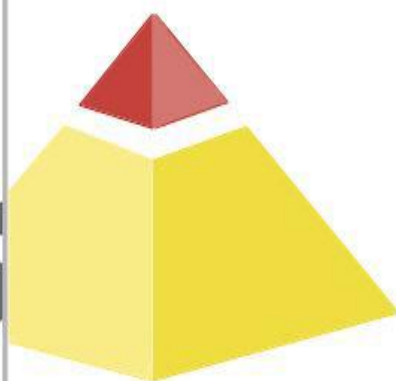


whs



capstone project



2017-2018 Capstone Handbook

The following are excerpts from the reflection papers of the Class of 2016. They appear as unedited direct quotes.

"As I began the Capstone process, I was under the influence of what others told me about the project. I thought Capstone would be awful and consume all my time throughout Senior year. That is just not the case though."

"Looking back I wish I had done something I was more interested in. I was very laid back and didn't really care much about the project. I didn't put my full potential work into the project. I just did the lowest amount of work possible. If I could do it different I would pick a topic I was really interested in."

"The advice I would give to a student who will be completing their Capstone Project next year would be to choose your partners wisely, do not procrastinate, get everything done on time and if you need help, stay after school with your capstone advisor."

"The capstone project requirement is an incredibly useful and fun project in which you have the opportunity to engage in something you are passionate about. In addition, the project necessitates an extensive skillset, such as research, technology, and oral communication, which serves to prepare students for post-secondary education. Though the capstone is a lengthy and stress-inducing commitment, it has taught me an immense amount about my central question and myself. Capstone is your opportunity to stop acting like a child; a successful mastery of 21st century skills will prove how much of an adult you are to your college, your community and yourself."

"By completing the capstone project I have grown as a student."

"The journals of progress help you realize that you are in fact procrastinating. When you can't think of what to write under 'what you did this week' then you probably should start doing something."

"When it came time to begin the project, I realized how dramatic students actually are. I realized that this project was not going to be as physically and emotionally painful and draining as previous student's tweets had made it out to be."

Capstone Flow Chart



Evaluate Progress: Steps 6 -7 (Nov - Jan/Feb)

Research Findings

Quality research helps you answer your central question/solve the problem

Real World Application

- Raise awareness
- Raise money
- Change policy
- Help people
- Solve the problem
- Make a movie
- PSA in homeroom
- Present at a school
- Talk to the faculty

Form your Central Question

Pick a topic from your academy

Define the Problem:
Steps 1-3 (May - Sept)

Research

Your research should help you answer your central question

Identify and Implement a Strategy:
Steps 4 and 5 (Sept - Oct)

Solution and Reflection:
Steps 8 -10
(Jan - March)

Capstone Fair

Capstone Project

You will work with your advisor to complete an independent project which

- synthesizes your learning from the electives in your career academy
- demonstrates your command of core 21st century skills in a real-world context

Capstone requirements

1. Design and produce a pathway-related rigorous, student-driven project that answers a central question and has a real world application. **Each academy can have specific requirements that are academy related.**
2. Visually and orally present your project to an audience consisting of teachers, administrators, parents and community participants at the capstone fair.
3. Complete a capstone portfolio, a three ring binder that looks professional, to document your progress that includes:
 - o a works cited page of 15-20 sources which you used to create your project. Ten of your 15-20 sources must be from written sources (digital or print). You must have an annotated bibliography that includes 15-20 sources.
 - o all of your fully completed steps
 - o all of your fully completed journal of progress entries
 - o a reflection of 3-4 pages that identifies how your project demonstrates your command of core 21st century skills.



