Rigby High School Senior Capstone Project

Student Handbook 2022-2023



**Rigby High School**

**3833 E. Rigby High Lane Rigby, ID 83442**

**208.745.7704**

**What is the Senior Capstone Project?**

The Senior Project is composed of three sections: the project, the portfolio and the presentation. All of the sections must meet the standards in order to pass. This handbook will help guide you through your project from idea to final presentation.

**Idaho State law requires that all graduates from Idaho must complete a senior project that includes a portfolio and an oral presentation in order to graduate.** When you successfully pass this project, it will meet the Idaho State Department of Education requirement.

**The Project**

The project is the core of the Senior Project experience. You will choose a project that extends your learning, encourages you to be a productive citizen and problem solver, stretches your potential, challenges your abilities and relates to your post high school plans. What that becomes is up to you. You could choose an interest and act on it by finding a problem you would like to solve and doing so in such a way that you leave an amazing legacy behind at your school or in your community. You could do this by finding a solution to the problem and implementing it, by leading a community service project, completing an internship, leading a fundraiser, being a youth leader, building a project that will help out someone in the community, being a teacher, developing a publication, or obtaining a license/certification that will help you in future career opportunities.

You should create a quality project. You cannot turn in posters or projects that clearly show that you have not extended and stretched your learning to accomplish.

**The Annotated Bibliography**

After you have decided on a project, you will need to know more about how to complete the process. With the approval of your teacher, you will select a research topic that will help you learn more about whatever it is you’ve decided to do.

**The Portfolio**

As you work on your project, you will need to document your work in a neat and professional record. You will need to keep accurate records of the time you devoted, how much money you spent, where you went, who you talked to, research resources you used, what you learned and the goals that you accomplished. Write all of this down. Log all of the hours that you spend on those activities and keep a record of the interviews that you conduct, even if that interview is a conversation that you have with someone important that you might not think of as an interview.

**The Reflective Essay**

After you have completed the project, but prior to presentation of your project, you will write a reflection essay. In this essay, you will record the things that went well, challenges that you had, experiences you found interesting and the new knowledge that you acquired. Please also reflect on the impact your project has had on you and those around you.

**The Presentation**

Finally, you will present your project to your US Government teacher in front of the peers in your class. You will share with them your project and portfolio, the process you followed, what you learned along the way, problems that you solved, the solutions you explored and selected. You will also share your personal growth, as a result of your ambitious project. If you choose a project that you feel excited or passionate about you will enjoy it more and you are more likely to do something that will make a real impact on the world.

The Senior Capstone Project Checklist

|  |  |  |
| --- | --- | --- |
| In Progress | **ACTIVITY** | Complete |
|  | Read the Senior Capstone Project Handbook with your parents |  |
|  | Meet with teacher if you are a transfer student. |  |
|  | STEP 1: Write an idea paragraph |  |
|  | STEP 2: Signatures on the Parent Permission Form and the Plagiarism Form |  |
|  | STEP 3: Write and submit for approval Senior Project Proposal Letter |  |
|  | STEP 4: Complete the forms section for your project (each type of project has it’s own set of forms). |  |
|  | Research your topic |  |
|  | STEP 5: Create Annotated Bibliography |  |
|  | STEP 6: Project Log |  |
|  | STEP 7: Reflection Essay |  |
|  | STEP 8: Complete portfolio and create Power Point Presentation  (Organize all modules in your portfolio/binder. Be neat, organized, and professional) |  |
|  | If photographing/videoing, fill out permission slips for each person |  |
|  | Practice your presentation |  |
|  | STEP 9: Schedule presentation (bring your portfolio/binder, Power Point Presentation) |  |

There are two paths to complete the project:

1) Solving a problem that benefits a large group of people or the community.

2) Completing an internship or job certification under the supervision of a non-family mentor

Problems Solutions Projects/Criteria for

Specific Projects -- IDEAS

The product must meet the following criteria. If you have a product that does not fit one of these categories, you will need to submit a plan that outlines your intentions.

