North Branford High School’s Senior Capstone Project handbook was created in consultation with and/or in reference to previous work compiled by neighboring school districts, including Oxford High School, Stonington High School, and Wheeler High School. The comprehensiveness of this handbook is, in part, due to their efforts and/or willingness to share information and material.
# SENIOR CAPSTONE PROJECT

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Senior Capstone Project - Letter to Students

Dear Student,

We are excited to present to you the Senior Capstone Project handbook, which contains all of the information you will need to successfully complete your project. This project offers you the opportunity to engage in a self-driven, authentic experience and to broaden your knowledge and skills in an area of personal interest.

One of the most rewarding aspects of the Senior Capstone Project is the element of choice. It is what sets your project apart from others and it is what will give you an opportunity beyond your conventional academic experiences at North Branford High School. In choosing a topic, think about a personal interest, a career opportunity you want to explore, a problem you might like to solve, or an area you are interested in learning more about.

The Senior Capstone Project has four phases:

1) Planning and Preparation
2) Field Work/Journal Entries
3) Reflective Narrative and Final Product, and
4) Formal Presentation.

This handbook will be invaluable to you as you move through each of these phases. It contains a timeline, sample forms, explanation of tasks, and a full description of each project component.

We hope you have a fulfilling and challenging experience and that your engagement in this project further prepares you to meet the demands of your post-secondary experiences. Most of all, we hope you have fun!

We are here to offer assistance, answer questions, and make suggestions as you move through the phases of the project. We are happy to assist you.

Good luck on your Senior Capstone Project!

The Capstone Committee, Coordinator, Administration, and Staff
North Branford High School’s Mission and Expectations

Mission
The mission of North Branford High School is to foster a strong learning community focused on excellence in academic rigor, school climate, and civic and social responsibility.

Academic Expectations
*North Branford High School students will effectively:*
  - Use literacy skills, including reading for knowledge and writing for purpose, to think critically and reason with evidence
  - Apply concepts and skills to frame, analyze, and solve a range of increasingly complex problems
  - Use technology responsibly to enhance inquiry, research, and communication

Civic and Social Expectations
*North Branford High School students will effectively:*
  - Demonstrate CIRCLE (Citizenship, Integrity, Responsibility, Consideration, Leadership, and Empathy) expectations within the school and community
  - Understand and apply skills and concepts associated with lifetime fitness and wellness for self and the community
  - Demonstrate active civic participation and service within the school and community
Senior Capstone Project: Mission and Overview

Mission Statement

The Senior Capstone Project is an opportunity for students to synthesize and apply the skills acquired throughout their education and engage in personalized learning in a specialized area of interest. The phases of the Capstone Project will challenge students in the areas of effective communication, independent inquiry, and authentic learning in real-world situations. Successful completion of the project fosters productive citizenship and active learning, better preparing students to meet the challenges of their post-secondary experiences.

Overview

Commencing in their junior year and continuing throughout their senior year, students will work under the guidance of a mentor to complete an independent performance project comprised of four phases. While the element of choice and broad scope of this project differentiates it from others, students are required to demonstrate their mastery of North Branford High School’s academic, civic, and social expectations. This includes, but is not limited to, critical thinking, writing, speaking, problem-solving, and demonstrating necessary character attributes such as citizenship, integrity, responsibility, consideration, leadership, and empathy.

Qualifications for Graduating with Distinction

Students are eligible for Graduating with Distinction if they have a minimum QPA of 135 and a Cumulative Average of an 87 or higher after 15 completed marking periods (calculated following the third marking period of the senior year). Any student who receives an F as a final grade in any marking period will not be eligible. In addition, seniors must complete 40 volunteer field work hours during their Senior Capstone Project (15 more than required for Capstone) to be considered for the status of Graduating with Distinction.
Senior Capstone Project: Project Phases

Phase 1 – Planning and Preparation
Students will document the planning and preparation of their Capstone Project by completing a Letter of Intent that explains how the requirements of the project will be met. In their letter, students are required to adhere to specific formatting and respond to clearly defined questions and prompts.

