student will be presenting to their senior advisory teacher, a randomly assigned staff member, and a staff member of their choosing. Students are strongly encouraged to invite mentors, parents, guardians, and other students who may want to see their work.

The presentation will be graded on a pass/fail standard; there will be a rubric (see page 14 of this manual) to determine whether or not a student has passed.

The student’s project will be judged and graded according to the rubric. The team of three will independently grade the presentation and all three rubrics will count towards the total grade. Students must receive a total rubric score of 50 or higher to pass.

If a student does not pass their initial presentation, they will have a chance to present again within two weeks. Since the presentation should focus on what a student learned throughout the process, a student who needs a second chance should include what they learned from the first presentation.

Capstone Project

Every Capstone Project needs a learning goal and an audience!

90% of Capstone effort goes here!

Capstone Presentation

Explain the process of executing your capstone project! Tell your Capstone story!

10% of Capstone effort goes here!
Capstone Final Presentation Checklist

The following checklist is to assist the student in making sure that all material that is necessary for the final presentation is covered. Be sure to consult both this guide and the rubric in preparation of a successful presentation.

<table>
<thead>
<tr>
<th>Presentation Behaviors:</th>
<th>Preparedness:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Face Audience</td>
<td>✓ Proofread slides</td>
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<tr>
<td>✓ Speak Clearly</td>
<td>✓ Use note cards if necessary</td>
</tr>
<tr>
<td>✓ Maintain eye contact with audience</td>
<td>✓ Practice to a family member or friend</td>
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<tr>
<td>✓ Exude confidence</td>
<td>✓ Use PowerPoint or Prezi</td>
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<td></td>
<td>✓ Consult with senior advisor about proper presentation attire</td>
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Describe in detail each of the following headings:

**Initial Plans**
- Describe the brainstorming process
- How did you come up with the idea?
- What or who influenced you to do this project?
- How does your project relate to your magnet theme & classes taken? *(Connection to magnet theme)*
- Why did you choose this project? *(Initiative, Self-Direction, and Accountability)*

**People you worked with**
- Who helped you and how did they help? *(Clear and Effective Communication)*

**Learning in the focus area of your project**
- What did you learn, specifically, about the focus of your project. Be sure to cite sources of learning by name.
- What questions did you have about the focus area of your project? How many of these questions were answered over the course of the semester? What new questions do you have about your topic now?
- Provide or include annotated bibliography *(Accessing and Analyzing Information)*

**Final outcome of your project and overall reflection**
- What was the final outcome of your project?
- How did your project have an impact on others? What were people’s reactions to your work? How did you receive feedback? *(Citizenship and Responsibility)*
- Discuss obstacles you faced and how you overcame them *(Problem Solving and Critical Thinking)*
- How were you able to manage your time to get your project completed? *(Initiative, Self-Direction, and Accountability)*
- How can you take what you learned from completing this project and use it in the future?
Protocol for Presentation Day

Facilitator: Senior Advisory Teacher

Total Time: 16 minute block for each student

Breakdown:

- **1 minute student set up**
  - Student will set up presentation including any visual/audio aids

- **5-6 minutes of student presentation**
  - Students will present their senior capstone project to panel

- **2 minutes of clarifying questions**
  - The panel is encouraged to ask student any clarifying questions. These can include but are not limited to having student explain a certain aspect of their project more in depth, having student explain a particular section (such as a 21st century competency) that didn’t seem strongly presented, etc.

- **4 minutes of warm and cool feedback**
  - Every teacher on the panel should give at least one warm and one cool feedback. Feel free to use the chart below to jot down notes during the presentation.

- **3 minutes final panel discussion**
  - The student is excused from the room. The panel identifies key warm and cool feedback and the impact on scoring. The three rubrics are given back to the senior advisory teacher to be placed in the master folder.