**Getting Started:**

*The student must…*

* Find a problem in their school, community, state, nation or globe, that they would like to fixed
* Research to learn more about the problem
* Explain and analyze the problem: what the problem is, how prevalent the problem is and what laws or policies are written about the problem or cause the problem.
* Generate solutions, including alternative solutions that may be solutions that are found to be not suitable or unworkable.
* Propose a change and how you would implement that change, including laws or policies that might need to change to facilitate the proposed change/solution.
* Implementation: how would you go about making the change? Is there work to be done, people who will need to help? How will you generate support for your solution/action plan?
* DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating.

**IDEAS:**

**Technical products**

**Video:**

## *The student must…*

* create a video or documentary film demonstrating mastery of all the elements of production, including music (if appropriate) and text (title, credits, etc.)
* provide documentation that details all phases of production, including planning, scripting, filming, editing and final production
* keep a typed log with a thorough description of all activities
* work with a mentor and have times, dates and activities verified by the mentor
* DO NOT record, photograph, or video anyone without their permission. Individuals under the age of 18 must have a form for participating

**Website:**

## *The student must…*

* use the website to solve a problem in their community or meet a need within their community, school or nation.
* extend beyond classroom work or his/her current level of expertise
* create a website that is appropriate for his/her topic
* show mastery of graphics and text
* use information that relates to the research and presents ideas in a new and useful manner
* use text that is original with appropriate documentation of sources
* use text that is grammatically correct and worthy of review in the community
* create a website that is well developed, includes different pages and links to other useful site
* keep a typed log with a thorough description of all activities
* work with a mentor and have times, dates and activities verified by the mentor
* DO NOT record, photograph, or video anyone without their permission. Individuals under the age of 18 must have a form for participating.

**Computer programming:**

## *The student must…*

* Create a program to solve a problem in their community or meet a need within their community, school or nation.
* extend beyond classroom work or current level of expertise
* keep a typed log with a thorough description of all activities
* DO NOT record, photograph, or video anyone without their permission. Individuals under the age of 18 must have a form for participating

**Community service:**

## *The student must…*

* Student must be the organizer and leader of all aspects of community service. They may not be just a participant or helper, unless it includes work for five (5) separate and unrelated organizations.
* provide service or volunteer for at least 20 hours
* be responsible for all the arrangements related to the service/volunteer experience
* document his/her work (i.e. video, photographs or audiotapes)
* keep a typed log with a thorough description of all his/her activities
* create a tangible, concrete visual that demonstrates what you have learned during the required 20 hours. This “physical evidence” should demonstrate or extend your learning experience and be informational, educational and professional in quality.
* DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating

**Fundraising:**

***The student must...***

* Student must be the organizer and leader of all aspects of fundraising. They may not be just a participant or helper.
* spend at least 20 hours actively marketing the event/cause
* set a dollar amount as a goal (min. amount $250)
* employ a variety of marketing strategies (i.e. social media, flyers, posters, Public Service

Announcements, websites, door-to-door, booths, etc.)

* document all donations from various marketing tactics and identify sources of donations larger than $25
* Use and prove use of standard accounting procedures/forms for accounting for money received and money paid out (including money donated to a special cause or to purchase equipment)
* DO NOT record, photograph, or video anyone without their permission. Individuals under the age of 18 must have a form for participating
* keep a typed log with a thorough description of all his/her activities

**Youth Camps:**

## *The student must…*

* Student must be the organizer and leader of all aspects of the coaching or the camp. They may not be just a participant or helper.
* work with youth for a minimum of 20 hours
* camp must be independent from school extra-curricular programs
* student must be registered as the head coach (or Camp Director). Other coaches and volunteer helpers cannot be working on a Senior Project. All projects must be completed as individuals.
* keep a typed log with a thorough description of all his/her activities
* turn in tangible products associated with coaching (i.e. practice plans, skill drill lists, game win/loss records, data on players etc.)
* DO NOT record, photograph, or video anyone without their permission. Individuals under the age of 18 must have a form for participating

## Building a product: costumes, computer programs, set designs, building/repairing or building something that has a clear benefit for the community (example: organizing and painting a mural for the community).

