Middletown High School
Capstone Project Manual
2017-2018

A Handbook for Students, Parents, and Teachers

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

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Capstone Project 21st-Century Learning Outcomes (SLE) Alignment

Academic (Embedded in the Capstone Proposal, Research Paper, Reflective Essays, and Presentation)

SLE A-1: A Middletown High School graduate will effectively utilize literacy skills: reading analysis and interpretation, writing, listening, and speaking.

1.01 The student demonstrates the ability to comprehend, interpret and synthesize-written information from a variety of genres.

1.02 The student effectively communicates through writing for a variety of purposes and audiences.

1.03 The student is able to listen actively and critically for comprehension.

1.04 The student speaks articulately and coherently for a variety of purposes and audiences.

SLE A-3: A Middletown High School graduate will demonstrate technological literacy.

3.01 The student utilizes technology tools and resources to organize, analyze and communicate information.

3.02 The student effectively utilizes online information resources for collaboration, research, productivity and communication purposes.

3.03 The student selects and applies appropriate technology tools to demonstrate evidence of learning, productivity and creativity.

Social (Embedded in Field Work Completion and Academic Honesty)

SLE S-1 A Middletown High School graduate will understand and exhibit socially responsible behaviors.

1.01 The student will demonstrate responsibility for his or her own actions, behaviors and academic success.

1.03 The student will demonstrate a personal sense of ethics that will include honesty, integrity and self-control.
I. Introduction- Capstone’s History

Middletown High School students are required to complete a Capstone Project in order to fulfill the Rhode Island Department of Education’s Proficiency-Based Graduation Requirements. A Capstone Project allows a student to choose a topic, generate a research-based project, and solve a problem. Successfully completing the project demonstrates that a student can meet identified applied learning standards, Common Core State Standards, and content standards.

The Capstone Project began at Middletown High School in 2000, eight years before it became a requirement by the RI Department of Education. The Capstone Project then evolved from a volunteer after school initiative to a stand-alone semester-long class through the spring of 2008. Every graduate from the graduating class of 2008 completed the Capstone Project. The following academic year witnessed the district embed the Capstone Project in the Junior-year English course. In 2011-2012, the Capstone Project became a hybrid plan encompassing both the Junior and Senior years. In Spring 2013, the Capstone Project moved to the Senior year in order to meet RIDE’s expectations for implementing the CCSS in the English curriculum.

The Capstone Project is designed to be completed independently by students with the guidance of a mentor of their choice (immediate family members excluded) who has expertise in the Project’s field. The student’s English teacher provides additional support and instruction for the components of the Capstone Project explained throughout this manual.

In order to successfully complete their Capstone Project, students need to exhibit the ability to solve complex problems, evaluate and synthesize researched information, write effectively, communicate articulately, stay organized, wisely manage time, skillfully use technology in a presentation, and artfully complete an oral presentation.

II. Capstone Components

The Capstone Components are:

- Proposal
- Research Paper
- Project
- Reflective Essay (about the research process and project)
- Fieldwork Log
- Mentor Evaluation
- PowerPoint/Visual Presentation Support and Speech
- Presentation in Front of Judges
III. Standards

Numerous standards are met through successful completion of the Capstone Project. Common Core and academic discipline content standards vary based on a student’s choice of project. All students, however, must demonstrate mastery of several **applied learning standards** through their Capstone Project. These are:

- **Critical Thinking**, in which the student detects incompleteness, inconsistency, an opportunity for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest.

- **Problem Solving**, in which the student organizes and conducts a process to create intellectual or physical products, hold an event, improves a system, or otherwise moves towards the solution of an identified core question.

- **Research**, in which the student uses information tools and technology to learn and deepen his or her understanding about the chosen issue.

- **Communication**, in which the student questions, learns from others, and informs.

- **Reflection/Evaluation**, in which the student reviews and thinks critically about the product and process and makes necessary revisions.

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

The student should **choose one** of the following applied learning standards upon which to base their Capstone:

- **A1a Designing a product, service or system**: Identify needs that could be met by new products, services, or systems and create solutions for meeting them;

- **A1b Improving a system**: Develop an understanding of the way systems of people, machines, and processes work; trouble shoot problems in their operation and devise strategies for improving their effectiveness; or

- **A1c Planning and organizing an event or activity**: Take responsibility for all aspects of planning and organizing an event or activity from concept to completion, making good use of the resources of people, time, money, materials and facilities. This event must include content standards.
IV. Capstone Project

An initial step in creating a Capstone Project is for the student to identify an area of interest. The project should be open-ended, exploratory, and involve a learning stretch. The Capstone Project is an action-based path to new knowledge during which a student will explore, identify, and solve problems. As such, it should focus on applied learning and will work best when it is rooted in a student’s personal interests and real-world issues.

The student must address one of the aforementioned RI Applied Learning problem-solving standards. In addition to the RI Applied Learning Standards, the project must be aligned to a Content Standard and/or Common Core State Standards.

Listed below are historical examples that meet the requirements and expectations of a Capstone Project:

**Design a Product, Service, or System (A1a)**
- Design and build a physical product.
  *Some examples at MHS include desks, entertainment centers, tile tables, benches, baseball bats, go-carts, skateboard ramps, and newly designed rooms.*
- Design a plan for development of a park or recreation area.
  *Some examples at MHS include the design of a brochure for public use of the Oakland Forest Trail in Portsmouth and plans for a bridge over the runoff water at Easton’s beach*
- Investigate an issue (social, political, scientific, moral/ethical, artistic) and propose possible solutions.
  *An example at MHS includes redesigning our school district’s recycling methods*
- Design a service.
  *Some examples at MHS include tutoring services, computer classes for teachers, Best Buddies, Safety Town, and Leo Club.*

**Improve a System (A1b)**
- Improve the system for water treatment in a community.
- Design a curriculum unit to address a gap or a problem you identified.
- Identify a problem within the structure of student government and make a proposed solution.
- Troubleshoot and repair faults in the operation of an automobile, mechanical device, or computer-based system.
  *Examples at MHS include rebuilding vehicles, rebuilding computers, removing rust from a vehicle’s exterior.*

**Plan and Organize an Event or an Activity (A1c)**
- Plan and Organize a voter registration drive within the school or community.
- Arrange a series of career information seminars.
  *Examples at MHS include hosting a career fair with community businesspeople.*
o Organize a cultural festival/business exposition.  
   Examples at MHS include putting on a Spanish Festival for 200 students.