<table>
<thead>
<tr>
<th>Warm Feedback</th>
<th>Cool Feedback</th>
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<tbody>
<tr>
<td>Feedback that highlights strengths of the project and presentation</td>
<td>If the student were to redo their project and/or presentation, what aspects could be improved or expanded</td>
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</table>
### Final Presentation Rubric

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</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Student reflects in depth on quality of their project including overall outcomes, successes, obstacles, overall growth and ways to improve and build upon newly gained skills.</td>
<td>Student reflects on quality of their project including overall outcomes, successes, obstacles, overall growth and ways to improve and build upon newly gained skills.</td>
<td>Student reflects on quality of some of the following aspects of their project: overall outcomes, successes, obstacles, overall growth, and ways to improve and build upon newly gained skills.</td>
<td>The student has put little thought into their project, and has taken little learning away from it. Does not reflect on overall growth.</td>
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Reflection Paper

Students will be expected to write up a reflection paper on the entire process. The paper will be 2-3 pages in length, and should outline the key takeaways from the process.

The reflection paper gives students the opportunity to explore their Capstone experience in depth, describing the final outcome and what they have learned. The paper will be completed after the final presentation, in the classes that remain in the semester. The outline and rubric are attached.

Senior Capstone
Name:____________________________Date:__________________Section:___

The final reflection paper should be just that, a final reflection. Think back to how you have grown through this process and what you have learned. It is very similar to the proposal, simply a final version. Use this template to assist you in typing the paper. It should be 2-3 pages in length.

<table>
<thead>
<tr>
<th>List and explain the 21st century skills that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is my project? How would I describe it to others using clear, concise, and professional language?</td>
</tr>
<tr>
<td>2. What did I expect to happen as a result of my project? What was the final tangible outcome? What did I learn about my topic? Describe in detail.</td>
</tr>
</tbody>
</table>

4. How did my project link to my magnet theme and build on my previous coursework in business or health?

5. What final thoughts do you have on your project? What would you change or improve if you were able to do it again? What did you learn from giving your final presentation?
<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
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<tr>
<td>Student provides a thoughtful and detailed explanation of the capstone project, including initial plans, people they worked with, resources used, and final outcomes.</td>
<td>Student provides a complete explanation of their project, including initial plans, people they worked with, resources used, and final outcomes.</td>
<td>Student provides some explanation of their project, including initial plans, people they worked with, resources used, and final outcomes.</td>
<td>Student attempts to explain the capstone project, without providing a clear explanation of initial plans, evidence of research, people they worked with, resources used, or final outcomes.</td>
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<tr>
<td><strong>Scope and Quality of Project</strong></td>
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<tr>
<td>Student has completed a satisfactory project requiring consistent effort throughout the semester. Provides sufficient documentation of the total of their work.</td>
<td>Student has completed a satisfactory project requiring consistent effort throughout the semester. Provides sufficient documentation of the total of their work.</td>
<td>Student has completed a less rigorous project and/or demonstrates inconsistent effort over the semester. Provides weak documentation of the total of their work.</td>
<td>Student project is incomplete or required minimal effort over the semester. Provides little or no documentation of their work.</td>
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</tr>
<tr>
<td><strong>Demonstration of 21st Century Competencies</strong></td>
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<tr>
<td>Student demonstrates competence in application of each of the five 21st century competencies and can cite compelling examples of each.</td>
<td>Student demonstrates competence in application of each of the five 21st century competencies and can cite appropriate examples.</td>
<td>Student demonstrates competent or emerging skill in application of some of the five 21st century competencies and can cite superficial examples.</td>
<td>Student demonstrates novice level skill in the five 21st century competencies and cites no examples.</td>
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</tr>
<tr>
<td><strong>Learning and magnet theme</strong></td>
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<tr>
<td>Student can elaborate knowledgeably and in depth about the focus of their project and can describe compelling connections to their magnet theme and previous coursework.</td>
<td>Student can elaborate knowledgeably about the focus of their project and can describe appropriate connections to their magnet theme and previous coursework.</td>
<td>Student demonstrates superficial knowledge about the focus of their project and can provide vague connections to their magnet theme and previous coursework.</td>
<td>Student demonstrates little knowledge about the focus of their project and makes no connection to their magnet theme or previous coursework.</td>
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<tr>
<td><strong>Reflection</strong></td>
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<tr>
<td>Student reflects in depth on quality of their project including overall outcomes, successes, obstacles, overall growth and ways to improve and build upon newly gained skills.</td>
<td>Student reflects on quality of some of the following aspects of their project: overall outcomes, successes, obstacles, overall growth and ways to improve and build upon newly gained skills.</td>
<td>Student reflects on quality of some of the following aspects of their project: overall outcomes, successes, obstacles, overall growth and ways to improve and build upon newly gained skills.</td>
<td>The student has put little thought into their project, and has taken little learning away from it. Does not reflect on overall growth.</td>
<td></td>
</tr>
</tbody>
</table>
Completing an Independent Capstone Project