### The student must…

* create a log and pictorial account of the steps in creating the invention or product
* create a product that reflects attention to detail and application of research
* create a product that is of greater quality than just a model or superficial design
* keep a typed log with a thorough description of all activities
* DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating

**Teaching experiences, presentations to groups or performances:** The student must…

* teach a class, clinic or workshop; this also includes organizing and conducting assemblies (they may not be pep rallies or school based assemblies), seminars or shows
* student should submit all plans, lesson plans, handouts, power points and all other teaching materials
* submit a typed log detailing the planning and organization of the product
* submit a tangible product such as a video of the product. If no video is provided, the teacher must be present during the product
* be responsible for ensuring that he/she has an audience
* keep a typed log with a thorough description of all activities
* DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating

## Publications: short story, novella, children’s book (no term papers)

### The student must…

* show a substantial mastery of graphics and text
* follow the publication guidelines that relate to the genre of his/her product
* include original writing and not just copies of existing materials in the product
* discuss specific guidelines with his/her teacher before starting work
* keep a typed log with a thorough description of all his/her activities
* DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating

Internship/Job Certification Projects/Criteria for

Specific Projects-- IDEAS

**Getting Started:**

*The student must…*

* Find a problem in their school, community, state, nation or globe, that they would like to fixed
* Research to learn more about the problem
* Explain and analyze the problem: what the problem is, how prevalent the problem is and what laws or policies are written about the problem or cause the problem.
* Generate solutions, including alternative solutions that may be solutions that are found to be not suitable or unworkable.
* Propose a change and how you would implement that change, including laws or policies that might need to change to facilitate the proposed change/solution.
* Implementation: how would you go about making the change? Is there work to be done, people who will need to help? How will you generate support for your solution/action plan?
* DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating.

**Internships:**

## *The student must…*

* Student must be the organizer and leader of organizing the internship. They are an active worker, not an observer.
* intern with a mentor for A MINIMUM of 20 hours
* be responsible for all the arrangements related to the internship experience
* document work (through video, photographs, audiotapes, etc.)
* keep a typed log with a thorough description of all activities
* create a tangible, concrete visual that demonstrates what you have learned during the required 20 hours. Ideas: create a business proposal based upon Small Business Administration guidelines, build a product needed for the business, create a product showing the process that you learned

(paint a car door, make a mold of teeth, perform a demonstration using tools from your study etc.)

* DO NOT record or video anyone without their permission. Individuals under the age of 18 must have a form for participating.

**Job Certification:** obtain a license/certification related to the profession which the student plans to enter into as a career

### The student must…

* have a learning experience that adds up to at least 20 hours
* organize all certification processes
* keep a typed log with a thorough description of all activities and details of meeting dates
* create a tangible, concrete visual that demonstrates what you have learned during the required 20 hours. This “physical evidence” should demonstrate or extend your learning experience and be informational, educational and professional in quality.
* DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating

**CTE (PTE)**

Students in the following courses: CNA, Culinary Arts, Early Childhood, etc. can use the hours from their work and the subsequent job internships to apply to a senior project. However, students must create a tangible product separate from any product created in the class for a grade. Students must also keep a detailed time log of activities with commentary about what was learned throughout the process along with the evidence required in the portfolio.

Senior Capstone Project Proposal Expectations

You cannot start on your Senior Capstone Project until your proposal is approved by your teacher. Your proposal will not be accepted unless it meets the following criteria:

* Proposal represents a **stretch or a challenge**. If the student is an athlete, coaching a youth team isn’t necessarily a stretch. The student needs to indicate how it is a challenge and **three skills** that will be acquired through the process.

* The proposal (only if it is an internship path project) needs to include information about the **mentor** that explains the **mentor’s expertise** and how that helps the project.

* The proposal needs to state **three research questions**.

* The proposal needs to be **relevant to post high school plans.**

* Any proposal needs to include a **TANGIBLE product**. The plan for a product needs to be included. Tangible products cannot be journals or photos. The tangible product for an internship is the internship itself. So, you should have ample evidence to show what you did during the internship.

* The proposal letter needs to be TYPED and in letter format and should be **readable** (few errors) and **professional** (keep in mind how a potential employer would look at the letter). Please use the template in this handbook exactly as it appears, adding your information as appropriate.

STEP 1: WRITE AN IDEA SUMMARY

Write a paper that explains FIVE ideas you have for your senior project. This paper should have five paragraphs, with each paragraph explain an idea you have for your project. This paper should be type written, using best writing practices, including, but not limited to correct formatting, spelling, punctuation and grammar.