o Organize a presentation of student art work.  
   Examples at MHS include various art shows hosted both on and off campus, 
   theater productions hosted by both MHS and Gaudet, improvisational nights, 
   writing expositions, etc.

o Plan and organize a fundraiser for a nonprofit organization.  (Students must 
   adhere to school policy concerning fundraising activities.  Please file forms with 
   the Activities Director.)

o Plan and direct a clinic to teach proficiency in a skill.  The student’s coaching of 
   participants should require a minimum of five (5) hours of contact time with 
   participants in order for them to become more proficient in the skills being 
   taught.

o Design and implement lessons at an elementary, middle, or high school.  
   Examples at MHS include lessons completed at all three levels with teaching 
   topics that include meteorology, physics, art, writing, history, theater, and much more.  (Note: All teaching capstones require a minimum of two (2) or three (3) lessons taught on two (2) or three (3) different days that total at least 90 minutes.
V. Capstone Roles and Responsibilities

Students – Ultimately, the student is responsible for the success of the Capstone project. He/she must work closely with his/her mentor and English teacher to accomplish the following:

- Identify an area that allows an in-depth exploration of a topic whose goal is problem-solving, resulting in a path to new knowledge (learning stretch).
- Complete the Capstone Proposal for final approval by the student’s English teacher, mentor, and parents. The Capstone Project must address applied learning standards. The Capstone Proposal will be reviewed in the senior English class. (The Capstone Proposal must be typed.)
- Select and work with a mentor who helps to guide the student through the process. Mentors may be identified from within or outside the school community to provide expertise and support; however, we strongly encourage students to contact mentors outside the school. Immediate family members (defined as any family member living in the home) should not be selected as a student’s mentor. Mentor information must be recorded on the Capstone Proposal. Mentors who are not employed by the Middletown School Department must have a BCI check and complete a Volunteer Application. Instructions for completing the forms are found on
- Adhere to a timeline for the major activities in the project, including regular meetings with the project mentor.
- Follow specified procedures prior to conducting lessons/clinic in other institutions. Complete the “Form for Visiting Other Institutions.”
- Conduct thorough research on content. Consult regularly with the mentor and English teacher to ensure that progress is being made. Research process information will be recorded in the reflective essay.
- Complete a Works Cited page in proper MLA format.
- Consult the Informational Writing Rubric and the Capstone Oral Presentation Rubric to ensure that all elements are adequately addressed.
- Write a research paper that complements or connects to his/her Capstone Project. The connection between the research and the Capstone project should be evident in the reflective essay. In other words, the reflective essay explains how the research aligns with the project.
- If teaching a class or clinic, students must complete lesson plans on the “Lesson Plan” template.
- Maintain a Fieldwork Log (at least 12 hours).
- Generate and complete the mandatory Mentor Evaluation.
- Complete the project.
- Write a reflective essay on the projects/process.
- Consult the final Capstone Oral Presentation Rubric and guidelines in preparation for the final presentation.
- After completion of the project, we strongly suggest that students write a thank-you note to the mentor/community members who helped with the project.
- Complete PowerPoint slides / Prezi and speech for the presentation.
- Obtain mentor’s evaluation of the product (mandatory).
- Prepare three final presentation folders of essential elements of the project for judges.
- Select technological resources for the final presentation that effectively communicate the necessary elements of the presentation.
Present the Capstone product to the judging committee, after a practice presentation in class.
Dress Code for visits to other institutions and presentations: Students must be appropriately dressed in all situations.
Maintain an electronic portfolio of the required Capstone components: Capstone slides and speech, and oral presentation.

**Senior English Teacher**—The English teacher is the guide/facilitator for developing and implementing the academic elements of the Capstone project:

- Introduce the student to the design of a Capstone Project.
- Distribute and review the Capstone Proposal.
- Help the student identify a research topic.
- Help the student identify the appropriate applied learning standards.
- Assist the student in developing an accepted proposal that addresses the required RI Applied Learning Standards.
- Review the final proposal and sign it (committee approval).
- Review the student’s approved electronic Capstone Proposal in TIEnet.
- Review the project timeline with the student.
- Familiarize the student with the appropriate Applied Learning Standards and other rubrics that will guide the student during the project.
- Monitor the student’s progress in content research.
- Teach all aspects of the Research Paper.
- Review and grade student’s Research Paper.
- When at standard, direct the student to upload the document to TIEnet.
- Review and grade the Reflective Essay.
- Collect the Fieldwork Log and Mentor Evaluation.
- Direct the student in uploading the approved reflective essay to TIEnet.
- Review how to deliver a successful oral presentation and the elements articulated in the rubric.
- Review and provide feedback on the PowerPoint/Prezi and speech.
- Evaluate the practice presentation.
- Alert the student to the appropriate items to be included in the judges’ folders.

**Mentor**—The mentor is responsible for:

- Understanding the responsibilities of a mentor as outlined in the Capstone Manual.
- **Completing Volunteer Information Sheet and BCI Release and Waiver Form. Please submit the information to MPS before working with the student.** The process for this is as follows:
  1. The students give the volunteer packet and consent form to their potential mentor.
  2. The mentor fills out the pages and gets the document notarized. If they can’t find someone to notarize it, then they can email Abigail Dunn to set up an appointment at Gaudet to get notarized or come to the high school and see Maria Dowler. The parent signs off that they know their child is working with this mentor.
  3. Once the BCI is notarized, they can bring it to the Middletown Police Station anytime M-F, 9-4pm.
- Meeting with the student.
o Consulting with the student on a regular basis and be able to document 12 fieldwork hours.
o Reviewing the student’s final product and/or attending any clinics or lessons. The mentor must be present when a student conducts an event/clinic/class.
o Completing a student-made evaluation of the final product (mandatory).
o Verifying and signing the Fieldwork Log (at least 12 hours).
o Mentors are welcome to attend the final presentation. Please contact Mr. Richards.
VI. Capstone Timeline