CAPSTONE TIMELINE

Problem Solving Step	Due Dates	Sub-goals
Define the problem	May 16th or 17th of junior year	1. Capstone assignment assembly with advisors
	May 22rd of junior year	2. Selection of Topic
	June 5th of junior year	3. Capstone Proposal – Groups should be chosen
Identify and implement a strategy	September 25th	4. Exploratory research - What Is Your Working Central Question? – Last day to finalize groups
	October 23th	5. Researching and creating (stage 1) - Last day to switch groups. Last day to change topic
Evaluate progress toward the goal	November 27th	6. Researching and creating (stage 2)
	December 18th	7. Selection of presentation method(s)
Solution and Reflection	January 8th	8. a. Preliminary presentation
	March 5th	b. Preliminary Portfolio
	March 27th or 28 th	9. Make the presentation
	April 2rd (post meeting)	10. Write the self-assessment reflection and submit the final capstone portfolio.

Capstone Project Grade Policy:

As your capstone project demonstrates all of the school-wide expectations, it is graded using all of the school-wide rubrics. To pass the capstone project you must demonstrate proficiency or better on the following rubric. This means that you need to accrue 70 or more points during the project. Scores in each of the categories are determined by the specific skill rubrics. The final numerical grade for your capstone will be determined by your score on the rubric below and will be reported on your Term 3 report card. This will be your grade on the 1 credit Capstone course.

Skill Score	Advanced	Proficient	Needs Improvement	Inadequate	Score
Strategic Reading	16-14	13-10	9-6	5-0	
Research	16-14	13-10	9-6	5-0	
Problem Solving	16-14	13-10	9-6	5-0	
Collaboration	20-17	16-12	11-7	6-0	
Technology	16-14	13-10	9-6	5-0	
Written Communication	16-14	13-10	9-6	5-0	
Oral Communication (Presentation)	16-14	13-10	9-6	5-0	
Capstone proficiency rating	116-101	100-70	69-43	42-0	

1. **Strategic Reading** – Determined primarily by your annotated bibliography
2. **Research** – Determined by the quality of your annotated bibliography, use of your research to create your project, and written synthesis of findings.
3. **Problem Solving** – Determined primarily by the real world application of your project, your journals of progress and the demonstration of your process via the capstone portfolio.
4. **Collaboration** – Determined primarily by your weekly contact with your advisor, attendance in homeroom, journals of progress and ability to work in a group if applicable.
5. **Technology** – Determined primarily by your use of technology both during the process and presentation of your capstone.
6. **Written Communication** – Determined primarily by your written synthesis of findings, reflection paper, journals of progress and written portions in your presentation.
7. **Oral Communication** – Determined primarily by the judges' and advisor's scoring during the capstone fair.

Grade policies for each term:

Please note that term grades are progress indicators only, they do not guarantee your final grade. As previously stated, your final grade will be determined by the rubric on page 4. Term grades will appear as numeric grades on your Term 1 and Term 2 report cards.

Term 1-

Term 1 will appear as a numeric grade on your report card. To earn a passing grade for Term 1 you must have a passing grade (60 or above) on the following assignments.

10 pts	Step 2 Worksheet: Selection of Theme/Focus
20 pts	Step 3 Worksheet: Capstone Proposal (This must be approved for it to count toward a passing grade)
25 pts	Step 4 Worksheet: Central Question. Remember that along with this worksheet you must hand in an annotated bibliography for at least 5 sources you have read. Citations should be in MLA style and annotations should provide a summary, evaluation, and application of the information in the source. (See page 15 for guidance.)
25 pts	Step 5 Worksheet: Researching and creating Annotated bibliography for at least another 5 sources you need since Step 4.
12 pts	4 journal of progress entries (2 per month, due on homeroom days. 1 for Sept, 2 for Oct, 1 for Nov)
25 pts	Collaboration with Advisor
117 possible points	

Term 2-

Term 2 will appear as a numeric grade on your report card. To earn a passing grade for Term 2 you must have a passing grade (60 or above) on the following assignments.

