

SENIOR

CAPSTONE

PROJECT



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General Capstone Information

What is the “Capstone”?

Capstone, a culminating senior project assessment for high school seniors, allows students to demonstrate their ability to design and participate in a multi-phased, research-based learning process, while preparing for their future in higher education, technical institutions, or the workforce. This multifaceted task reinforces and refines complex skills such as:

- Long and short term goal completion
- Professional communication
- Critical and creative thinking
- Time, task, and cost analysis
- Professional attitudes and basic knowledge application
- Insightful self-evaluation
- Time management
- Organization and planning
- Presentation strategies

All seniors at Carl Wunsche Sr., High School are required to complete the Capstone Project. Grades earned for each element of the project will count in both the English 4 and CTE course. Please see the “Capstone Timeline” at the end of this handbook for information regarding how each element of the project will be weighted.

One Capstone Project from each tower will be selected as the “Most Outstanding.” The student who receives this honor will receive a Capstone Scholarship. Students must submit an application in order to be eligible for award consideration. From among the applicants for each tower, a group of finalists will be selected. Those finalists will then repeat their Capstone presentation before a group of judges who will select the “Most Outstanding” project/presentation for that tower. Please see the “Capstone Timeline” at the end of this handbook for more information regarding the scholarship application deadline.

Capstone Components

4 P's: Proposal, Paper, Project, Presentation

1. Submitting a **proposal** for a challenging project reflecting the major of study.
2. Writing a research **paper** on a challenging aspect of the major of study, reflecting basic writing as well as information literacy skills and using multiple sources, including at least one interview.
3. Designing and producing a related, rigorous, student-driven **project** or **product**.
4. Preparing an oral **presentation** for an audience consisting of business professionals, teachers, administrators, counselors, and community members.

Preparing a Project Proposal

In the professional workplace a proposal is required for almost any activity performed by a company. An advertising firm must propose a plan for a company's promotion. A construction company or landscape service must submit a bid to be considered for a job. In everyday life, customers shop from place to place to get the highest quality for the most reasonable amount of money. Sales representatives often exhibit samples and examples to impress their prospective clients.

The project proposal could be considered the student's *sales pitch* or *bid for a job*. It provides the student's advisor with a framework to determine whether the project is immediately approved, approved after modifications, or should be resubmitted. The proposal is an instrument for planning a quality **product**. This also gives the students the valuable experience of planning, preparing, and presenting a proposal similar to the expectations found in a professional work environment.

The following page will serve as a guide for developing a proposal. The Capstone Project Proposal form will be submitted to your CTE teacher in your pathway. Your CTE teacher will then provide feedback to let you know whether the proposal is approved, approved with suggested modifications, or must be resubmitted.

Capstone Project Proposal

Student Name _____ Date _____

CTE Faculty Advisor _____ Pathway _____

(Deliver to your CTE Faculty Advisor)

Due December 5-9, 2011

Capstone: a creative outgrowth of student research; reflection of student's understanding.

Describe your project in detail:

How is this an emerging trend, or a solution to a real-world problem?

Reasons you selected this project or product:

Your mission statement:

Who is your senior English teacher advisor for your research paper?

Circle one:

- Yes No 1. Does your project have an application to the real world?
- Yes No 2. Does it solve a problem?
- Yes No 3. Does it provide new information or a new approach to solving a problem?
- Yes No 4. Does it reflect a diversity of research resources?
- Yes No 5. Will it appeal to the interest of an audience?
- Yes No 6. Do you have access to the necessary materials or resources?
- Yes No 7. Does it reflect your major field of study (career path)?
- Yes No 8. Does your project idea demonstrate creativity?
- Yes No 9. Will you be able to complete it within the time limits?
- Yes No 10. Will you be able to demonstrate your product or aspects of your project during the Capstone presentation?

Proposal Approved _____

Proposal Approved but with Modifications Required _____ Describe:

Proposal Must be Resubmitted _____ Reasons:

Comments:

Sample Project Ideas

The following are possible ideas for projects. Some of the ideas are major-specific, and others are simply generic. Students should exhibit their own creativity when choosing a project. Students are only limited by their willingness to dream, plan, and follow-through!