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Due</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Letter</td>
<td>Quarter 1</td>
<td>Pass/Revise/Fail Essay/Writing Grade Committee Approval</td>
</tr>
<tr>
<td></td>
<td>October 2017</td>
<td></td>
</tr>
<tr>
<td>Research paper</td>
<td>Quarter 2</td>
<td>Test grade and Portfolio Task (Senior English)</td>
</tr>
<tr>
<td></td>
<td>December 2017</td>
<td></td>
</tr>
<tr>
<td>Project Completion Date (includes lesson plans, agenda, fieldwork log, mentor evaluation and verification)</td>
<td>March 2018</td>
<td>No grade</td>
</tr>
<tr>
<td>Reflective Essay on the Capstone Project (must attach Fieldwork Log with mandatory mentor evaluation)</td>
<td>April 2018</td>
<td>Test grade and Portfolio Task (Senior English)</td>
</tr>
<tr>
<td>PowerPoint/Prezi and Speech (Students will present in class/advisory April/May 2017)</td>
<td>April 2018</td>
<td>Test grade utilizing Capstone Presentation Rubric</td>
</tr>
<tr>
<td>All Components Complete (No practice presentation date will be assigned unless all parts are complete.)</td>
<td>April 2018</td>
<td>No grade</td>
</tr>
<tr>
<td>Presentation</td>
<td>May 2018 Dates TBA</td>
<td>Pass/Fail: Graduation Requirement</td>
</tr>
</tbody>
</table>
VII. Capstone Proposal Letter

Proposal Paragraph 1: How and Why Did I End Up Here?
• Student Interest / Prior Knowledge – What is your proposed project, and why did you choose it? What do you already know about your project, and what skills do you have that will be helpful in completing your project?

• What Applied Learning Standard will you be achieving?
(A1a) Design a Product (e.g. build a bookcase or create a website)
(A1b) Improve a System (e.g. rebuild a computer, redesign the way we recycle)
(A1c) Plan and Organize an event or an activity (e.g. teach classes or run a clinic)

• Learning Stretch - How will this project be a learning stretch for you? Be sure to use the phrase “learning stretch” as you explain what you will need to learn.

Proposal Paragraph 2: Brainstorming Potential Resources
• Explain what you need to learn in order to complete your Capstone project.

• Who will be your mentor/expert help? What skills or expertise does he/she have that will help you complete the Capstone? How did you find your mentor? If you already knew your mentor before you started Capstone, then please explain the relationship (how you knew that person).

• What challenges do you think you might encounter? How might you overcome them?

Proposal Paragraph 3: Research Paper
• What is your thesis statement? (Please put thesis statement in bold and underline.)
• How does your research paper topic complement and/or connect to your Capstone project?
• What subtopics do you anticipate researching? (Note: You should have a minimum of three. Please see page 3 of this document to help with your planning.)
• Other than databases (such as EBSCO) and focused internet searches, what sources do you predict you will be able to use in order to help write your research paper? Are there sources you can research in order to learn skills/information to complete your research paper (mentor interview, magazines, instructional videos, podcasts, Ted Talks, primary documents?)

continued....
Proposal Paragraph 4: Academic Honesty

- Please define plagiarism and explain some of the different forms it can take. How do students purposefully plagiarize? How do students accidentally plagiarize?

- Explain the need to complete all the requirements of Senior Project with academic integrity and honesty.

Please ensure that you put the following statement into this paragraph:

  - I understand that if I plagiarize or falsify the Capstone project in any way, I will be called to appear before an MHS committee; and, in addition to academic and disciplinary ramifications, I may be jeopardizing my graduation from MHS. Additionally, I may need to explain to college Admission Officers why I was academically dishonest.
VIII. Capstone Research Paper

The MLA-formatted Capstone Research Paper is approximately six to eight pages. The topic of the research paper must be linked to the Capstone project. For example, if a student conducts a coat drive for the Dr. Martin Luther King Center or Lucy’s Hearth, the research paper might be on homelessness in Rhode Island. Or, if a student teaches a class about nutrition, the research paper might be on the rising obesity rates in children. If a student builds a table, the research paper might be on “Innovations in Furniture-Making in New England.”

Start with a thesis statement in the first paragraph. Include also a hook and an overview of the entire paper.

The body of the paper must include evidence from EACH of the sources.

Be sure to include a minimum of one piece of textual evidence from each source.

A minimum of five sources is required. Note: No encyclopedias, eHow, or Wikipedia entries (or sources of similar type) are accepted. Scholarly journals are preferred and can be accessed through EBSCO or www.askri.org.

It must include an MLA-formatted Works Cited page.

Note: Teachers and students will work together in English class where students will receive more specific documents and instruction on how to write an effective research paper.

Drawing inspiration from your core question, write a research paper that complements or connects to your Capstone Project. The MLA-formatted Capstone research paper is approximately six to eight pages. The topic of the research paper must be linked to the Capstone project. For example, if a student conducts a coat drive for the Dr. Martin Luther King Center or Lucy’s Hearth, the research paper might be on homelessness in Rhode Island. Or, if a student teaches a class about nutrition, the research paper might be on the rising obesity rates in children. If a student builds a table, the research paper might be on the innovations in furniture-making in New England.

*****It goes without saying, but there is no plagiarism allowed in this paper. Be sure to give credit to a source if you find information or wording that is not yours.
**Possible Research Paper Format**
The research paper should be prepared using the following format standards:

- Typed in 12-point font
- Times New Roman
- Double-spaced
- Black ink
- One inch margins around
- No extra spaces between paragraphs—not even after the title.
- Use 5 trustworthy, academic sources. Note: No encyclopedias, eHow, or Wikipedia entries (or sources of similar type) are accepted. Scholarly journals are preferred and can be accessed through EBSCO or www.askri.org.
- 3 Subtopics with 3 body paragraphs for each subtopic = 9 body paragraphs
- Must have a properly-formatted Works Cited page.

**First Page**
- Student’s Name
- Teacher’s Name
- Course Name
- Date Due
- Double-space heading
- Title (something more than “Capstone” or “Research Paper”)
- No bold, no italics, no quotes on title; no underlining of the title.
- MLA-style page numbers in the same font as rest of paper.

**Introduction Paragraph**—set the tone of an intelligent and informed voice (ethos)!

**Hook**—The research paper needs to set an academic tone and define its voice for the reader. To do this, you need to spend a few sentences inviting the reader to have an intellectual, academic conversation without using first or second person pronouns (you, we, us). Infuse the paper with academic research and intellectual word choices which create a trustworthy, knowledgeable voice from start to finish. A very effective hook choice is to present and analyze a quote.