All seniors in the graduating class of 2018 were given the opportunity to enroll in the supporting Capstone class during the spring of 2017.

Students who opt to do this project independently will still be required to complete each of the following tasks:

- Mentor Request Letter
- Proposal
- Confirmed Mentor Schedule
- Annotated Bibliography
- Progress Presentation two weeks prior to final presentations
- Thank you letter for mentor

Each independent capstone student will be assigned a capstone advisor who must confirm completion of these tasks.

It is the responsibility of the independent capstone student to maintain communication with their person and adhere to the time line on the following pages. Two weeks prior to the final presentation, the capstone advisor will complete a formal evaluation of the scope and quality of the project.

**IMPORTANT NOTE:**

*If you are an independent student that is taking two or more Advanced Placement (AP) courses during your senior year, you must present your Capstone project during the fall semester and complete your presentation in December 2017.*
Tentative Class Schedule

Senior Capstone: Fall 2017 Dates

All of these dates are set unless otherwise changed by the Capstone teacher. All journals are due either Thursday or Friday of that week; dates will vary depending on A/B Days. You will be notified of any changes well in advance of due dates.

*FINAL PRESENTATION DATE: Friday, December 15th*

Week of:

- August 28th: Journal 1: Brainstorming
- September 5th: Journal 2: Mentor Ideas/Rationale
- September 11th: Journal 3: One page draft of Proposal
- **September 18th: PROPOSAL**
- September 25th: Journal 4: Mentor Request Letter
- October 2nd: Journal 5: Progress, Plans, Reflection
- October 10th: Journal 6: Confirmation of mentor/mentor schedule
- October 16th: Journal 7: Progress, Plans, Reflection
- **October 23rd: PROGRESS PRESENTATIONS**
- October 30th: Journal 8: Progress, Plans, Reflection
- November 6th: Journal 9: Annotated Bibliography (one source minimum)
- November 13th: Journal 10: Reflection of field work/mentor experience
- November 20th: Journal 11: Bulleted to-do list for final presentation
- **November 27th: PROGRESS PRESENTATIONS**
- December 4th: Journal 12: Final Check In (notecards/sources/visuals)
- **Friday, December 15th: FINAL PRESENTATION**
- December 18th: Journal 13: Thank you letter to mentor
- **January 2nd: REFLECTION PAPER**
Senior Capstone: Spring 2018 Dates

All of these dates are set unless otherwise changed by the Capstone teacher. All journals are
due either Thursday or Friday of that week; dates will vary depending on A/B Days. You
will be notified of any changes well in advance of due dates.