- Create a personal video package (radio/TV broadcasting)
- Conduct and analyze a patient/client survey (medicine)
- Produce a videotape of sample procedures (medicine, law)
- Design an informational packet for a specific topic
- Write (for publication) a newspaper article on a current, relevant topic
- Design a website for a small business, organization, or professional group (animation, media tech)
- Write an appellate brief (law)
- Compile an office reception area activity packet (medicine, law)
- Write a student activity packet, with a teacher's guide (education)
- Design a set of architectural blueprints (architecture, engineering)
- Create a photo journal of steps in project completion (engineering)
- Design and build a model of a project (architecture, engineering)
- Plan a lesson, teach a class, and reflect on the outcome (education)
- Design a graphic (logo, advertisement, webpage) to be used by a business, organization, club, etc. (animation, graphic arts)
- Write a will in an acceptable legal format (law)
- Research and write pamphlets or booklets (graphic arts)
- Create a board game on a relevant topic on the career itself
- Create laminated charts, posters, etc. (graphic arts)
- Design and produce instructional media: video, audio, etc. (media tech)
- Draw a cartoon book explaining a process or a procedure
- Produce a "day in the life" video of your chosen major (media tech)
- Design a marketing campaign for a business or product (graphic arts, marketing)
- Develop a business plan for a start-up company or small business (marketing, banking & finance)
- Research and design a menu for a restaurant with nutritional information (graphic arts, culinary)
- Set up an accounting system for a small business (banking & finance)

Research Paper Information

Senior Project Research Paper

In recognition of the variety of learning styles, levels of proficiency, and individual educational plans, students will meet the criteria of the Capstone research paper by writing one of the following types of research papers: the traditional format research paper, the reflective response research paper, or a combination of the two styles.

Speak to your English Faculty Advisor for information about research approaches.

Research Paper Requirements

- 1 inch margins
- 12 point font (print) size with font chosen from one of the following:
 - Times New Roman
 - Arial
 - Tahoma
- Page numbers in a consistent location according to MLA format.
- Double-spaced throughout the outline, text, and works cited page.
- Minimum of five (5) sources, including one personal interview.
- Proficient level of grammar, spelling, punctuation, and usage.
- In-text and/or parenthetical documentation
- Title page and a works cited page according to MLA format.
- Five to six (5-6) pages in length, not including the title page, and works cited page.
- Paper must be turned in as part of a research folder to include:
 - Research paper
 - Works Cited
 - Research Articles (journals and websites)
 - printed out, with any referenced or quoted text highlighted
 - MLA citation at top of the first page of the article
- Paper may not include representing another person's ideas or writings as one's own and should not include portions that are cut and pasted from the Internet. This is plagiarism, which is considered cheating, and will result in disciplinary action and lowering of the conduct grade as well as receiving a zero on the paper. The paper should be written in the student's own words except for properly documented quotes from sources.

Interview Questions

Student Name _____ Date _____

CTE Faculty Advisor _____ Pathway _____

(To Be Approved By Your CTE AND English Faculty Advisors)

Due January 30,31, 2012 (CTE Teacher)

Due February 6,7, 2012 (English Teacher)

Required Background Questions:

1. Please describe your job title and responsibilities.

2. What is your educational background?

3. Does your job require a college degree or special certification?

4. How long have you been employed in this industry / position(s)?

Original, Student-Generated Questions: Please list a minimum of 8 appropriate questions that you would like to ask the industry professional.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Approval by CTE Faculty Advisor _____

Approval by English Faculty Advisor _____

Interview Summary

Student Name _____ Date _____

CTE Faculty Advisor _____ Pathway _____

(To Be Reviewed By Your CTE AND English Faculty Advisors)

Due February 16,17. 2012

Who did you interview? _____

Date of interview? _____

What is their job description and job title? _____

How does their expertise support you in preparation for your research paper and project? _____

Provide at least 5 of the original, student-generated questions that were asked and the responses that you received.