Phase 2 – Field Work
Students are required to complete a minimum of 25 documented hours of service in their designated field. Students may choose to complete this work over the summer and/or during the first semester of their senior year. To supplement their field work, students must complete a set number of journal entries, each entry serving as a platform for students to describe their progress, reflect on their new learning, and delineate future goals.

Phase 3 – Reflective Narrative and Final Product
Students must complete a formal and carefully-crafted reflective narrative that summarizes the Capstone experience, evaluates the effectiveness of their progress, reflects on NBHS’s civic and social expectations, and applies new learning to future endeavors. Additionally, students will create a final product that will be presented at the final presentation, that best highlights the Capstone experience and showcases new learning.

Phase 4 – Final Presentation
Each student is required to conduct a formal presentation before a panel of judges. While specific criteria will drive the presentations, options in content, style, and format are available to students.
SENIOR CAPSTONE PROJECT: TIMELINE

**LETTER OF INTENT & JOURNAL 1**

*Due: Junior Year, Marking Period 3*

Defines the topic of the Senior Capstone Project and how the requirements of the project will be met.

*Completed: In Contemporary Issues*

*Submitted to: Naviance/CI Teacher*

---

**JOURNALS 2, 3, & 4**

*Due: Senior Year, Marking Period 1*

Students will write four journals; each journal requires students to reflect about different aspects of the project experience through guiding topics.

*Completed: Independently*

*Submitted to: Naviance/Advisor*

---

**REFLECTIVE NARRATIVE**

*Due: Senior Year, Marking Period 2*

Students will write a Reflective Narrative essay that provides a well-ordered presentation of the overall Senior Capstone experience.

*Completed: Some instruction provided in Senior English course*

*Submitted to: Senior English Teacher*

---

**FINAL PRESENTATION**

*Due: March of Junior Year for Year*

Students will give a final presentation of their Capstone experience to the Senior Capstone community members.

---

**LETTER OF INTENT**
SENIOR CAPSTONE PROJECT: ROLES AND RESPONSIBILITIES

CAPSTONE COORDINATOR

The Capstone Coordinator will oversee the entire process as well as organize and communicate with the staff/students about the project. The coordinator will oversee tracking students’ accomplishments in accordance with the timeline set and meet with students accordingly. The coordinator will also communicate with the advisors to ensure collection and submission of work. Finally, the coordinator will work with the staff and students to train and organize judges for the final presentations. Additionally, the Capstone Coordinator will:

- Introduce program to all CI classes in Marking Period 3 – Junior Year
- Introduce the Letter of Intent to all CI classes in Marking Period 3 – Junior Year
- Meet with those students (along with their guidance counselor) who do not complete the Letter of Intent during Marking Period 4 – Junior Year
- Review letters of Intent with Guidance Counselors
- Coordinate Senior Advisory
- Collect Capstone timesheets from Advisors
- Organize Presentations (staff & students – logistics)
- Train staff on presentation rubric & calibrate grading along with Guidance Counselors.
- Meet with struggling seniors with Guidance Counselors
- Meet with students who receive accommodations with Guidance Counselors & Special Education Case Managers

GUIDANCE COUNSELORS

Guidance Counselors will be in contact with students on their caseload beginning in their Junior Year. They will guide their students through the uses of Naviance and support students in all facets of the Capstone process. They will be in contact with the Coordinator throughout the process. Additionally, guidance counselors will:

- Review Naviance at Junior Conferences with parents & students
- Meet with those students (along with the Coordinator) who do not complete the Letter of Intent during Marking Period 4 – Junior Year
- Review Letter of Intent with Coordinator
- Meet with struggling seniors with Coordinator & Administration
- Create formal requests for students who need accommodations with Special Education Case Manager
- Meet with students who receive accommodations with Coordinator
**ADVISORS**

The student’s Advisor will be kept up-to-date with Capstone timelines and will provide support and reminders to students regarding deadlines for submission. Advisors will grade journal entries and will collect student timesheets to hand in to the Coordinator. Advisors will communicate with the Coordinator if a student is consistently missing deadlines or falling behind on their project. Additionally, advisors will:

- Assist students through all aspects of the program
- Grade journal entries using rubric
- Collect timesheets
- Meet with struggling seniors, Guidance Counselor, and Coordinator

**CONTEMPORARY ISSUES TEACHERS**

CI Teachers will support their students in writing the Letter of Intent. Additionally, CI Teachers will:

- Provide classroom time for program overview with Coordinator
- Provide classroom time to answer student questions

**SENIOR ENGLISH TEACHERS**

Senior English Teachers will support their students in writing the Reflective Essay. They will work with students to understand and apply the concepts essential to a well – written reflective essay. Additionally, Senior English Teachers will:

- Provide classroom time to answer student questions
- Grade Reflective Essay using rubric

**MENTORS**

Mentors will provide student support throughout the Capstone process.

**CAPSTONE COMMITTEE**

The Capstone Committee will be comprised of NBHS staff and administration. Membership is fluid and can change annually based on the needs of the senior class. The committee will work with the Capstone Coordinator to review, revise, and/or create new components of the project.
The committee will also assist the Capstone Coordinator in other ancillary facets of the Capstone process, when necessary.

**INDEPENDENT STUDENT RESPONSIBILITIES**

Capstone is an independent learning project. Students are independently responsible for completing no fewer than 25 hours of community service, submitting a timesheet, submitting a Letter of Intent, completing four journal entries, submitting a Reflective Essay, and developing a product and final presentation.
SENIOR CAPSTONE PROJECT:
STUDENT ACKNOWLEDGEMENT

Student Acknowledgement

I have read the Senior Capstone handbook and I am aware of the expectations that I must complete and successfully pass all phases in order to meet the requirements of the Senior Capstone Project at North Branford High School.

I fully understand that my project selection decision is made independently of the staff and administration of the high school and is subject to approval.

I know that academic honesty and integrity are highly valued at North Branford High School and that if I plagiarize any part of the Senior Capstone Project, I will not pass and will be required to complete an entirely new project.

I understand that I must display appropriate conduct at all times, and that my behavior and disposition are a direct reflection of me, my school, and the Senior Capstone Project program.

________________________________________________________________________

Parents, please complete:

Student Name (please print): ______________________________

Student Signature: _______________________________________

Parent/Guardian Name (please print): __________________________

Parent/Guardian Contact #: ________________________________

Parent/Guardian E-Mail: ________________________________

Parent/Guardian Signature: ________________________________ Date: __________
SENIOR CAPSTONE PROJECT:
PARENT ACKNOWLEDGEMENT

Parent Acknowledgement

I have read the Senior Capstone handbook and I am aware of the expectations that my son/daughter must complete and successfully pass all phases in order to meet the requirements of the Senior Capstone Project at North Branford High School.

I fully understand that the project selection decision is made independently of the staff and administration of the high school and is subject to approval. By signing below, I indicate my approval of my son’s/daughter’s Senior Capstone topic and fieldwork placement.

I know that academic honesty and integrity are highly valued at North Branford High School and that if my son/daughter plagiarizes any part of the Senior Capstone Project, he/she will not pass and will be required to complete an entirely new project.

________________________________________________________________________

Parents, please complete:

Student Name (please print): ______________________________

Parent/Guardian Name (please print): ____________________________

Parent/Guardian Contact #: ______________________________

Parent/Guardian E-Mail: ______________________________

Parent/Guardian Signature: _______________________________ Date: __________
Senior Capstone Project – Fieldwork Description

Students’ fieldwork experience allows them to not only apply their knowledge of a particular field of study, but also participate in a workplace/community agency or organization while under the guidance of a professional mentor. Students must complete a minimum of 25 hours of fieldwork with an appropriate community resource person. To accomplish this, a student must secure a community member who has a proven record of success in this field.

- While volunteering at this community organization, students will not receive income or tips for their fieldwork experience.

- ALL community mentors must be approved by a parent/guardian and the Capstone Coordinator.