**Context**—Effort, patience, and time needs to be spent to frame the context of the conversation the paper will have with the reader. Define the scope of the paper’s investigation into the topic. Explain the topic so that anyone reading this paper will know why they should care. What is the topic’s relevance or importance? Where is it taking place? What is the scale/magnitude of the issue? How many people/places does it affect? How common or prevalent of an issue is it?
**Thesis:** What is the main point of the paper? This is the heart and soul of the paper. Every single paragraph is going to work to explore the subject, investigate the topic, and teach the reader about what this sentence says.

**Evidence:** What are the three subtopics? What major sources lend themselves to the learning about the subtopics? What are some of the sections of the paper which will be explored as you present information to educate the reader about the topic and lead him/her to an understanding of the thesis?

**Wrap Up:** At the end of the day, what should the reader carry away from this academic conversation? What does the research reveal?

**Body Paragraphs**

**Statement:** The topic sentence needs to be a statement which sets the purpose of the paragraph. As you present this information, you can reference information presented in earlier paragraphs.

**Context** – The paragraph needs to set the scope of the research. Explain the idea which the topic sentence presents to the reader. Then, introduce the reader to the veracity (truthfulness and trustworthiness) of the source to be quoted. Who is it? What do they do? Is it a research study? If so, explain the study. What study is being referenced in the quote? Who did the study? When was the study done?

**Proof** – Provide the quote

> According to the 2014 University of Rhode Island research study entitled *Thinking is Important*, “learning problem-solving skills is essential” (Aristotle 29).

**Analysis** – Take 3-4 sentences to explain what the quote is telling the reader. How does the quote illustrate/support the topic sentence and the thesis? How can the knowledge which the quote provides help the reader be more informed on the topic? You can compare the information in this paragraph to information presented in earlier paragraphs. Connections between ideas help people understand complex issues.
Conclusion Paragraph

Writers often, understandably, struggle with how to write a conclusion for a research paper. They sometimes take the easy way out and just copy what they have written earlier. This results in simple sentences which read like a bulleted list of the earlier paragraphs and lose the reader’s attention. The last paragraph needs to be the most memorable because it is the final impression the reader will have about you.

Yes, the final paragraph should present the thesis once more time.

Yes, the final paragraph should subtly reiterate (in different words) the reasons/evidence which support the paper’s thesis.

But beyond that there can be a call to action for the reader. That means that this paragraph needs to answer the reader’s question of So what? So what if all this is true? Now what? Answer that question.

Works Cited

The last page of your paper is entitled: Works Cited

- This is where you list all of the outside sources you used in your paper. There is a handy link to help you with this necessary part of your paper:
  
  From the school’s homepage: Quicklinks
  
  Destiny
  MHS
  MLA Citation Maker
  Follow instructions. Ask for help if you need it

- You should create a Works Cited page and build it as you go along. If you are missing any information for the citation, it is much easier to do the entry as you are using the source rather than searching for it later.

- The entries should be double-spaced, using reverse indentation. Remember to alphabetize the Works Cited page. By the way, this is an example of reverse indentation.

- You must have at least one quote from each source. Parenthetical documentation is used whenever you use words or facts that are not your own. “Place quotation marks around the information you want to cite, use the last name of the author, the editor, or the web site name if no author is given, the page number goes after that, then the period; sometimes tedious, always necessary” (MacLean 3). Any questions, please ask.
• Some of you seem to have trouble numbering your pages properly. You simply need your last name and page number on the top right side of the page.

From the tool bar: Insert
Page Number
Top of Page
Plain Number 3 (upper right)
Type your last name, leave a space
IX. Capstone Reflective Essay

The Capstone journey necessitates a piece of writing which reflects upon the research process used to write the research paper and upon knowledge acquired by completing the project. In this essay, the student must provide reflection on the research areas listed on the Capstone Proposal. Additionally, the essay is a purposeful evaluation of what was learned during the project. Students should reflect on the Capstone process and project, address problems encountered, analyze problem-solving strategies, and describe the resulting learning and personal growth.

Paragraph One - Introduction
- Engage the reader – What were your initial thoughts about the Capstone process? I mean, it is required of everyone in order to graduate…. kind of a big deal.
- Set the context – How did you land on this particular project? How did your project get traction? How did you get some initial momentum going in the Capstone process?
- Share the research areas of the paper: what did you need to go learn?
- What was required of you? What skills did you know you would have to rely upon? What kind of time did you need to commit to setting aside?

Paragraph Two - Address the research process
- Where did you find sources?
- What obstacles were encountered while you researched and how did you deal with them?
- Explain which two or three articles proved the most valuable and why.

Paragraphs Three and Four - Discuss the project
- How did the project end up looking? Did it change from what you thought it would look like?
- What was learned along the way?
- What struggles did you encounter with the project? How did you deal with them?
- What were your successes?
- Address your learning stretch. Consider skills, organization, time management, and multi-tasking. Explain how this project pushed you to grow.

Paragraph Five – Conclusion
- Explain to the reader how you accomplished your goals for the project.
- Explain any “soft skills” you developed. The term soft skills refers to the ability to deal with other people. According to a 2014 US News and World Report article by Bradford Holmes, “A common complaint among employers is that young people do not know how to effectively carry on a conversation and are unable to do things like ask questions, listen actively and maintain eye contact.” During the process, you had to contact other people. Explain what you learned about professionally dealing with others.
- Feedback and advice. What advice do you have for your teachers in order to make this process as meaningful and beneficial as possible?
- What advice do you have for next year’s senior class in order for them to get the most they can out of the MHS Capstone experience?
X. The Capstone Presentation

The Capstone Presentation is a school-wide celebration of the student’s efforts which will occur in May 2018. The student must prepare Judges’ folders which should contain:

<table>
<thead>
<tr>
<th>Building / Product</th>
<th>Clinic</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>PowerPoint slides</td>
<td>PowerPoint slides</td>
<td>PowerPoint slides</td>
</tr>
<tr>
<td>Reflective essay</td>
<td>Reflective essay</td>
<td>Reflective essay</td>
</tr>
<tr>
<td>Rough sketches, if applicable</td>
<td>Lesson plans/agendas</td>
<td>Lesson plans</td>
</tr>
<tr>
<td>Scaled drawings</td>
<td>Brochure/flyer</td>
<td>Brochure/flyer, if applicable</td>
</tr>
<tr>
<td>Mentor evaluation</td>
<td>Evaluation (participants’ and mentor’s)</td>
<td>Evaluation (participants’/mentor’s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student work, if applicable</td>
</tr>
</tbody>
</table>

The Capstone Presentation could follow this following format:

1. Introduction:
   a. Name, Title of Presentation.
   b. Short engagement activity
   c. Why I chose this topic?

2. Capstone Project
   a. Address the Capstone project
   b. Note the learning stretch


4. Link Between the Project and the Research Paper
   a. Make a strong connection between the Capstone project and the research paper. Show how the two complement each other.