STEP 2-A: Plagiarism and Misrepresentation Pledge

The most important part of any educational experience is academic honesty. For the most part, you control what you learn, and your ethics, or lack thereof, can shape your academic decisions. You are responsible for ensuring that you do not plagiarize or misrepresent yourself in any way.

**What constitutes plagiarism?**

•Directly copying from another source without using quotation marks and/or without giving credit to the author by citing your sources.

•Not paraphrasing the information completely or correctly.

•Using another person’s work, in part or whole, as your own.

•Using work that you have completed for another teacher without approval. (You may expand on previous research, but you must have approval first.)

•Using research that you do not include in your Annotated Bibliography or that the teacher cannot verify with the material in your Annotated Bibliography.

•Passing on your work to another student in another class and/or in another school.

**What constitutes misrepresentation?**

•Claiming you have had no previous experience or knowledge in a given area when you actually have.

•Falsifying documents and assignments.

•Using a family member as a mentor or interview subject.

•Allowing other people to complete portions of your assignments.

•Committing any other breach of the project assignments.

I have read the plagiarism and misrepresentation policy. I understand that if I violate policy in any way during this process, I will receive a score of “Doesn’t Meet Standard” for the Senior Capstone Project Course. I will need to redo the Senior Capstone Project process again for a new project. I give my word that I will be honest during the entire process.

PLEASE SIGN TO INDICATE THAT THIS PLEDGE HAS BEEN READ AND UNDERSTOOD.

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STEP 2-B: Parent Permission Form

(USE THIS FORM FOR PROBLEM SOLUTION PROJECTS ONLY)

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Phone: Home:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As a parent/guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I am aware that my son/daughter must participate in the Senior Capstone Project activities as the Senior Capstone Project is a graduation requirement. For the project, my son/daughter has chosen to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

He/she has my permission to complete this project, and I agree to release Jefferson Joint School District #251 and Rigby High School and its employees from all claims arising from financial obligation incurred or damage, injury or accident suffered while my son/daughter participates in the project that he/she has chosen.

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STEP 2-B: Parent Permission Form

(USE THIS FORM FOR INTERNSHIP PROJECTS ONLY)

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Phone: Home:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As a parent/guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I am aware that my son/daughter must participate in the Senior Capstone Project activities as the Senior Capstone Project is a graduation requirement. For the project, my son/daughter has chosen to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

He/she has my permission to complete this project, and I agree to release Jefferson Joint School District #251 and Rigby High School and its employees from all claims arising from financial obligation incurred or damage, injury or accident suffered while my son/daughter participates in the project that he/she has chosen.

[Complete/fill in this section if your student will be working with an adult mentor]

My son/daughter has chosen a project that will need a mentor. They have chosen to work with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to be his/her Senior Capstone Project Mentor for the Senior Capstone Project. The above-named Mentor has agreed to the responsibilities outlined in the Senior Capstone Project Mentor Agreement form and letter. I understand this mentor is not responsible to help my student to complete their project, but is only there to assist them understand the field they are working in. I also understand that the student is solely responsible for maintaining the records for the project and all other aspects associated with their project.

I understand that the mentor has agreed to work with the student via phone, email or on the high school campus. I also understand that I must give written permission to allow the mentor to work with the student off campus. I must also submit a copy of that written permission to the Senior Capstone Project Coordinator.

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STEP 3: Senior Capstone Project Sample

Proposal Letter

Formally declare your project in a business letter addressed to your Advisor teacher. Once you have discussed your proposal with your teacher, you are now committed to your topic and product. Your letter must follow block format (1” side-margins and centered vertically on page) according to the instructions below. Your letter must be no longer than one page. Use proper organizational strategies and transition words in your writing.

Student Name

Student Street Address

City, State and Zip

Date (Press enter three times)

Mrs. Senior Capstone Project Teacher (Your Teacher’s name and school address)

High School Name

City, State and zip (Press enter two times)

Dear Mrs. Teacher: (Press enter two times)

**Paragraph 1:** State what you want to do for your project. Describe the general area of interest and your background, if any, in this area. Discuss how the project relates to your post high school plans and **identify three skills** you feel will help you in your future. Describe how this topic is a learning stretch for you. (Press “enter” two times.)