40 pts	Step 6 Worksheet: Present Findings. Remember that along with this worksheet you must hand in an annotated bibliography for at least another 5 additional sources you used since Step 5 and Written Synthesis of Findings.
40 pts	Step 6 Evidence: proof of creating from Step 5 and real world application
10 pts	Step 7 Worksheet: Selection of presentation method
30 pts	Step 8 Presentation: Initial presentation to Advisor
12 pts	4 Journal of progress entries (2 per month, due on homeroom days. 1 for Nov, 2 for Dec, 1 for Jan)
25 pts	Collaboration with Advisor
40 pts	Rough draft of your capstone portfolio
197 possible points	

At the conclusion of Term 2, students who have a failing grade 59 or below (187 points or less) for Terms 1 and 2 combined and who do not rectify that situation prior to March 1st, will fail the capstone project and be required to attend the Weymouth Evening High School Capstone Course should they wish to recover the capstone credit. Students that have a combined 59 or less at the end of Term 2 must enter into a contract with Advisor to complete all missing components by March 1st.

Term 3-

At the end of term 3, you will receive your final capstone grade. The final grade for your capstone will be determined by your score on the capstone rubric on page two of this handbook. For your advisor to be able to grade your capstone you must attend the capstone fair night, submit your final capstone portfolio, and submit your reflection paper to your advisor before the end of term 3. Failure to meet this deadline may result in automatic failure with no recovery options.

Course Policies

- Any late work will receive half credit

Plagiarism

- To plagiarize is to take the writings and/or ideas of another and use them as if they were your own. Plagiarism is a form of cheating. Any student found guilty of plagiarism will receive a grade of zero for the assignment that contained the plagiarism. In the case of the Capstone whose grade consists of multiple components, no credit will be given for the components in which plagiarism occurs. The student will have to complete a new project or attend evening school if plagiarism occurs and he/she wants to receive his/her diploma on graduation day in accordance with School Committee policy.



Step 1: Capstone Assembly

To support your successful completion of this project, you will be matched with a faculty member who will serve as your capstone advisor. This advisor will meet with you regularly and help guide your learning experience. At the capstone assembly in May, during MCAS testing, you will get the chance to meet your advisor and review the Capstone Handbook. The assembly marks a very important beginning to your capstone project. At the assembly you will:

- Meet and speak with advisors from your academy
- Get a hardcopy of the Capstone Handbook
- Review the 10-steps to completing the capstone project
- See ‘examples’ of capstone projects in your career academy
- Have time to ask questions
- Review the career pathways schedules
 - Students with pathways will receive suggestions of which courses to take for senior year
 - Students who have not yet selected a career pathway will review all of the pathways in their academy and receive suggestions of what courses they should take their senior year. They should select a pathway by the end of the session and have that choice recorded by their adviser.
- Learn how to access the project online, submit your assignments, and contact your advisor
- Discuss working within a group. Students are all individually responsible for all work.

Note: Attendance at the meeting is mandatory. If a student misses the meeting they will have a mandatory makeup session scheduled after school.



Step 2: Selection of Topic



What is your career pathway?

What electives do you plan to take in your career pathway? (Please list all of your related electives.)

Your capstone should take one of the topics that are common to your pathway electives and build a real world project out of that topic. Which topic will you select for your capstone?

How will your chosen electives help you create a project about this theme? (Be specific about each elective.)

Are you willing to work in a group? Circle Yes or No

Do you already have a group? Circle Yes or No. If so list the names of the people in your group along with their pathway



Step 3:

Capstone Proposal

Student Name _____
Project Advisor _____
Career Pathway _____

My project idea focuses on a topic related to my career pathway. It will sustain my interest and I will be able to complete the required research on this topic. It offers an aspect of new learning and growth for me as I incorporate the 7 core skills. I understand that my project must have audio/visual evidence and that I will give a presentation of my work at the capstone fair in March.