5. Research – Present an overview of your research paper
   a. What did you know? (Prior Knowledge)
   b. What did you want to find out? (Thesis Statement)
   c. Show how you supported the research question with evidence. There should be three research slides each coinciding with a different source. Each piece of research should be represented by a slide with a minimum of four bullets. A complete MLA citation should be included at the bottom of the slide.

6. Report and reflect on your field work (event, product) for your Capstone Project
   a. How did it go?
   b. How did what you learned help you complete your project?
   c. Discuss the problems or obstacles you encountered and how you solved them.

7. Conclusion
   a. Based on your research, discuss the impact of the project on you.
   b. Share some reflective insights: The next time I do this type of a project I would……
   c. Thank the mentor and judges for participation in the project. This thank you may be included on a slide.
XI. Forms and Rubrics

MHS Capstone Project Mentor Consent Form 2017-2018

Student’s Name: ______________________________
Teacher’s Name: ______________________________ (printed mentor’s name),

Dear ________________________,

I am participating in Middletown High School’s Capstone Project, which requires the cooperation of an adult mentor who is at least 21 years of age, and who is not a relative. This adult mentor must have some expertise in the area I am researching. The product/topic I have chosen to investigate is ________________________________________________________________.

I understand that I am responsible for making and keeping any and all appointments that we make. I will complete at least 12 hours working on my project under your supervision. These hours do not have to be spent with you side-by-side only, but rather I must consult you in the work I do and you must approve it when we do meet. I also understand that you will sign an evaluation rubric to grade my product and that you will sign a field work time log to verify my hours at the time I complete the work on my product. During our meetings, I will accept your guidance and use you as a resource for information which will aid in the completion of my project. I understand that you will help me to go beyond my previous experience in this area so that I may achieve a learning stretch. I also understand that I am to do all of the work on this project and you will not do the project for me.

If you have any questions, please contact the Director of Humanities, Chris Richards, at Middletown High School at 401-846-7250. In advance, I thank you for your time and willingness to be a part of my education and preparation for achieving my proficiency-based graduation requirement.

Sincerely,

____________________________________ (student signature) _______________ (date)

Please sign below to indicate your consent:

*Name of Mentor: __________________________________________________________

*Place of Business (if applicable): ___________________________________________

*Address: __________________________________________________________________

*e-mail: ___________________________________________________________________

*Phone Number: __________________________________________________________________

*Signature: __________________________________________________________________

*Date: _____________________________________________________________________

Parent/Guardian Signature

I give my child, ________________________________(Student’s Name) permission to work with ____________________ (Mentor’s Name) in order to complete the Capstone Graduation requirement.

Parent/Guardian signature ___________________________________________________
# Mentor Evaluation of Capstone Project

**Student's Name:** _______________________________________________________

**Date of Project Completion:** ___________________

**Core Question:**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Evaluation</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Planning, conduct, and</td>
<td></td>
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<tr>
<td>communication with mentor</td>
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<td>Learning Stretch</td>
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<tr>
<td>(accomplished)</td>
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<tr>
<td>Working with colleagues</td>
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<td>Working with participants</td>
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<td>Event/Product</td>
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<td>Content</td>
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<tr>
<td>Organization, Preparation</td>
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<td>(includes lesson plans and/or</td>
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<tr>
<td>agenda)</td>
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<tr>
<td>Work Habits</td>
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</tbody>
</table>

**Strengths:**

**Areas for Improvement:**

**Other General Comments:**

**Mentor Signature:** ________________________ **Date:** ________
FIELDWORK LOG

(NO**TE: Once this is scanned into TIENET, please submit this form to your English teacher. In order to be scheduled to present, this form must be completed.)

Student’s Name _____________________________________________

Mentor’s Name: _____________________________________________ Phone #: __________________

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Number of Hours</th>
<th>Work Accomplished</th>
<th>Difficulties/Solutions</th>
<th>Mentor Initials</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

TOTAL HOURS __________

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

I certify that I have completed a mentor evaluation of the Capstone Project. (Attach mentor evaluation.)

MENTOR’S SIGNATURE____________________________

(NO**TE: A minimum of 12 hours of fieldwork must be completed and verified by the mentor. Please note that work associated with the research paper does not count as field work. In addition, the mentor evaluation must be student-generated.)
MPS Volunteer/Mentor Information Forms

Middletown Child Opportunity Zone (MCOZ)
A Program of Middletown Public Schools & EBCAP

CONFIDENTIALITY STATEMENT AND POLICY 2017/18

VOLUNTEERS, MENTORS, AND INTERNS

Confidential Information is any information that you learn, either written or verbal, directly or indirectly, that relates to an individual or family that was obtained in connection with the performance of your duties as a volunteer or intern.

Any information that you obtain while working with students and families, either written or verbal, directly or indirectly, is confidential and can only be shared with those Middletown Public Schools and COZ employees and consultants who also have a direct role in the provision of services at the Middletown Public School(s) for the individual or family.

Volunteers and interns are prohibited from disclosing information learned about individuals or families at home, in public, and with family members and friends. Disclosure of information means giving information without consent.

If a volunteer or intern observes or hears information from or about an individual or family in the course of their performance of their duties that pertains to the health and safety of the individual or family, this information must be reported at the earliest appropriate opportunity to the MCOZ coordinator, the MCOZ Director, the Middletown Public School nurse, or the Middletown Public School principal who will then make the decision about how the situation should be handled. All incidents must be reported within 24 hours.

By my signature below, I acknowledge that I have read and understand the above policy and have had an opportunity to ask questions and have them answered. I further understand that if I violate the policy, such violation shall be considered grounds for termination of any agreements or contracts with the Middletown Child Opportunity Zone. In addition, the MCOZ may take legal action as defined by the laws of the state of Rhode Island.