- Fieldwork cannot start until the Letter of Intent and community mentor forms are completed and approved by the Capstone Coordinator.
SENIOR CAPSTONE PROJECT:
MENTOR QUALIFICATIONS AND RESPONSIBILITIES
(Students: Please provide your mentor with this outline of qualifications and responsibilities.)

Mentor Qualifications:

- Mentors must be an appropriate community resource person who is knowledgeable in your field or topic of interest.
- Mentors may be a staff member within the North Branford School District (not just NBHS) who is knowledgeable in your field or topic of interest.
- Mentors cannot be a parent or a close relative.

Mentor Responsibilities:

- Please explain the precautions, procedures, and emergency plans at the place of his or her fieldwork experience.
- Help students establish a timeframe and schedule for completing the required hours and meeting the established goals.
- Verify the time log at the conclusion of ‘each meeting’ or ‘all hours.’
- Contact the Capstone Coordinator if there are any questions, concerns, or comments at any time during the duration of the student’s fieldwork experience.

Senior Capstone Project Contact Information

Jennifer Tzetzo, Capstone Coordinator
jtzetzo@northbranfordschools.org

Greg Gwudz, Assistant Principal
ggwudz@northbranfordschools.org

North Branford High School Guidance Department 203-484-1475
SENIOR CAPSTONE PROJECT: MENTOR INFORMATION

Student’s Name: __________________________________________________________
Advisory Teacher: _______________________________________________________

MENTOR INFORMATION
Name: ____________________________ Occupation: _________________________
Street Address: __________________________________________________________
City/State/Zip Code: _____________________________________________________
Phone Number: ____________________________ Email Address: ________________

To The Mentor:
Please read, sign, and date below:

I have agreed to serve as the mentor for ________________________, who is completing a Senior Capstone Project at North Branford High School.

I am at least 21 years of age and am not related to this student.

I have received a copy of the Mentor Qualifications and Responsibilities form.

I understand that, as part of the Senior Capstone Project requirements, this student must participate in 25 hours of fieldwork under the supervision of a professional mentor. I have agree to serve in this capacity for the duration of this student’s fieldwork experience.

I understand that this student should not receive income or tips for their fieldwork experience.

Mentor Signature: ____________________________ Date: ________
Senior Capstone Project – Letter to Prospective Mentors

(Student: Once your Letter of Intent is approved, please copy and paste this letter (below the dotted-line only) to a word document, replace the blank line with your name, and give the personalized letter to your mentor. If your mentor has any questions about his/her role or responsibilities, you may want to share this information with him/her ahead of time.)

Dear Senior Capstone Project Mentor:

You have been asked by __________________________, a student at North Branford High School, to be a Senior Capstone Project Mentor because you possess expertise in an area of interest to him/her. The Senior Capstone Project at North Branford High School seeks to build a bridge for students between the skills they learn in the classroom and the real world.

The four phases of the Senior Capstone Project include the completion of a Letter of Intent, fieldwork, a Reflective Narrative and final product, and a formal presentation before a panel of judges. As a mentor, you will serve as a guide for the student during his/her fieldwork.

To begin with, the student must present you with a working plan/schedule for his/her fieldwork project. Once you and the student have agreed to this plan/schedule, your role as a mentor is to:

1. Work with the student to fine-tune the plan to develop a challenging fieldwork project.
2. Guide, encourage, and oversee the student as he/she works to complete the fieldwork project.
3. Verify the time the student spends on the fieldwork.

We appreciate your willingness to share your knowledge and expertise with one of our students and to serve as a mentor for him/her. We hope you find this experience to be a rewarding one.

If you have any questions or concerns about your role as a mentor, please do not hesitate to contact me. You may call me at North Branford High School at 203-484-1465. In addition, my e-mail address is jtzetzo@northbranfordschools.org.

Sincerely,

Mrs. Jennifer Tzetzo
Senior Capstone Project Coordinator
Senior Capstone Project: Journal Entries

As part of your Senior Capstone project, you are required to complete four journal entries to help you think reflectively about your project experiences. All journal entries should include specific examples and short anecdotes to provide your reader with a thorough understanding of your experiences as you progress through your project.