Breaking your project into definable steps will make the process much easier for you. Setting up a timeline will help you begin and assist you in continuing to make progress throughout the time allotted for the project. Figuring out how much this project is going to cost may keep you from running into problems later in the project. If you put some time and effort into planning at the beginning, you will find the process of completing your project much easier to handle.

1. My Project Title: (Think of a good title. This is how you project will be identified at the fair)

2. My goal (s) for this project: (Make sure these have a real world application)

3. My strategy to accomplish the project:

4. My real world application

5. For my capstone presentation, I plan to use the following visuals, technology and/or materials:

Check any that apply

<input type="checkbox"/> Picture	<input type="checkbox"/> Website	<input type="checkbox"/> Pamphlets
<input type="checkbox"/> Video	<input type="checkbox"/> Prezi	<input type="checkbox"/> Business Cards
<input type="checkbox"/> PowerPoint	<input type="checkbox"/> Charts	<input type="checkbox"/> Handouts
<input type="checkbox"/> Other. Please specify.		

4. If you are planning on working in a group, you must list the names of your group members and their pathways below. The last date to change your group is October 24th. Reminder that all students are individually responsible for each component of the project.

First Name	Last Name	Pathway

6. I acknowledge that I will focus my project on the use of the following 7 core skills: written and oral communication, strategic reading, research, problem-solving, collaboration and technology. Please check box for acknowledgement. ☐Student Signature Date Parent Signature Date

For Advisor

Project: Approved

Conditionally Accepted ☐ Needs some revision or correction☐ Other

Not There Yet

☐ There is no apparent "Learning Stretch" for you in this project☐ This project closely resembles one that is already part of the high school curriculum☐ This project has already been completed by many students☐ This project has potentially dangerous elements☐ This project involves too much expense☐ There is no connection between research and real world

application.

☐ Other**Detailed Reason Not There Yet:**
Project Advisor Signature Date

Step 3:

Capstone Proposal



Parent/Guardian Acknowledgement Form

To the parents/guardians of _____:

The Senior Capstone Project will provide enormous benefits for your child now and for the future. Successful completion of the Senior Capstone Project is a valuable tool in determining their mastery of the content they have learned over the past twelve years, as well as providing them the opportunity to learn and practice critical 21st Century skills that they will need for their future endeavors.

As a parent/guardian of a student at Weymouth High School, I am aware that my son/daughter is required to successfully complete a Senior Capstone Project in order to graduate with his/her class in June according to School Committee policy. If he/she fails to meet this graduation requirement, he/she will have the opportunity to complete the capstone project (a research paper, 15-20 pages), in one of the following manners:

- Attend evening school* from April until May, student must successfully complete Steps 2 through 5 to qualify for this option or
- Attend summer school* after his/her classmates graduate and receive his/her diploma at a later date.
- Return to school in the fall to complete Capstone Project

*Applicable fees apply

I fully understand that this project selection decision is made independently of the staff and administration of the high school, but is subject to approval. I understand that if the fieldwork is a product, it must be physically present at school as part of the Senior Capstone Project presentation. If the fieldwork is a service or activity, it must be documented by photos or video. This project selection and approval is student and parent-centered. ***I therefore assume all responsibility for any risks and costs that might be inherent in the project chosen.***

Finally, I know that if my son/daughter decides **not** to use original work on any component of his/her research paper, fieldwork, product, or portfolio, he/she will have to complete an entirely new project and submit a new project by March 1, 2017 in order to be eligible to graduate with his/her classmates and receive his/her diploma on graduation day in accordance with School Committee policy.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian E-mail : _____

Student Signature: _____ Date: _____



Step 4: Exploratory Research

What Is Your Working Central Question?

Introduction: The first step in developing your capstone topic is to identify a working central question. Since your capstone project requires that you answer a central question, you should try to select a question that interests and that you feel passionate about. Your central question will be the focus of your research. You should start with a general question that requires more than just a yes/no answer. You will be required to do preliminary research based on your central question. During this step, you must submit your question along with a list of sources to your advisors before your capstone project can be officially approved. Your central question does not need to be super complex but it does need to be researchable, related to your career pathway, and readily useable for a capstone project which could be visually presented and that demonstrates the depth of the core 21st century skills you have learned during your years here at Weymouth High.