*FINAL PRESENTATION DATE: Friday, May 18th *

Week of:

☐ January 16\textsuperscript{th}: Journal 1: Brainstorming
☐ January 22\textsuperscript{nd}: Journal 2: Mentor Ideas/Rationale
☐ January 29\textsuperscript{th}: Journal 3: One page draft of Proposal
☐ February 5\textsuperscript{th}: PROPOSAL
☐ February 12\textsuperscript{th}: Journal 4: Mentor Request Letter
☐ February 26\textsuperscript{th}: Journal 5: Progress, Plans, Reflection
☐ March 5\textsuperscript{th}: Journal 6: Confirmation of mentor/ mentor schedule
☐ March 12\textsuperscript{th}: Journal 7: Progress, Plans, Reflection
☐ March 19\textsuperscript{th}: PROGRESS PRESENTATIONS
☐ March 26\textsuperscript{th}: Journal 8: Progress, Plans, Reflection
☐ April 2\textsuperscript{nd}: Journal 9: Annotated Bibliography (one source minimum)
☐ April 9\textsuperscript{th}: Journal 10: Bulleted to-do list for final presentation
☐ April 23\textsuperscript{rd}: Journal 11: Reflection of field work/mentor experience
☐ April 30\textsuperscript{th}: PROGRESS PRESENTATIONS
☐ May 7\textsuperscript{th}: Journal 12: Final Check In (notecards/sources/visuals)
☐ **Friday, May 18\textsuperscript{th}: FINAL PRESENTATION**
☐ May 21\textsuperscript{st}: Journal 13: Thank you letter to mentor
☐ May 29\textsuperscript{th}: REFLECTION PAPER
Mentee(student):______________________________
Mentor:______________________________
Organization:______________________________

<table>
<thead>
<tr>
<th>Learning Task/Discussion Topics</th>
<th>Date</th>
<th>Time</th>
<th>Mentor's Signature</th>
<th>Mentee's Signature</th>
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Total Mentoring Hours (with assigned mentor):_________

I certify that the dates and hours are correct as recorded

Mentor ___________________________  Mentee ___________________________

Date ________________
New Haven Public Schools 21st Century Competencies

By the time a student graduates from a NHPS School s/he will demonstrate proficiency in the following competencies:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Emerging</th>
<th>Novice</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Problem Solving and Critical Thinking</strong></td>
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</tr>
<tr>
<td>A. Observe and evaluate situations in order to define problems and select strategies or approaches</td>
<td>I can • analyze situations to define complex problems • choose strategies or approaches that address the problem and constraints.</td>
<td>I can • summarize observations and information from various sources to describe a problem; • choose strategies or approaches that fit the problem.</td>
<td>I can • make observations about situations • make connections among observations to identify a possible problem. • apply strategies or approaches to a problem.</td>
<td>I can • make observations about situations. • identify possible problems</td>
</tr>
<tr>
<td>B. Identify patterns, trends and relationships.</td>
<td>I can • identify data crucial to the problem. • identify patterns and trends in data most relevant to the problem. • assess impact of patterns and trends on possible solutions.</td>
<td>I can • identify data relevant to the problem. • identify patterns and trends in data. • identify relevant relationships among patterns and trends.</td>
<td>I can • identify data related to the problem. • identify simple patterns and trends in data. • identify possible connections between patterns, trends and/or solutions.</td>
<td>I can • select data • name patterns and trends in data</td>
</tr>
<tr>
<td>C. Frame Questions, make predictions, and design and use data collection and analysis strategies.</td>
<td>I can • frame questions and make predictions considering various aspects of the problem to determine what data is needed. • design and use a data collection system that leads to valid results. • analyze and interpret data and determine what errors, if any, affect results.</td>
<td>I can • Frame questions and make predictions to determine what data is needed. • create and use a data collection system to address the identified needs. • analyze data and determine whether data is sufficient and valid. • identify errors in the solution’s design.</td>
<td>I can • Frame questions and make predictions related to the problem to determine what data is needed. • use a data collection system that partially addresses identified needs • organize data collected.</td>
<td>I can • Identify components related to the problem. • gather data related to the problem</td>
</tr>
<tr>
<td>D. Use evidence from various sources, disciplines and/or contexts to make decisions, draw conclusions, and solve problems.</td>
<td>I can • synthesize evidence from multiple and varied sources. • integrate evidence and reasoning to make decisions, draw conclusions, or solve problem in a unique way.</td>
<td>I can • select relevant evidence from multiple and varied sources. • make decisions, draw conclusions, or solve a problem based on evidence and reasoning.</td>
<td>I can • summarize information from multiple sources. • make decisions, draw conclusions, or generate solutions related to the problem.</td>
<td>I can • identify related information from multiple sources. • take initial steps related to the problem.</td>
</tr>
<tr>
<td>E. Persist in solving challenging problems, adapting strategies and approaches as needed.</td>
<td>I can: • make multiple attempts, if needed, by choosing appropriate strategies until a solution is reached in unique and creative ways.</td>
<td>I can: • make multiple attempts, if needed, to reach a solution by adjusting strategies in response to the problem.</td>
<td>I can: • attempt to reach a solution • apply initial strategies to solving a problem • use different strategies when original attempts are not effective.</td>
<td>I can: • identify strategies that could be used to solve a problem. • identify when strategies are not effective.</td>
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</tbody>
</table>
## New Haven Public Schools 21st Century Competencies