____________________________________  __________________________________
Signature                                             School (Aquidneck/Forest Ave/Gaudet/MHS)

____________________________________  __________________________________
Print Name              First   Last                                             Date              Witness

Mission “The mission of the Middletown CHILD OPPORTUNITY ZONE is to provide services and referrals to Middletown children and their families in school and community settings in partnership with Middletown Public Schools, parents, and the community”.

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MPS Volunteer/Mentor Information Forms

AUTHORIZATION, RELEASE AND WAIVER
I hereby authorize the Superintendent of Schools of the Town of Middletown, Rhode Island, or his/her designated representatives, to communicate with any law enforcement agency concerning any reports, records of convictions, or other information that such law enforcement agency may have concerning me. I hereby authorize the Bureau of Criminal Identification of the Department of Attorney General of the State of Rhode Island, the Police Department of the Town of Middletown, Rhode Island, and/or any other law enforcement agency to furnish to said Superintendent of Schools, or his/her designated representative, copies or summaries of such reports and records, including all information on file with the National Criminal Information Center in Washington, D.C. I hereby release the Town of Middletown, Rhode Island, Middletown Public Schools and its agents and employees, including the members of the School Committee, the Superintendent of Schools, and his/her designated representatives, the Middletown Police Department and its employees and agents, the State of Rhode Island, the Attorney General of said state and the employees of its Bureau of Criminal Identification, and the employees of any law enforcement agency that may be contacted, from any and all legal responsibility or liability that may arise from the furnishing of such records or information. I hereby waive and release all actions, causes of action, demands and claims of every kind which I may now have or later acquire arising from the release of such reports, records or convictions, or other information that such law enforcement agencies may have concerning me.

A photostat copy of this form shall be considered as effective and valid as the original.

Print full name (including middle name)________________________ Date:________________________
____________________________________________________ Signature
____________________________________________________ Address

Print former name/names if any ___________________________________________ Print other aliases ____________________________
used, if any ____________________________ Date of Birth ____________________________ Social Security Number __________________________
Email: ____________________________

STATE OF RHODE ISLAND, COUNTY OF NEWPORT In________________________ ,
on the day ______ in the month of __________________ of 20____ before me personally
appeared,__________________________________________, to me known and known by
me to be the party executing the foregoing instrument, and he/she acknowledged said instrument
by him/her executed to be his/her free act and deed.

______________________________________________ Notary Public
______________________________________________ Commission Expires
MPS Volunteer/Mentor Information Forms

MIDDLETOWN PUBLIC SCHOOLS VOLUNTEER/MENTOR INFORMATION

Thank you for your interest in volunteering for the Middletown Public Schools. It is the mission of the Middletown Public Schools to work in partnership with students, parents, and community, as well as to cultivate lifelong learning through a collaborative, student-centered, educational model in the context of real world experiences. Volunteer programming and community service learning are a positive way to engage our community partners with district and school activities. We welcome our volunteers to lend a hand wherever possible to help us achieve our district-wide goals.

**Anticipated Benefits for our Volunteers:**
- Opportunity to be part of a cadre of volunteer leaders in the Middletown Public School District.
- Opportunity to make a difference in someone’s life.
- Opportunity to acquire excellent communication skills usable in all aspects of life.
- Opportunity to learn about and advocate for public education in our community.
- Gain the kind of self-respect that can only be earned by giving.
- Meet new, interesting people who share a common sense of purpose.

In accordance with State law and district policies, the following protocol is necessary before a service assignment is granted.

**Volunteer Requirements (REQUIRED OF ALL VOLUNTEERS/MENTORS)**

☐☐All volunteers/mentors must obtain a State criminal records background check in the community in which they reside ON AN ANNUAL BASIS. Volunteers/mentors MUST fill out and notarize the Authorization, Release, and Waiver Form and submit it when obtaining the background check. This same form must be submitted along with the results of the background check.

**Parent Volunteers: Process:**
1) Complete the District Application.
2) Complete the Confidentiality Form.
3) Fill out the BCI Form (Authorization, Release and Waiver Form) in front of a Notary Public. Seal is optional.
4) Attach a Photo ID (optional)
5) Bring the BCI Form (Authorization, Release and Waiver Form) to the Middletown Police Station and send in Pages 1 & 2 to your child’s school. Or you can have Abby Dunn, the MCOZ (Middletown Child Opportunity Zone) Coordinator bring the BCI to the Police Station when applicable.
6) All MPS clerks at Aquidneck School, Forest Ave School, Joseph H Gaudet School, Middletown High School will get updated BCI Cleared lists. You can either call a clerk or Abby Dunn to check your status. (Please allow 4-8 weeks for results)
MPS Volunteer/Mentor Information Forms

Notice: All BCI records are confidential law enforcement documents. These records can be obtained as follows:

1. Through the State Attorney General’s Office – BY MAIL 150 South Main Street, Providence, RI 02903 A signed and notarized Authorization, Release and Waiver Form. A copy of one of the following photo identifications: State Issued Driver’s License State Issued Identification Card Passport A self-addressed stamped envelope for return.

   PLEASE ALLOW 7 BUSINESS DAYS FOR RETURN

2. Through the State Attorney General’s Office – IN PERSON At BCI desk through the State Attorney General’s Office. A signed and notarized Authorization, Release and Waiver Form. A copy of one of the following photo identifications: State Issued Driver’s License State Issued Identification Card Passport

3. Through the Middletown Police Department – 846-1144 BCI checks are done every Friday from 9:00 – 10:00 a.m. at the Middletown Police Department. There is no charge. A signed and notarized Authorization, Release and Waiver Form. A copy of one of the following photo identifications: State Issued Driver’s License State Issued Identification Card Passport

   - All volunteers must be over the age of 18.
   - All volunteers must complete a volunteer application form.

Will you join the team?