Journal Entry Guidelines

Journal #1: Motivations & Expectations
- Briefly describe your Capstone project and the motivations behind your proposal.
  - What personal interest in this topic do you have?
  - What essential questions are you seeking to answer?
  - Who or what influenced you to propose this project?
  - How is this project a learning stretch for you?
  - What do you hope to learn by the end of the project?

Journal #2: Obstacles & Successes
- Briefly summarize your Capstone experiences to date.
  - Include a minimum of 10 sentences and two examples/anecdotes.
- Describe any problems or challenges you experienced in your efforts to complete the project.
  - Why did these challenges arise?
  - How have you worked through these challenges?
  - What changes are you making to your plan?
- Describe any successes you have experienced in your efforts to complete the project.
  - What actions led to your success?

Journal #3: Meaning & Extension
- Briefly summarize your Capstone experiences to date.
  - Include a minimum of 10 sentences and two examples/anecdotes.
- Describe your perceptions of your Capstone experience to date.
  - Is what you are doing important or meaningful? Why or why not?
  - Is what you are doing enjoyable? Why or why not?
- Describe how your Capstone experiences may relate to your post-secondary experiences.
  - How will this experience help you in the future?
  - What application might these experiences have in terms of college, career, and/or civic life?

Journal #4: Reflection & Re-creation
- Briefly summarize your Capstone experiences to date.
  - Include minimum of 10 sentences and two examples/anecdotes.
- Imagine you could recreate your experience with an unlimited budget, access to any mentor (living or dead), and no time limit. How would you enhance your experience to maximize your success and extend your impact?
SENIOR CAPSTONE PROJECT:
REFLECTIVE NARRATIVE DESCRIPTION AND SAMPLE

As part of your Senior Capstone project, you are required to complete a Reflective Narrative - a well-ordered presentation of your experiences and discoveries throughout the Capstone timeframe. This reflection should 1) summarize and describe your project 2) reveal what you learned about yourself and your chosen topic 3) explain how your experience(s) may apply to your future aspirations and endeavors and 4) connect your new learning to North Branford High School’s civic expectations. Ideas crafted in your journal entries should assist you as you synthesize your experiences into a final reflection.

Guidelines:
Your reflective narrative should focus on the following four areas:

Summary of Experience(s)
- Provide your audience with an overview of your project and Capstone experiences. In order to do this you must provide specific examples and short anecdotes to provide your reader with a thorough understanding and broad scope of the project.

New Learning
- Consider all aspects of your experience(s) throughout the Senior Capstone project. Describe what you learned about not only your topic, but about yourself. Be sure to explain the specific challenges you faced and what you did to work through these challenges.

Applications for the Future
- Describe how you might apply your new learning to your post-secondary experiences. How will this experience help you in the future?

Connection to Civic Expectations
- Select three attributes of our CIRCLE expectations (Citizenship, integrity, Responsibility, Consideration, Leadership, and Empathy) and describe how your Senior Capstone Project aligns to each of the three attributes you select.

Conventions
It is expected that you will demonstrate a sophistication of language and pay close attention to formatting and the conventions of Standard English. In short, your paper should be mostly free from errors in spelling, grammar, and mechanics, should have a unique and interesting voice, be well-organized, and display evidence of proofreading and revision.

Minimum, 5 pages
MLA formatting
- 12-point, standard font (i.e. Times New Roman or Calibri); double-spaced
- No formal title page
- No spaces between paragraphs
- 1” margins
- Header, with last name and page number
1” margins

John Doe
Senior Capstone Project
15 May 2015


Be sure to break up your ideas into logical paragraphs. A well-developed response will include multiple paragraphs for each narrative section.

Double space between the title and the first line of the text.

Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.

Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin.

In the upper left-hand corner of the first page, list your name, the project title, and the date of submission. Be sure to use double-spaced text.
SENIOR CAPSTONE PROJECT: FINAL PRESENTATION CRITERIA

As part of your culminating experience in this Senior Capstone Project, you will be required to present a summary of your experiences and learning to a small panel. This presentation should summarize your Capstone experience including journal entries, your community service hours, your reflection, and should link back to your initial reason for doing the project and your goals.