Central Question Examples:

- Example 1: A student in the Math Academy might concentrate on data analysis.
Central question: "How can data analysis be used to calculate the effects of pollution on the weather in New England?"
- Example 2: A student in the Humanities Academy might concentrate on teaching.
Central Question: "How can lessons that involve hands-on learning more effectively help young children learn?"

My central question is:

Central Question Check List.

- ☐ The Central Question addresses a theme from your academy.
- ☐ The Central Question requires more than a yes/no answer.
- ☐ The Central Question can be expressed as a capstone project which will demonstrate the depth of learned 21st Century skills by the student or students.
- ☐ You have read 5 sources about your central question.
- ☐ You have included with this step an annotated bibliography for at least 5 sources you have read. Citations should be in MLA style and annotations should provide a summary, evaluation, and application of the information in the source. (See page 15 for guidance.)
- ☐ The Central Question submission includes a preliminary description of how the student/students plan to address the capstone project which will answer your central question.

Place your description of how your capstone will answer the central question here.

- ☐ **The Central Question submission includes a discussion of who will benefit most from this project (e.g. fields of study, professionals, community).**

Place your discussion of the impact of your capstone here.

- ☐ **The Central Question submission identifies any preconceived beliefs and what you will do to ensure your research results is not effected by bias in your analysis, interpretation of results, and implementation of the capstone outcome.**

Discuss your preconceived beliefs here.

- ☐ **The Central Question includes an explanation of why you feel it is important.**

Discuss why your central question is important here.

Below is a sample source entry that would appear on an annotated bibliography. You must hand in an annotated bibliography with 5 of these entries with step 4 and at least another 5 with Step 5.

Name	Heading for the annotated bibliography	Capstone topic title
Advisor's Name		
Capstone 2017	Source citation	
Date		
Stem Cell Research: An Annotated Bibliography		
<p>Senior, K. "Extending the Ethical Boundaries of Stem Cell Research." <i>Trends in Molecular Medicine</i> 7 (2001): 5-6. Print.</p> <p>Your first paragraph should be a brief summary of the information in the source. Do not copy an article's abstract as that would be plagiarism.</p> <p>In your second paragraph, apply your strategic reading skills to assess the source and offer some criticisms of it. Does it seem like a reliable and current source? Why? Is the research biased or objective? Are the facts well documented? Who is the author? Is he/she qualified in this subject? Is the source scholarly, popular, or some of both?</p> <p>After summarizing and assessing, you can now reflect on this source. How does it fit into your research? Is this a helpful resource? Will it help you answer your central question? If so, how? You will go back to these entries when you start creating your project.</p>		



Step 4: Journal of Progress

The Capstone Project is an exciting and dynamic assignment that calls upon you to use the skills you have acquired at Weymouth High School in a real world project of your choice. To help you stay on task, be accountable for your scheduled timeline, and effectively reflect on your experiences, you will keep a Journal of Progress during the time you work on the project. The journal of progress will be a quick and efficient way to show your advisor exactly where you are in the process, and moreover, will serve as an invaluable resource when you write your final reflection at the end of the year.

- Each journal entry should be dated and titled based upon the part of the process in which you are currently working.
- Entries should be made bi-weekly to keep the most accurate records possible for both you and your advisor.
- The **first** entry each week should address what you anticipate for the week including:
 - What you plan to accomplish by the end of the week
 - Your needs, including time, space, materials, and personal contacts
 - Any obstacles you anticipate
- The **second** entry each week should include the following:
 - A summary of your progress for that week
 - An explanation of what core skills you employed during your work

The Journal of Progress will be used in steps 4-8 of the Capstone Timeline.