1. _____

2. _____

3. _____

4. _____

5. _____

Approval by CTE Faculty Advisor _____

Approval by English Faculty Advisor _____

Interviewing Tips

SETTING UP THE INTERVIEW

Students should call the person they wish to interview in advance and schedule an appointment. Don't expect or demand that it be done the next day or the day after that. People need up to two weeks advance notice to plan their schedules. Be considerate of their time.

A student should use the following protocol when scheduling an interview:

- Identify yourself by name and school.
- Explain that you are doing a Capstone senior project at Carl Wunsche Sr. High School.
- Explain to the person what the Capstone project is about.
- Briefly explain to the person about what you have decided to do for your project portion of the Capstone, and then explain you are writing a research paper dealing with your project and major field of study.
- Politely ask if the person has time to meet with you to be interviewed. Explain that the interview is a requirement for the paper and that you must use the information and quotes from the interview in the body of the paper.
- Be flexible. Do not tell the person how busy and over committed you are. You must be willing to fit into his or her schedule. Let the person to be interviewed pick the time and place for the interview.
- Be sure and write down the date, time, and place for the interview. Repeat this information back to the person being interviewed to make certain you have the correct information.
- Thank the person for being willing to give up some of his or her time and assure the person that you will be there for the interview at the appropriate time.

Interviewing Tips

CONDUCTING THE INTERVIEW

- It is a good idea to call the day before the interview to remind the person that you will be arriving the next day. Repeat your name, the purpose of the interview and the time that the interview is to take place. Ask the person if that time is still convenient for him or her. Express that you are looking forward to talking with the person.
- Show up for the interview on time! Plan your travel time so that you are not late. It is better to arrive early than late.
- Dress appropriately for the interview. Do not wear t-shirts, caps, or sloppy clothes. Leave the chewing gum at home. Do not slouch during the interview. Look interested!
- Before going to the interview, plan and write down 10-12 relevant questions to ask. Keep the questions focused on what the paper is going to be about.
- Unless it is vital to your paper, avoid asking questions about salary, job satisfaction, etc. If you must ask about salary, limit the question to what salary range a person might expect if taking an entry level position in that career. Do not ask the person being interviewed what his/her salary is!
- Remember to take paper and pen so that you can take notes! If you plan to tape the interview, put in new batteries and a blank tape before you arrive and test it the day before your scheduled meeting. You must always obtain permission to tape record the interview ahead of time. Many people feel uneasy about being taped.
- Do not get so absorbed in taking notes that you are not really listening to the information that the person is giving to you. Be ready to ask follow-up questions that relate to what the person is saying.
- When you have finished the interview, thank the person for his or her time. Try to get a business card so that you will have correct spelling of their name and mailing address for the "Thank You" letter / card that you mail within one week after your appointment.

Interviewing Tips

AFTER THE INTERVIEW

- Read over the notes and fill in any details that you can remember that you failed to have time to write down during the actual interview.
- If the interview was taped, the student should listen to the tape and take some more notes.
- Pull pertinent quotes and facts from the notes to use in the research paper.
- If there are questions in your mind about something you wrote down or did not understand, it is a good idea to call the person you interviewed and ask for clarification. This will help avoid providing false information or incorrect quotes in the paper.
- Write a thank you letter and mail it within 5-7 days after the interview. In the letter, mention the Capstone Project, Carl Wunsche Sr. High School, the topic of your paper, the date of the interview and your appreciation for them in granting you the interview. In a second paragraph, point out some useful information the person gave you that you intend to use in your paper.
- Limit the thank you letter to one page or less. Business correspondence should be concise and to the point.

Capstone Research Paper Proposal

Student Name _____ Date _____

English Faculty Advisor _____ Pathway _____

(Deliver to your English Faculty Advisor)

Due February 13-14, 2012

Capstone: a creative outgrowth of student research; reflection of student's understanding.

Describe the topic of your research paper:

Describe how the topic of your research paper will help you with completing your Capstone project:

What is your Mission Statement?

How does your Mission Statement relate to the topic of your paper?

What industry professional will you be interviewing as part of your research for this paper?

Who is your CTE teacher advisor for Capstone?