If you would like to join the Middletown Volunteer Team and you are 18 years of age or older, please contact us at Middletown High School (846-7250), Gaudet School and Gaudet Learning Academy (846-6395), Forest Avenue School (849-9434), or Aquidneck School (847-4921), or find us on the web at www.mpsri.net.
## Research Paper Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Distinguished Command (5)</th>
<th>Strong Command (4)</th>
<th>Moderate Command (3)</th>
<th>Partial Command (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources Cited</strong></td>
<td>• Quality and types of sources enhance topic</td>
<td>• Includes a minimum of five sources for researching topic, one of which is an interview with the mentor or expert in the field. (No more than two Internet-based sources may be used.)</td>
<td>• Number and/or types of sources are nearly sufficient for researching topic</td>
<td>• Significantly insufficient number and/or types of sources used for researching topic</td>
</tr>
<tr>
<td>(in paper or presentation)</td>
<td>• An extensive variety of sources relevant, accurate and reliable to the thesis expand ideas and give credibility to the research</td>
<td>• Sources cited in body of paper are relevant, accurate, and reliable to main idea/thesis</td>
<td>• Lists and cites sources with many errors in MLA format</td>
<td>• Most sources cited in body of paper or presentation are missing and/or irrelevant and/or inaccurate, and/or unreliable to main idea/thesis</td>
</tr>
<tr>
<td><strong>Analysis &amp; Synthesis of Information</strong></td>
<td>• Analysis/interpretation of information presented, is compelling while relevant/valid/credible to the purpose, thesis, and audience.</td>
<td>• Analysis/interpretation of information presented are accurate, complete and relevant to purpose, thesis, and audience. Includes sufficient details or facts for appropriate depth of information to support conclusions with evidence</td>
<td>• Analysis/interpretation of information is not entirely accurate, complete, and/or relevant to purpose, thesis, and audience</td>
<td>• Analysis/interpretation of information is mostly inaccurate, incomplete, and/or irrelevant to purpose, thesis, and audience</td>
</tr>
<tr>
<td><strong>Writing Conventions</strong></td>
<td>• Demonstrates control of usage, grammar, punctuation, capitalization, and spelling</td>
<td>• Demonstrates control of usage, grammar, punctuation, capitalization, and spelling</td>
<td>• Demonstrates some control of usage, grammar, punctuation, capitalization, and spelling</td>
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<tr>
<td><strong>Conventions</strong></td>
<td>• Occasional errors do not interfere with meaning</td>
<td>• Errors begin to interfere with meaning.</td>
<td>• Demonstrates little control of usage, grammar, punctuation, capitalization, and spelling</td>
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<tr>
<td><strong>W-12.6.5; SLE 3.01; SLE 1.02; Research</strong></td>
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<tr>
<td><strong>W-12-8.2; R-12-15.4; W-12-6.4-6.5; W-12-8.5; SLE 1.02; SLE 3.03; Research</strong></td>
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<tr>
<td><strong>W-12-9.1, W-12-9.2; W-12-9.4; W-12-9.5</strong></td>
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<tr>
<td>Structures of Language</td>
<td>W-12-1.1; W-12-1.3; W-12-1.4</td>
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<td>- Applies novel use(s) of text structure (sentences, sentence patterns, text) to enhance meaning for particular contexts, viewpoints, or interpretations</td>
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<tr>
<td>- Maintains consistent organizational structure within paragraphs and throughout text</td>
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<tr>
<td>- Text structure is appropriate to purpose, audience, and context</td>
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<tr>
<td>- Uses varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</td>
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<tr>
<td>- Maintains organizational structure within paragraphs and throughout text</td>
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<tr>
<td>- Text structure is not always appropriate to purpose, audience, and context</td>
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<tr>
<td>- Uses some variation of sentence length and structure</td>
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<tr>
<td>- Exhibits some organizational structure within paragraphs and throughout text</td>
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<tr>
<td>- Text structure interferes with meaning and intent</td>
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<td>- Uses little or no variation of sentence structures</td>
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<tr>
<td>- Exhibits little organizational structure within paragraphs and throughout text</td>
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All four criteria must be met in full in order to meet standard.