Starting with Step 4 and ending with Step 8, you must send your advisor your journal entries once a month on the date that the step is due. You will compile all of these entries into your capstone portfolio. This will be displayed when you present at the capstone fair and will be passed into your advisor along with your reflection paper at the end of the project.

On the next page, we have included a sample journal progress entry. You should plan to follow this format.

Sample journal of progress entry:

Journal of Progress

Current step:

Name:

Date:

Did I check in with my advisor this week? (Yes or No)

If yes, write the date:

Start of Week:

Place a check next to the corresponding date. Choose only one. You must do an entry 2 times a month, due on homeroom days when steps are due.

____ Sept 25th, due with Step 4

____ Oct9th ____ Oct23th, both due with Step 5

____ Nov6th ____ Nov27th, both due with Step 6

____ Dec4th ____ Dec 18th, both due with Step 7

____ Jan 8th, due with Step 8

What do you plan to accomplish by the end of the week?

What are your needs, including time, space, materials, and personal contacts?

What obstacles do you anticipate and how can you overcome these obstacles?

How can your advisor help you this week?

End of Week

Date: _____

Summarize your progress for the week here:

Discuss how you employed each of the core skills this week.

Strategic reading
Technology

Written communication
Collaboration

Research
Oral communication

Problem solving



Step 5: Researching and creating

October:

- Pass in your project's annotated bibliography. This will include annotations from Step 4 and 5 additional annotations due for Step 5 giving you a total of 10 of your 15-20 annotations.
- Continue journal entries
 - Show progression of the use of 21st century skills
- Update your checklist of the skills achieved so far (use your journal to help you)

Core 21 st Century Skill	Description of how you are progressing with the core skill. Refer to the school-wide rubrics to help you with this.
Strategic Reading	
Written Communication	
Research	
Problem Solving	
Technology	
Collaboration	
Oral Communication	

- Meeting with advisor:
 - Discuss the research and creation process. Must be done in a scheduled meeting outside of homeroom.
 - Establish a plan to address skills not yet proficiently demonstrated.

Step 6: Present Findings

November:

- Annotated Bibliography for at least another 5 additional sources used since Step 5.
- Written Synthesis of Findings :
 - 2 to 3 pages, list central question.
 - Explain the methods of how research was used and where the information came from.
 - Answer central question with citations from research.
 - Explain how you will solve the problem.
 - Parenthetical citations and works cited page.
- Continue journal entries
- Begin creation process of presentation product and submit an updated description of product

Place your updated description here.

- Describe what you have done or plan to do to share your capstone with a real world audience beyond the attendees at the fair. Must show proof of real world application – picture or video.

- Review and revise list of the use of 21st century skills

Core 21 st Century Skill	Explicitly discuss how your project shows evidence of proficiency in each of the core skills. Refer to the school-wide rubrics to help you with this.
Strategic Reading	
Written Communication	
Research	
Problem Solving	
Technology	
Collaboration	
Oral Communication	

- Meeting with advisor:
 - Discuss project creation progress
 - Show progress of prior work. Must have evidence of creating from Step 5.
 - Show proof of real world application – picture or video.



Step 7: Selection of Presentation Method

Describe how you will share your capstone with a real world audience beyond the attendees at the fair.

Describe how you will present your capstone to your advisor and the attendees at the capstone fair.

Please sketch out and label what your tri-fold will look like and describe in writing what your table will look like at the capstone fair night.