### 2. Accessing and Analyzing Information

<table>
<thead>
<tr>
<th>Indicator</th>
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<th>Competent</th>
<th>Emerging</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Use appropriate research tools, including technology and digital media, to access and organize information from multiple sources.</td>
<td>I can • Identify and use efficient and effective tools to obtain needed information from multiple sources; • Access a comprehensive body of information that fits the intended purpose; • Organize information in a unique and creative way.</td>
<td>I can • Identify and use appropriate tools to obtain needed information from multiple sources; • Organize information obtained into relevant and applicable categories.</td>
<td>I can • Identify a variety of tools that can be applied to gathering information; • Gather information through the use of identified tools; • Categorize information gathered.</td>
<td>I can • Search for information using limited techniques • Describe or summarize information from multiple sources.</td>
</tr>
<tr>
<td>B. Analyze the accuracy, bias, and usefulness of information.</td>
<td>I can • Synthesize multiple sources to identify significant similarities and differences in information. • Analyze the intentional or unintentional influence of perspectives and assumptions in sources • Apply analysis of sources to identify most useful and valid information.</td>
<td>I can • Compare and contrast multiple sources to identify similarities and differences in information. • Identify and assess the influence of perspectives and assumptions in sources • Apply analysis of sources to determine usefulness and validity.</td>
<td>I can • Identify main ideas in multiple sources, • Identify prominent perspectives and assumptions in sources. • Categorize sources based on analysis and determine which are useful.</td>
<td>I can • Use predetermined questions to identify key information/main idea, • Use predetermined questions to identify perspective in sources.</td>
</tr>
<tr>
<td>C. Synthesize and analyze information from multiple sources to draw conclusions and/or ask questions.</td>
<td>I can • Consolidate and evaluate information from multiple sources to identify important and relevant relationships. • Draw well-reasoned conclusions and ask relevant questions that identify gaps in the body of information used.</td>
<td>I can • Consolidate and analyze information from multiple sources to identify relationships. • Draw conclusions from or ask relevant questions about the information gathered.</td>
<td>I can • Categorize and label information from multiple sources to identify connections • Draw conclusions about the information gathered.</td>
<td>I can • Summarize information from multiple sources. • Ask basic questions about the information gathered.</td>
</tr>
</tbody>
</table>
# New Haven Public Schools 21st Century Competencies