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

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Distinguished Command 5</th>
<th>Strong Command 4</th>
<th>Moderate Command 3</th>
<th>Partial Command 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engages the reader by establishing a context</strong></td>
<td>Effectively identifies a condition, a situation, or an issue that addresses the prompt. Skillfully uses precise and descriptive language that clarifies and supports intent and establishes an authoritative voice.</td>
<td>Clearly identifies a condition, situation, or issue that addresses the prompt. Uses precise and descriptive language that clarifies and supports intent and establishes an authoritative voice. <em>(W.11-12.3d)</em></td>
<td>Identifies a condition, a situation, or an issue but does not adequately address the prompt. Uses some language that clarifies or supports intent or establishes an authoritative voice.</td>
<td>Fails to identify a condition, a situation, or an issue of significance or does not address the prompt. Does not use language that clarifies or supports intent or establishes an authoritative voice.</td>
</tr>
<tr>
<td><strong>Demonstrates Critical Thinking</strong></td>
<td>Skillfully analyzes a condition or situation of significance as the basis for reflection. Makes connections between personal ideas and experiences and more abstract aspects of life, leading to new perspective or insights. Accurately selects and skillfully uses a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus.</td>
<td>Analyzes a condition, or situation of significance as the basis for the reflection. Makes connections between personal ideas and experiences and more abstract aspects of life. <em>(W.11-12.3a)</em> Accurately selects and uses a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus. <em>(W.11-12.3b)</em></td>
<td>Attempts to analyze the significance of a condition, situation, or issue to establish the basis of reflection. Attempts to make connections between personal ideas and experiences and more abstract aspects of life, but connections are inappropriate and/or ineffective. Attempts to use a range of elaboration techniques such as questioning, connecting, interpreting, analyzing, or describing to establish a focus, but some techniques are ineffective and/or inappropriate.</td>
<td>Analysis of the condition, situation, or issue as the basis for reflection is inaccurate, unclear, or missing. Makes limited connections to abstract aspects of life. Limited attempt to select and use a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus or selected techniques are ineffective and/or inappropriate. Lacks focus</td>
</tr>
<tr>
<td>Focus Level</td>
<td>Comment</td>
<td>Example</td>
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<tr>
<td>Thoroughly maintains focus.</td>
<td>Provides closure leaving the reader with something provocative to think about.</td>
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<tr>
<td>Maintains focus. (W.11-12-4)</td>
<td>Provides closure, leaving the reader with something to think about. (W.11-12.3e)</td>
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<tr>
<td>Weak focus.</td>
<td>Attempts to provide closure, but is ineffective in providing the reader with something to think about.</td>
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<tr>
<td>Does not provide closure or leave the reader with something to think about.</td>
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<tr>
<td>Expectations</td>
<td>Distinguished Command (5)</td>
<td>Strong Command (4)</td>
<td>Moderate Command (3)</td>
<td>Partial Command (2)</td>
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<td><strong>Communicates ideas effectively</strong></td>
<td>• Effectively uses eye contact</td>
<td>• Maintains good eye contact</td>
<td>• Uses minimal eye contact</td>
<td>• Uses eye contact ineffectively</td>
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<td></td>
<td>• Speaks clearly, effectively, and confidently using suitable volume and pace</td>
<td>• Speaks clearly and uses suitable volume and pace</td>
<td>• Demonstrates some difficulties speaking clearly, using suitable volume, and/or pace</td>
<td>• Fails to speak clearly and audibly and uses unsuitable pace</td>
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<td></td>
<td>• Fully engages the audience by using a variety of accepted techniques (i.e. - ask a question, relate an anecdote, feature the project, present a statistic, engage in a short activity)</td>
<td>• Engages the audience using at least 1 accepted technique (i.e. - ask a question, relate an anecdote, feature the project, present a statistic, engage in a short activity)</td>
<td>• Takes steps to engage the audience</td>
<td>• Does not engage the audience</td>
</tr>
<tr>
<td></td>
<td>• Selects rich and varied words appropriate for context and audience, and uses correct grammar</td>
<td>• Selects words appropriate for context and audience, and uses correct grammar</td>
<td>• Occasionally selects words inappropriate for context and audience; uses some incorrect grammar</td>
<td>• Selects words inappropriate for context and audience; uses incorrect grammar frequently</td>
</tr>
<tr>
<td></td>
<td>• Dresses appropriately for the occasion</td>
<td>• Dresses appropriately</td>
<td>• Dresses somewhat inappropriately</td>
<td>• Dresses inappropriately</td>
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<tr>
<td></td>
<td>• Delivers presentation within stated time limits</td>
<td>• Delivers presentation within stated time limits</td>
<td>• Presentation is somewhat within stated time limits</td>
<td>• Presentation is not within stated time limits</td>
</tr>
<tr>
<td></td>
<td>• Responds effectively to audience questions and feedback</td>
<td>• Responds effectively to audience questions and feedback</td>
<td>• Responds somewhat effectively to audience questions and feedback</td>
<td>• Responds ineffectively to audience questions and feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Requirements</th>
<th>Distinguished Command (5)</th>
<th>Strong Command (4)</th>
<th>Moderate Command (3)</th>
<th>Partial Command (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OC-2.1, 2.5</strong></td>
<td>• Exhibits logical organization (i.e. – presentation includes all elements outlined in the Capstone Presentation Guide) with detailed connection to the core question</td>
<td>• Exhibits logical organization (i.e. – presentation includes all elements outlined in the Capstone Presentation Guide) connected to the core question</td>
<td>• Attempts to organize information; concept and/or ideas are loosely connected to core question</td>
<td>• Little logical order is apparent</td>
</tr>
<tr>
<td><strong>SLE 1.04</strong></td>
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<tr>
<td><strong>RESEARCH</strong></td>
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<td></td>
<td>• Exhibits flowing, succinct transitions between key points</td>
<td>• Includes smooth transitions between key points</td>
<td>• Includes transitions between most key points, but is sometimes choppy or confusing</td>
<td>• Exhibits few, transitions between key points; or no transitions little; flow from one idea to the next</td>
</tr>
<tr>
<td></td>
<td>• Provides a clear and compelling conclusion which restates the premise of the core question</td>
<td>• Provides a coherent, logically supported conclusion related to the core question</td>
<td>• Attempts to provide a conclusion</td>
<td>• Little or no attempt to provide a conclusion</td>
</tr>
<tr>
<td></td>
<td>• Delivers presentation without the use of notes or memory aides</td>
<td>• Delivers presentation with minimal use of notes or memory aides</td>
<td>• Delivers presentation with repeated use of notes or memory aides</td>
<td>• Delivers presentation by reading from notes or memory aides</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Exhibits logical organization</strong></th>
<th>Distinguished Command (5)</th>
<th>Strong Command (4)</th>
<th>Moderate Command (3)</th>
<th>Partial Command (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OC-2.1, 2.2, 2.3</strong></td>
<td>• Clearly defines the core question and the learning stretch</td>
<td>• Defines the research question and learning stretch</td>
<td>• Attempts to define the core question and learning stretch</td>
<td>• Does not clearly define the core question or learning stretch</td>
</tr>
<tr>
<td><strong>SLE 1.04</strong></td>
<td>• Supports the core question with an analysis of relevant and</td>
<td>• Supports the research question with evidence</td>
<td>• Attempts to support the core question with limited evidence</td>
<td>• Does not support the core question with evidence</td>
</tr>
<tr>
<td><strong>Explains the process and findings of the project and resulting learning</strong></td>
<td>• Clearly states significance of</td>
<td>• Attempts to state significance of</td>
<td></td>
<td>• Little evidence of acquisition of</td>
</tr>
</tbody>
</table>
### Reflection

*The student must “meet or exceed” this expectation in order to successfully pass the Capstone Presentation.*

| W-6.2, 6.4 a & b, W- 6.5; 8.1, 8.2,8.4, OC-2.3, R-15  
SLE 1.04 | accurate evidence  
• Elaborates on significance of new knowledge acquired or makes insightful connections to thesis/topic | new knowledge (learning stretch) acquired to support thesis/topic | new knowledge acquired to support thesis/topic | new knowledge to support thesis/topic |

| Students demonstrate a sound understanding of the nature and operation of technology systems and are proficient in the use of technology.  
Technology Std. 6  
SLE – 3.01 | Evaluates and selects appropriate technology tools/features and information resources to design and develop content information  
• Maximizes the capabilities of common peripherals to design, develop and communicate content information  
• Applies and manipulates appropriate technology applications to illustrate content-related concepts through a variety of media format | Indicates appropriate technology tools/features and information resources to design and develop content information  
• Demonstrates efficient and effective use of common peripherals to design, develop and communicate content information  
• Uses appropriate technology applications to illustrate content-related concepts through a variety of media format | The selected technology tools/features are less than adequate to design and develop content information  
• Demonstrates limited use of common peripherals to design, develop and communicate content information  
• Demonstrates limited use of technology applications to illustrate content-related concepts through a variety of media formats | Does not identify appropriate technology tools/features to accomplish the task  
• Does not utilize common peripherals to design, develop and communicate content information  
• Does not utilize technology applications to illustrate content-related concepts through a variety of media formats |