Describe how your presentation plan will allow you to showcase your mastery of each of the core 21st century skills

Core 21 st Century Skill	Description of how the presentation of your project will help you showcase your mastery of this 21 st century skill. Refer to the school-wide rubrics to help you with this.
Strategic Reading	(Suggestion: Strategic reading of your research and your annotated bibliography)
Written Communication	(Suggestion: Written Synthesis, Self-Assessment Reflection and your written communication at the capstone fair)
Research	(Suggestion: Research done to answer the central working question)
Problem Solving	(Suggestion: Following the steps to complete the capstone project and your capstone portfolio)
Technology	(Suggestions: website, slideshow of picture, video, Prezi presentation)
Collaboration	(Suggestions: Work in a group of 2 to 3, collaborate with your advisor etc.)
Oral Communication	(Suggestion: presentation of the project at the capstone fair night)



Step 8: Initial Presentation to Advisor

As the presentation date approaches, you want to make sure you have documented all experiments, experiences, and meetings with experts. Finalizing your capstone portfolio will help you make sure you followed through on all aspects of your project. Once you conclude the research phase, you must put your project into a presentation format. You are encouraged to utilize a presentation method and format that best demonstrates your skills and talents, as well as highlights your Senior Capstone Project. Project presentation may vary according to your pathway. While many students will opt for a multi-media presentation format, others may prefer a spoken presentation approach. If your project includes some form of performing arts, you may even choose to perform some portion of your presentation. Your adviser could help you discover the best presentation method.

Presentation must include the following:

- Tri-fold poster showing the following
 - The title of your project
 - Your central question
 - Your answer to your central question
 - Cited research that helps support your answer to the central question
 - Visual documentation of process.
 - If applicable, visual aids or manipulative of the product you created for your capstone.
- The use of technology* or the documentation of how you used technology to create your capstone.
- Capstone Portfolio in a binder with your name, pathway, project title, and central question on it. The Capstone Portfolio should look professional – typed work, organized, table of contents.
 - Steps 2-7
 - 8 Journal entries
 - 15-20 annotated bibliography
 - MLA formatted Work Cited page with 15-20 sources

*Any multi-media equipment needed for the presentation must be secured at least two (2) weeks prior to your scheduled presentation with your advisor.

The initial presentation to your advisor is to work out the problems and areas of concern for the project, so the presentation at the fair will be smooth and flawless. Suggestions by advisor must be adhered to in order to improve presentation score. The initial presentation must be done before the close of Term 2.



Step 9: Making the Presentation

Attend the fair

You should plan to explain your project as attendees of the capstone fair circulate and approach your station. You should be prepared to answer questions that may be asked by any of the individuals assessing the project.

Attendance: You ***need to*** arrive at least 60 minutes prior to your presentation. ***Copies of your presentation in electronic format must have been sent to your Capstone Advisor.*** You ***must*** make sure that all electronic equipment is set up and working before the presentations start.

Professionalism

Appearance: You should be dressed appropriately for your presentation.

Ladies, you can wear a dress, a skirt/blouse, or dress pants/blouse.

Gentlemen, you need to wear a button down shirt, a tie and dress pants.

Presentation

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

Organization: Speak in a coherent line of thinking and a logical order for the project. The visual aid should be organized and arranged to show that logical order. Tell a synopsis of the “story” from beginning to end.

Clarity: Speak confidently and in a manner that is easy to hear and understand. For the presentation, YOU ARE THE EXPERT. You are the one that has invested the energy and countless hours into the Senior Capstone Project. The attendees are there to listen. They are truly interested in what you accomplished and the lessons you learned.

Delivery: Be enthusiastic. Explain why you selected this project and engage the attendees in your experience. Your display(s) should also be engaging and capture the attention of the attendees.

Content: Reflect on the experience and show evidence of what you learned. Show evidence of all 7 core skills. Show the progression you achieved throughout the project. Be prepared to be asked questions that may require you to expand on your responses. Demonstrate that you have done some

analysis of your experience. Show a depth of understanding of the topic. Your presentation or display should also include components of your self evaluation (reflection paper).

Work Product: Be sure to bring, display and incorporate resulting work product into your discussion and presentation. This will be extremely interesting to the reviewers and will provide evidence of real-life and practical results from your efforts.

Real World Application: Be ready to discuss and demonstrate how your capstone project benefits someone or something in the real world.