## 3. Clear and Effective Communication

<table>
<thead>
<tr>
<th>Indicator</th>
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<th>Emerging</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrate organized communication through varied modes (oral, written, visual and/or performance).</td>
<td>I can • enhance my communication through the sequence and presentation of ideas; • use conventions of different modes of communication (oral, written, visual, and/or performance) in unique and creative ways.</td>
<td>I can • present information and ideas coherently, with logical sequence; • apply conventions of different mode of communication (oral, written, visual, and/or performance) to express ideas clearly.</td>
<td>I can • organize information to communicate my ideas and responses; • use limited conventions of different modes of communication (oral, written, visual, and/or performance) to express ideas.</td>
<td>I can • repeat information that has been presented to me. • select a mode of communication (oral, written, visual, and/or performance).</td>
</tr>
<tr>
<td>B. Collect, analyze and respond to information gathered from active listening.</td>
<td>I can • synthesize and evaluate information gathered through active listening and determine reliability; • evaluate information, considering the context of presentation; • Integrate information gathered through active listening to draw conclusions and justify a response.</td>
<td>I can • consolidate and analyze information gathered through active listening and determine relevance; • interpret information, considering context of presentation; • draw conclusions about information gathered through active listening and create a relevant response.</td>
<td>I can • gather information through active listening and determine main ideas and patterns; • organize information gathered; identify patterns in information gathered through active listening and create a partial response.</td>
<td>I can • participate as a listener to a variety of discussions, presentations, videos, etc.; • identify information gathered through active listening.</td>
</tr>
<tr>
<td>C. Select and use communication strategies (including technology and digital media) appropriate to the audience, context, and purpose.</td>
<td>I can • select and use a strategic method of communication that effectively addresses the audience, context and purpose; • Integrate conventions and select effective communication tools to best address intended audience, context and purpose.</td>
<td>I can • select and use a method of communication that fits the audience, context and purpose; • use conventions and tools of selected communication method effectively for intended audience, context and purpose.</td>
<td>I can • select and use a method of communication to present ideas; • try to use communication tools to address needs of audience, context and purpose.</td>
<td>I can • use a method of communication to present ideas; • identify audience and purpose of communication.</td>
</tr>
<tr>
<td>D. Select and use communication strategies and interpersonal skills to collaborate with others.</td>
<td>I can • strategically select and use methods of speaking, listening and responding that enhance productivity and respect in collaboration.</td>
<td>I can • select and use methods of speaking, listening and responding that enhance productivity and respect in collaboration.</td>
<td>I can • use varied methods of speaking, listening and responding in an attempt to collaborate productively and respectfully.</td>
<td>I can • identify ways of speaking, listening and responding and how they might impact others in a group.</td>
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</table>
# New Haven Public Schools 21st Century Competencies