Student Name _____

Date _____

CTE Faculty Advisor _____

Pathway _____

Research Paper Rubric

Paper Due March 5-9, 2012

Area of Assessment	Exceeds Expectations	Meets Expectations	Below Expectations
Content	Concrete examples Necessary definitions and explanation clarified Concrete word choice Aligns with proposal (27-25 pts)	Accurate Aligns with proposal Few examples Lacks sophistication (24-20 pts)	Little evidence to support thesis, No proof for examples or none used (18-15 pts)
Organization	Clear thesis plan Thesis Topic sentences Transitions Conclusion with reference to project (23-20pts)	Logical plan Inconsistent formatting Weak transitions (19-16 pts)	No apparent plan of organization (14-10 pts)
Documentation	Internal documentation Follows MLA guidelines (20-18 pts)	Improper citations Inconsistent use of MLA (17-15 pts)	Incorrectly documented or some citations missing (12 pts)
Works Cited	MLA format used Five sources used in paper Interview used among sources (17-15 pts)	Mistakes on formatting Did not use interview (14-12 pts)	Substandard form Used less than five sources No interview (8 pts)
Mechanics	Consistent/accurate spelling; punctuation, grammar, word choice (13-10 pts)	Occasional errors, not distracting Weakened effectiveness (9-7 pts)	Distracting errors that interfere with clarity or lead to ineffectiveness (5 pts)

Overall Score _____

Plagiarism – Plagiarism consists of representing another person’s ideas or writings as one’s own including but not limited to cutting and pasting from Internet sources. Plagiarism will be considered cheating, and the student shall be subject to disciplinary action. Consequences include receiving a zero on the research paper and lowering of the student’s conduct grade. Please consult your teacher for proper methods of documentation of sources.

Capstone Presentation: General Information

The presentation schedule for Capstone Projects is determined by the student's assigned tower. Each tower is assigned a specific presentation day and students from all career pathways within the tower are scheduled to present at sometime during the course of that day.

Students that do not present their Capstone Projects on the day assigned to their tower:

- Will be rescheduled to present the following morning for a maximum grade of 70. Any student that does not present the morning following their scheduled presentation time for a maximum grade of 70 will present the following day with a maximum grade of 50. Taking a zero on this assignment is not an option. Remember that the grade earned for the Capstone Presentation will be reflected in both the CTE & English 4 / Humanities class.
- Students that receive a 50 or less as a result of not presenting their project on time are not eligible to participate in or receive recognition at the Carl Wunsche Sr. High Academy Awards.

All Capstone Project Topics have been **approved in advance** by CTE teachers and reviewed by English teachers. Any deviations from the approved topic will result in significant grade deduction for the presentation and could result in disciplinary action.

The Capstone Projects are evaluated by a panel of internship providers, community partners, mentors, teachers and CWHS staff members. The Capstone Presentation grade is determined by averaging the total number of points awarded by each judge.

Presentation Preparation

STEP 1: Gather ideas

1. What are the major aspects of the project?
2. How do the paper and project connect?
3. What are the main points covered in the research paper?
4. What problems were encountered?
5. What emotions were experienced while working through the paper and project? (Anger? Excitement? Pride? Frustration?)
6. What personal growth was gained from the paper and project?
7. Did the project affect future career plans?

STEP 2: Organization

1. Use some type of visual organizer to plan out the presentation (examples: index cards or PowerPoint outline)
2. Plan the introduction. The introduction should have the following attributes:
 - Grab attention
 - Make topic clear
 - Take no more than 60 seconds
 - Uses quotations, readings, dramatics, jokes, surveys or other audience participation sets, games, audio-visual devices, demonstrations, or questions
 - Uses your electronic portfolio to display personal mission statement, explanation of topic choice, and future career goals.
3. Plan the conclusion
4. Plan the display of the project
5. Plan the visual aids/props and test them to make sure that they are working properly
6. Decide how to integrate technology into the presentation
7. Determine how you will use your electronic portfolio in the presentation. All digital files used in the presentation should be embedded in the e-portfolio.