Presentation Skills/Speaking Skills: You may be nervous about speaking in front of an audience; once again, you are the expert and have invested a significant amount of time and energy in this project. Speak clearly and at an appropriate pace. Make eye contact with your attendees. Stand straight and show your confidence and enthusiasm for what you have achieved. This is a huge accomplishment and you should be proud of yourself!



Step 10: Write the Self- Assessment Reflection

Congratulations on successfully completing and presenting your Capstone Project! The last requirement of the Capstone Project is to reflect on the process by writing a three to four page reflection on your process and product addressing the following questions. You must place this reflection paper at the back of your capstone portfolio binder and pass in the binder to your advisor for your capstone project to be graded. As you begin to draft your final reflection, consider how you might respond to the following questions.

- The WHS Capstone is a unique and demanding challenge. In completing it, what did you learn about your subject? Your skill set? Yourself? How is your project relevant to you, the school or the community-at-large?
- What skills do you feel you have mastered? Which do you need to still work on?
- What impact did your capstone project have?
- Thinking about the whole process and your finished product, what are you most proud of?
- What was a difficulty you encountered and how did you solve the problem?
- What is one thing about your approach to your project that you wish you could change? Why?
- What is one thing about your finished project you wish you could change? Why?
- How accurately did you answer your central question? Did your central question change at all during the course of your project? Why?
- How effectively did the presentation method you chose work for presenting your project in a clear and engaging manner? Why was it effective? Would you change your presentation method now if you could? Why?
- What source from your research helped you the most? (or least?).
- What advice would you give to a student who will be completing their Capstone Project next year?

May

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16 Step 1 Attend the kick-off meeting	17 Step 1 Attend the kick-off meeting	18	19	20
21	22 Step 2 is due Selection of Topic	23	24	25	26	27
28	29	30	31			

2017

June

			<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
				1	2	3
4	5 Capstone HR Step 3 is due Proposal and Ack. Form (Groups must be decided by this date.)	6	7	8	9	10
11	12 Capstone HR	13	14	15	16	17
18	19		21			24

2017

September

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
					1	2
3	4	5	6	7	8	9
10	11 Capstone HR	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Capstone HR Step 4 is due Central Question Last day to finalize groups.	26	27	28	29	30
						2017

October

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
1	2	3	4	5	6	7
8	9 Capstone HR	10	11	12	13	14
15	16	17	18	19	20	21
22	23 Capstone HR Step 5 is due Researching & Creating Last day to switch groups. Last day to change topic.	24	25	26	27	28
29	30	31				2017

November

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
			1	2	3	4
5	6 Capstone HR	7	8	9	10	11
12	13	14	15 End of Term 1	16	17	18
19	20	21	22	23	24	25
26	27 Capstone HR Step 6 is due Present Findings	28	29	30		2017

December

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
					1	2
3	4 Capstone HR	5	6	7	8	9
10	11	12	13	14	15	16
17	18 Capstone HR Step 7 is due Selection of Presentation Method	19	20	21	22	23
24	25	26	27	28	29	30
						2017

January

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
31	1	2	3	4	5	6
7	8 Capstone HR Step 8 is due Preliminary presentation	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						2018

February

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
While nothing is due in February, all students are required to formally meet with their advisors and present a rough draft of their capstone presentation and capstone portfolio. These meetings will take place outside of homeroom.						
				1 End of Term 2	2	3
4	5 Capstone HR	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	28	27	28			
						2018

March

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
	Students failing to show sufficient progress by this date will be recommended to the evening school class.					
				1	2	3
4	5 Capstone HR	6	7	8	9	10
11	12	13	14	15	16	17
18	19 Capstone HR	20	21	22	23	24
25	26	27 Capstone Fair Night 1 STEM CTE	28 Capstone Fair Night 2 Humanities	29	30	31
April 1	2 Reflection Paper Due	3	4	5	6	2018