## 4. Initiative, Self-Direction and Accountability

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<th>Indicator</th>
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<th>Emerging</th>
<th>Novice</th>
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</thead>
<tbody>
<tr>
<td><strong>A.</strong> Apply knowledge to set goals, make decisions, demonstrate flexibility, and assess new opportunities.</td>
<td>I can • integrate information from diverse sources to take actions that result in effective progress toward goals; • revise and adjust my goals by seeking out, analyzing and incorporating new information and perspectives; • create, evaluate and select opportunities to make effective progress toward goals.</td>
<td>I can • gather and apply information from diverse sources to set goals; • take actions that result in progress toward my goals; • revise and adjust my goals by reflecting on and incorporating new information and perspectives; • identify and evaluate new opportunities in relation to my goals.</td>
<td>I can • gather information from multiple sources to set goals; • use information to make decisions related to goals and initiate some actions; • examine my goals by considering new information and perspectives; • identify new opportunities that connect to goals.</td>
<td>I can • set goals; • make decisions that relate to goals; • identify possible opportunities.</td>
</tr>
<tr>
<td><strong>B.</strong> Identify and analyze personal strengths and challenges and apply strategies for improvement.</td>
<td>I can • assess and evaluate personal strengths and challenges in different contexts and settings; • select and use strategies that successfully improve performance.</td>
<td>I can • identify and examine personal strengths and challenges in different contexts and settings; • identify and utilize strategies to overcome challenges, build on strengths, and/or improve performance.</td>
<td>I can • identify personal strengths and/or challenges in different contexts and settings; • make observations about those strengths or challenges; • identify ways to utilize strengths or strategies to improve.</td>
<td>I can • identify how strengths and challenges affect outcomes in different contexts and settings; • identify possible ways to use strengths.</td>
</tr>
<tr>
<td><strong>C.</strong> Demonstrate initiative and responsibility for learning by applying knowledge and seeking support.</td>
<td>I can • create and select effective actions to deepen my learning or make progress on a task; • recognize and seek additional specific resources when needed.</td>
<td>I can • take action to advance my learning or make progress on a task; • use supports to advance my learning or make progress on a task.</td>
<td>I can • identify actions that could advance my learning or result in progress on a task; • identify strategies to find supports related to my learning or task.</td>
<td>I can • identify steps related to a task; • identify the need for support in specific areas of learning.</td>
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<tr>
<td><strong>D.</strong> Demonstrate reliability and concern for quality.</td>
<td>I can • prioritize and take actions to meet deadlines or ask for and propose an appropriate adjustment; • produce high quality work through attention to detail and by seeking and addressing feedback.</td>
<td>I can • meet deadlines or ask for an appropriate adjustment; • produce complete, high quality work and address feedback.</td>
<td>I can • attempt to meet deadlines and identify when adjustments are needed; • produce work that partially addresses requirements and attempt to address feedback.</td>
<td>I can • identify my assignments and due dates; • produce work and summarize feedback provided.</td>
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New Haven Public Schools 21st Century Competencies

5. Citizenship and Civic Responsibility

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<th>Indicator</th>
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<th>Novice</th>
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<tbody>
<tr>
<td>A. Demonstrate knowledge of and respect for diverse cultures, identities and perspectives.</td>
<td>I can • evaluate the impact of cultures, perspectives and contributions by demographic groups, both historical and contemporary, on society. • examine issues from various perspectives and distinguish how and when those perspectives influence a position or behavior. • promote a thoughtful and respectful environment toward differing points of view and/or people in the community.</td>
<td>I can • explain and describe cultures, perspectives and contributions by demographic groups studied, both historical and contemporary. • examine issues from various perspectives and identify how those perspectives could influence a position or behavior. • respond thoughtfully and respectfully, through words and actions, to differing points of view and/or people.</td>
<td>I can • describe cultures, perspectives and contributions by demographic groups studied, both historical and contemporary. • examine issues from various perspectives to develop a fuller understanding of the issue. • attempt to respond respectfully to differing points of view and/or people.</td>
<td>I can • identify the cultures and perspectives of different demographic groups studied, both historical and contemporary. • identify different perspectives on an issue. • identify behaviors that convey respect or disrespect toward differing points of view and/or people.</td>
</tr>
<tr>
<td>B. Make decisions that consider ethical and societal factors and community impact.</td>
<td>I can • align my decisions with ethical principles by anticipating impact. • take actions that promote ethical principles and help to resolve conflicts, promote equity and/or solve community problems.</td>
<td>I can • reflect on the impact and results of my decisions on others. • choose actions and words that demonstrate consideration of ethical principles and community context.</td>
<td>I can • recognize the impact that my decisions have on others. • recognize actions and words that demonstrate consideration of ethical principles and community context.</td>
<td>I can • identify the impact that a decision has on others. • identify actions and words that demonstrate ethical principles.</td>
</tr>
<tr>
<td>C. Participate in and contribute to the community.</td>
<td>I can • select or create opportunities that address needs I have identified in my community and/or align with my beliefs and interests.</td>
<td>I can • identify and participate in opportunities that allow me to help or add benefit to the community.</td>
<td>I can • participate in opportunities in the community.</td>
<td>I can • identify opportunities to participate in the community.</td>
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</table>