- **Presentation Content:**
  - Brief description of your goals for the project.
  - How did your experiences relate back to your goals?
  - What were some strengths of your experience?
  - What were some weaknesses of your experience?
  - What was the impact of the experience on you and your future endeavors?
  - What you have learned, or what has been confirmed through your participation?
  - Any other information about your experience and learning that you feel would be beneficial for the panel to know.

- **Presentation Style:**
  - Media presentation (PowerPoint, Prezi etc.)
  - Tangible product that is direct evidence of your experience
  - Question/Answer session with panel

- **Other Information**
  - Plan to present for 10-15 minutes
  - Plan to reference specifics of your experience (an overview of what you did, why you did it, what your role was, challenges you faced, specific learning you gleaned, etc.)
  - Be prepared to answer some general questions from the panel.
  - Use any materials you have to support your learning and experience.
  - See your advisor, your guidance counselor, or the Capstone Coordinator if you need further assistance in preparing for and planning your presentation.
SENIOR CAPSTONE PROJECT: PRODUCT DESCRIPTION

No two Senior Capstone projects are alike; therefore, it is not possible to include a single definition for the ideal product. As an independent learner, it is your goal to consider your fieldwork opportunity and determine what you can create from your experience. The descriptions and examples below in no way serve to prescribe, but rather to guide and inspire. Your product must be*…

- **Tangible**
  - Your product should be an enhancement to the presentation. It should be a physical object that is brought to the final presentation and something that the judging panel can read, touch, and/or see.

- **Reflective of your time and effort during your fieldwork**
  - Your product should highlight and specifically relate to your activities during your fieldwork.

- **Your work**
  - Your product should be unique and created and/or modified by you with assistance from your mentor and/or advisor.
    - It should **not** be something that you borrowed from your fieldwork location.
  - Photographs alone will **not** be accepted as a product.

*Some products may not fit this description exactly. For example, some products may be too large to bring into the school building, or your final product may be performance based. Therefore, exceptions MAY be made in certain situations and must be approved by your advisor and capstone coordinator.

Questions to ask yourself when thinking of product ideas…

1. What can I create during my fieldwork?
2. What does my mentor do/create each day on the job? Feasibly, is this something I could do/create with their assistance?
3. What can I do to improve on what I see during my fieldwork? Is there something I can create to assist the process?
4. What do I want to learn more about?
5. How can my advisor help me?

Some examples of products are listed below:

<table>
<thead>
<tr>
<th>Project Topic</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing</td>
<td>Novel, self-published</td>
</tr>
<tr>
<td>Woodworking</td>
<td>Adirondack chair, constructed during project</td>
</tr>
<tr>
<td>Local library volunteer</td>
<td>Library volunteer manual, student-created</td>
</tr>
<tr>
<td>Healthcare volunteer</td>
<td>Nurse’s appreciation breakfast, hosted by the student - scrapbook of event including flyer, receipts for purchases, photographs, and thank you note(s).</td>
</tr>
</tbody>
</table>
## SENIOR CAPSTONE PROJECT: RUBRIC FOR JOURNAL ENTRIES

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXCEEDS EXPECTATIONS (3)</th>
<th>MEETS EXPECTATIONS (2)</th>
<th>BELOW EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>METACOGNITION</td>
<td>• Demonstrates comprehension of deeper meaning; offers insight into project.</td>
<td>• Demonstrates satisfactory comprehension; offers some insights into project.</td>
<td>• Incomplete content</td>
</tr>
<tr>
<td></td>
<td>• Provides clear evidence of thorough, honest, and constructive self-assessment.</td>
<td>• Provides some evidence of constructive self-assessment.</td>
<td>• Minimal evidence</td>
</tr>
<tr>
<td>CONTENT</td>
<td>• Contains detailed summary of Capstone experiences.</td>
<td>• Contains a satisfactory summary of Capstone experiences.</td>
<td>• Insufficient summary of Capstone experiences.</td>
</tr>
<tr>
<td></td>
<td>• Answers reflection questions with specific, well-explained responses that demonstrate understanding.</td>
<td>• Answers reflection questions adequately.</td>
<td>• Insufficient reflection questions.</td>
</tr>
<tr>
<td>CONVENTIONS</td>
<td>• Contains no noticeable errors in grammar, mechanics, and spelling.</td>
<td>• Contains some minor errors in grammar, mechanics, and spelling.</td>
<td>• Contains many errors in mechanics, and spelling</td>
</tr>
<tr>
<td></td>
<td>• Use of a variety of clear, appropriate sentence structures and transitions to enhance ideas, readability, and style.</td>
<td>• Use of some variety of sentence structures. Ideas are clear and readable.</td>
<td>• Little to no sentence transitions are clear, and ideas are unclear.</td>
</tr>
</tbody>
</table>