Presentation Preparation

STEP 3: Speech Techniques to Remember

1. Eye contact - This is extremely important. Practice often enough that you rarely need to look at any notes. Remember this is a friendly audience that wants you to be successful.
2. Posture - Stand proud. You have accomplished a great deal and should show pride in your accomplishments.
3. Voice - Talk clearly and audibly so the whole audience can hear. Sound natural.
4. Gestures - Use natural gestures to make points in the presentation. Over gesturing or distracting mannerisms should be avoided.
5. Props - Practice using any props that are part of the presentation.
6. Dress - Wear professional dress. If wearing clothing appropriate for the profession (ex. medical scrubs) will enhance the presentation, the student may choose to do that (ex. the student is demonstrating a process or procedure where wearing scrubs or a shop uniform is needed for safety or sanitary reasons).

STEP 4: Rehearse

1. The presentation should be **well-rehearsed** and should last between 10-12 minutes. Presentations that are either too long or too short will receive a substantial point deduction. Presentations will be stopped at the 12-minute mark whether you are finished or not.
2. Make sure that your technology components work properly **in advance of the presentation**.
3. Make sure that any videos shown as part of the presentation do not exceed a total of 3 minutes in length. Videos shown must clearly enhance the understanding of the topic and not be just “filler” for the presentation. Videos that are student-generated products of the Capstone project are appropriate but may not total more than 3 minutes of the presentation time.

Student Name _____ Date _____

CTE Faculty Advisor _____ Pathway _____

Teacher Review of Capstone Presentation Plan

Due April 2-5, 2012

CTE Faculty Advisor

_____ The student's presentation matches the project proposal submitted in December.

_____ The presentation focuses on a product or project that the student has developed.

Recommendations:

Teacher Signature _____

English Faculty Advisor

_____ The student's presentation visuals are free of significant spelling and grammatical errors.

_____ The student's presentation visuals are easily read from a distance of 10-15 feet. (font size, image, font colors, background colors, etc.)

Recommendations:

Teacher Signature _____

Name of Student _____

ID # _____

CTE Faculty Advisor _____

Total Points _____

Title/Topic of Capstone Presentation _____

Capstone Project Presentation

Scoring Rubric

Presentations April 16 (TT), 17 (MT), 18 (PT), 2012

Rated Area	Exceeds Expectations	Meets Expectations	Below Expectations	Points Awarded
Equipment / Visuals	The student had his/her equipment and visuals prepared and ready to use. (4-5 Points)	The equipment and visuals were not completely prepared; but the presentation occurred with only minor problems/delays. (2-3 Points)	The equipment and visuals were not prepared and ready to use and negatively impacted the presentation. (0-1 Point)	
Appropriate Professional Dress	The presenter was dressed professionally for the presentation or in other clothing appropriate for the profession. (9-10 Points)	The presenter was dressed in business casual attire. (7-8 Points)	The presenter wore inappropriate clothing or distracting clothing. (0-6 Points)	
E-Portfolio and Project Introduction	The Electronic Portfolio contained a personal mission statement, future career goals and an explanation of topic choice, each of these elements was developed. The Capstone Presentation was included in a folder within the E-Portfolio. (9-10 Points)	The Electronic Portfolio contained a personal mission statement, future career goals and an explanation of topic choice, but these elements were not well developed. The Capstone Presentation was included in a folder within the E-Portfolio. (7-8 Points)	The presentation did not include an adequate introduction (one or more elements missing). (0-6 Points)	
Project or Product Developed by Student	Presentation displays or presents an original product/project that has been developed by the student and is a major focus of the presentation. (13-15 points)	Presentation describes a project or product developed by the student but the project/product is not the focus of the presentation. (10-12 points)	Presentation does not present or describe a project or product developed by the student OR the project/product was done by someone else. (0-9 points)	
Visual Aids / Props	The presentation included two or more visual aids that greatly enhanced the understanding of the topic. (9-10 Points)	The presentation included two visual aids that illustrated some elements of the topic. (7-8 Points)	The presentation did not use two visual aids. (0-6 Points)	