### TOTAL SCORE:

- **Pass:**
  - 6-8

### Scoring Guidelines

- 3-5 = Unsuccessful/Resubmit
- 6-8 = Pass
- 9 = Exemplary (Pass)
## SENIOR CAPSTONE PROJECT: REFLECTIVE NARRATIVE RUBRIC

Your Reflective Narrative will be scored and assigned *Exceeds Expectations, Meets Expectations, or Below Expectations*. Scores in the “Exceeds” and/or “Meets” categories will contribute to a passing grade on your Senior Capstone Project, while a score in the “Below” range will not.

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>EXCEEDS EXPECTATIONS (3)</th>
<th>MEETS EXPECTATIONS (2)</th>
<th>BELOW EXPECTATIONS (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMARY OF EXPERIENCES</td>
<td>The Reflective Narrative includes a comprehensive overview of the Senior Capstone project and experiences, including relevant, specific examples and appropriate, convincing anecdotes.</td>
<td>The Reflective Narrative includes an overview of the Senior Capstone project and experiences, including specific examples and anecdotes.</td>
<td>The Reflective narrative is unconvincing, and/or irrelevant or missing entirely.</td>
</tr>
<tr>
<td>NEW LEARNING</td>
<td>The Reflective Narrative includes a comprehensive description of the student’s new learning; this contains a thoughtful reflection about the specific challenges that were faced and how these challenges were overcome.</td>
<td>The Reflective Narrative includes a description of a student’s new learning, including a reflection on specific challenges that were faced and what was done to overcome those challenges.</td>
<td>The Reflective Narrative is unconvincing, and/or irrelevant or missing entirely.</td>
</tr>
<tr>
<td>CONNECTIONS TO CIVIC</td>
<td>The Reflective Narrative selects three or more CIRCLE expectations and insightfully connects the expectations to the Capstone experience.</td>
<td>The Reflective Narrative selects three CIRCLE expectations and connects the expectations to the Capstone experience.</td>
<td>The Reflective Narrative selects three or fewer CIRCLE expectations and connects the expectations to the Capstone experience.</td>
</tr>
<tr>
<td>EXPECTATIONS</td>
<td>Student closely adheres to conventions and MLA expectations.</td>
<td>Student mostly adheres to the conventions and MLA formatting.</td>
<td>Students makes many errors in MLA formatting, so much from content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL SCORE:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Scoring Guidelines