Rated Area	Exceeds Expectations	Meets Expectations	Below Expectations	Points Awarded
Clarity and Effectiveness of Speaking	The speaker spoke clearly, was audible to the entire audience, made frequent eye-contact and only occasionally looked at notes. (9-10 Points)	The speaker spoke clearly, but was barely audible to some of the audience and/or frequently looked at notes. (7-8 Points)	The speaker did not speak clearly, was inaudible to most of the audience and/or read extensively from notes. (0-6 Points)	
Choice of Topic	The topic chosen was challenging and emphasized an emerging trend, OR new procedures, OR solving an industry-based problem related to the student's career pathway. (13-15 Points)	The topic chosen was informative but did not emphasize an emerging trend, OR new procedures, OR solving an industry-based problem related to the student's career pathway.. (10-12 Points)	The topic chosen was not challenging or informative enough for a Capstone Project OR was unrelated to the student's career pathway. (0-9 Points)	
Presentation Timeframe	<p>The presentation fell within the 10-12 minute time requirement. (This does not include the Q&A period.) Videos shown as part of presentation do not exceed 3 minutes in length (total). (Award 15 Points)</p> <p>Presenters will receive a signal to stop at the 12-minute mark. Times provided to judges will NOT include the Q & A period.</p>		<p>The presentation continues for more than 30 seconds after being given the stop signal at 12 minutes. (Award 5 points) *****</p> <p>The presentation was between 8-10 minutes in length OR included a video(s) exceeding 3 minutes. (Award 5 Points) *****</p> <p>The presentation was less than 8 minutes in length. (Award 0 Points) *****</p> <p>(None of these time frames should include the Q&A period.)</p>	
Questioning	The presenter allowed the audience to ask questions and responded knowledgeably. (9-10 Points)	The presenter allowed the audience to ask questions but did not respond effectively to some questions. (5-8 Points)	The presenter did not allow the audience to ask questions or failed to respond to the questions. (0-4 Points)	

Total Presentation Points _____

The minimum score required for the presentation to be counted as an Advanced Measure for the Distinguished Achievement Graduation Plan is 80 points out of a maximum of 100 points.

Date _____ Scored by Judge # _____ Length of Presentation _____

Comments / Suggestions for Improvement: _____ Length of Videos Shown _____

CAPSTONE TIMELINE

WHAT	TO WHOM	BY DATE	WEIGHT
Project Proposal	CTE Faculty Advisor	Dec. 5-9, 2011	1 Major Grade
Interview Questions Submitted and Approved	CTE Faculty Advisor English Faculty Advisor	Jan. 30,31, 2012 Feb. 6,7, 2012	2 Daily Grades 2 Daily Grades
Research Paper Proposal	English Faculty Advisor	Feb. 13,14, 2012	1 Daily Grade
Interview Completed & Submitted	CTE Faculty Advisor English Faculty Advisor	Feb. 16,17, 2012	2 Daily Grades
Interview Thank-You Letter Submitted w/ Addressed Stamped Envelope (don't seal)	English Faculty Advisor	Feb. 23,24, 2012	2 Daily Grades
Research Paper Submission	CTE Faculty Advisor English Faculty Advisor	March 5-9, 2012	2 Major Grades 2 Major Grades
Scholarship Applications Submitted For Those Students Applying for Capstone Scholarship	Stephanie Holt – R & D	4:00 PM Mar. 26, 2012	Not Applicable
Scholarship Recommendation Forms Delivered to Faculty Advisors for Capstone Scholarship Candidates	CTE Faculty Advisor English Faculty Advisor	March 26, 2012	Not Applicable
Presentation Plan Completed and Submitted	CTE Faculty Advisor	April 2-5, 2012	1 Daily Grade
Presentation Plan and Visuals Containing Text Completed and Submitted	English Faculty Advisor	April 2-5, 2012	1 Daily Grade
CTE & English Teachers Submit Completed Capstone Scholarship Recommendation Forms	Jean Shimala	April 5, 2012	Not Applicable
Capstone Presentation	Audience of business partners, teachers, students, parents and mentors	April 16,2012 (TT) April 17, 2012 (MT) April 18, 2012 (PT)	2 Major Grades (In both CTE and English classes)
Capstone Scholarship Finalist Presentations	Panel of Judges	April 30, 2012 (TT) May 1, 2012 (MT) May 2, 2012 (PT)	Scholarship Consideration Only