- 5-7 = Unsuccessful/Resubmit
- 8-14 = Pass
- 15 = Exemplary (Pass)
# SENIOR CAPSTONE PROJECT – FINAL PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th></th>
<th><strong>EXCEEDS EXPECTATIONS (3)</strong></th>
<th><strong>MEETS EXPECTATIONS (2)</strong></th>
<th><strong>BELOW</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRUCTURE</strong></td>
<td>The presentation has a discernible beginning, middle and end, which are unique, insightful and engaging.</td>
<td>The presentation has an adequate beginning, middle, and end.</td>
<td>The structure of the material lacks focus and coherence.</td>
</tr>
<tr>
<td><strong>ORGANIZATION AND ENGLISH CONVENTIONS</strong></td>
<td>The presentation has a logical sequence and smooth transitions; the student displays a strong understanding of English conventions.</td>
<td>The presentation is somewhat sequenced with transitions from one idea to the next; the student displays some understanding of English conventions.</td>
<td>The presentation is unorganized and lacks transitions.</td>
</tr>
<tr>
<td><strong>DEPTH AND INSIGHT</strong></td>
<td>Student explains the components of the project (i.e., goals, strengths, challenges, impact on future endeavors) with exceptional detail, concrete and relevant examples, and personal connections and/or anecdotes.</td>
<td>Student explains the components of the project (i.e., goals, strengths, challenges, impact on future endeavors) with some detail, examples, and personal connections and/or anecdotes.</td>
<td>The student displays a lack of insight and lacks an understanding of the components of the project.</td>
</tr>
<tr>
<td><strong>RESPONSES TO PANEL QUESTIONS</strong></td>
<td>Insightfully addresses each question.</td>
<td>Adequately addresses each question.</td>
<td>Inadequately addresses each question.</td>
</tr>
<tr>
<td><strong>MEDIA PRESENTATION</strong></td>
<td>Media presentation (i.e., PowerPoint) is well-crafted, conveys appropriate and relevant information, and enhances audience understanding.</td>
<td>Media presentation (i.e., PowerPoint) conveys information about the topic and may enhance audience understanding.</td>
<td>Media presentation is absent from the student’s project.</td>
</tr>
<tr>
<td><strong>PRODUCT</strong></td>
<td>Displays a high level of craftsmanship; is extremely neat, organized and professional in appearance; is closely connected to student’s experience(s).</td>
<td>Displays craftsmanship; is mostly neat, organized and professional in appearance; is connected to student’s experience(s).</td>
<td>Product is of average quality; it is unconnected.</td>
</tr>
<tr>
<td><strong>PROFESSIONALISM</strong></td>
<td>Student closely adheres to time allotment (10-15 minutes), dresses in professional or fieldwork-related attire, and displays a respectful demeanor throughout presentation.</td>
<td>Student mostly adheres to time allotment (7-9 minutes), dresses in professional or fieldwork-related attire, and mostly displays a respectful demeanor throughout presentation.</td>
<td>Student does not closely follow guidelines (1-6 minutes, casual or inappropriate attire).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TOTAL SCORE:</strong></th>
<th><strong>PASS</strong></th>
<th><strong>CIRCLE ONE:</strong></th>
<th><strong>FAIL/RESUBMIT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-13 = Unsuccessful/Resubmit</td>
<td>14-20 = Pass</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Guidelines**

1-13 = Unsuccessful/Resubmit
14-20 = Pass
21 = Exemplary (Pass)
SENIOR CAPSTONE PROJECT: CHECKLIST

**Phase 1 (Junior Year, Marking Period 3)**

- Letter of Intent
  *Uploaded to Naviance*
- Mentor Information Sheet
- Journal 1

**Phase 2: (Summer & Senior Year, Marking Period 1)**

- Fieldwork time log (no fewer than 25 hours)
- Journal 2
- Journal 3
- Journal 4

**Phase 3: (Senior Year, Marking Period 2)**

- Reflective narrative

**Phase 4: (Senior Year, Marking Periods 3 & 4)**

- Product
- Presentation
SENIOR CAPSTONE PROJECT: FINAL GRADING SHEET

STUDENT: ____________________________________________________________

FINAL GRADES

<table>
<thead>
<tr>
<th>PROJECT COMPONENT</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOURNAL 1</td>
<td>/9</td>
</tr>
<tr>
<td>JOURNAL 2</td>
<td>/9</td>
</tr>
<tr>
<td>JOURNAL 3</td>
<td>/9</td>
</tr>
<tr>
<td>JOURNAL 4</td>
<td>/9</td>
</tr>
<tr>
<td>REFLECTIVE NARRATIVE</td>
<td>/15</td>
</tr>
<tr>
<td>FINAL PRESENTATION</td>
<td>/21</td>
</tr>
<tr>
<td><strong>TOTAL SCORE:</strong></td>
<td>/72</td>
</tr>
</tbody>
</table>