**Paragraph 2**: Describe the topic of your research. List at least **three research questions** you will seek to answer as you complete your project. Explore job opportunities related to your project. Remember that you have to have five sources on your annotated bibliography, including your mentor. The sources also need to include three different types of sources (i.e. book, personal interview, online article, etc.) Include your mentor's name and qualifications. (Press “enter” two times.)

**Paragraph 3:** Describe your step-by-step plans for your project. Then, state how you will demonstrate your work (and when you will present, if on summer track). Address major concerns such as finances or time constraints. Remember, if you are job shadowing or performing community service for your project hours, you must also create a tangible product to demonstrate what you learned in addition to your presentation. The tangible product is NOT your PowerPoint presentation. (Press “enter” two times.)

**Paragraph 4**: Conclude your letter by expressing your enthusiasm about your project. (Press “enter” two times.)

Sincerely, (Press “enter” 4 times so that you have room to sign your name, and then sign your name after you print)

Student Name (Type your name exactly as you sign it)

PROBLEM SOLUTION PROJECT PATHWAY SECTION

This section of the handbook is designed to help those completing the problem solution pathway of the Capstone project. On the next page you will find a chart that outlines the basic components of the pathway. If you are interested in an internship or job certification, this pathway does not pertain to your project, please skip to that section.

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STEP 4 -A PROBLEM SOLUTION PROJECT

EXPLAIN THE PROBLEM

The first thing you will need to do is to clearly explain the problem you have

chosen. You will need to explain why the problem is important, which individuals or groups in the

community are interested in this problem, and which part of governance has responsibility for

dealing with it. To accomplish this you will need to answer the following questions:

1

. What is the problem that you want to study?

2.

How serious is this problem in your community?

3.

How widespread is this problem in your community?

4.

Why is it a problem that should be handled by governance **(the body that is in charge)?**

5.

Should anyone else in the community take responsibility for solving the problem?

6.

Is there an existing law or policy for dealing with the problem?

**22**

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STEP 4-A

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CONTINUED

7.

If there is a law or policy, is it adequate to solve the problem?

8.

What disagreements, if any, are there in your community about

this problem and the way it is being handled?

9.

Who are the individuals, groups, or organizations with an interest in the problem?

10

. For each individual, group, or organization you identify, answer the following questions.

Use the back of this sheet for your answers.

•

What is their position on the problem?

•

Why are they interested?

•

What are the advantages of their position?

•

What are the disadvantages of their position?

•

How are they trying to influence others to adopt their view?

11.

What level of government, governance or agency is responsible

for dealing with this problem? Why?

12.

What is the governance doing about the problem?

STEP 4-B PROBLEM IDENTIFICATION AND ANALYSIS FORM

6

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

The problem

1.

Is this a problem that you and other people in your community think is important? Why?

. What level of governance or agency is responsible for dealing with the problem?

2

3.

What policy, if any, does government now have to deal with this problem?

If a policy does exist, answer the following questions:

•

What are its advantages and disadvantages?

•

How might it be improved?

•

Does this policy need to be replaced? Why?

•

What disagreements, if any, exist in your community about this policy?

4.

Where can you get more information about this problem and the positions taken

by different individuals and groups?

5.

Are there other problems in your community that you think might be useful for

you to study? What are they?

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25

STEP 4-C– EXAMINING ALTERNATIVE SOLUTIONS

You must identify several alternative solutions for dealing with the problem you have chosen.

These solutions may include an existing policy or policies being proposed by individuals or

groups in the community. You should also include your own original ideas for solutions

and/or policies to address the problem. Alternative solutions are solutions that are ALL potential solutions. Some will work some will not. Those that do not become “alternate solutions.”

**For each solution presented you should**

. State the solutions

1

. Identify the individual or group that is proposing the solution

2

. Identify the advantages of this proposed solution

3

4

. Identify the disadvantages of this proposed solution

. Identify other individuals or groups in the community who are likely to support this solution

5

6

. Identify other individuals or groups in the community who are likely to oppose this solution

Use the bottom and back of this page to write your answers for each solution you identify. Be sure to answer ALL 6 questions.

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STEP 4-D– PROPOSING A CHANGE

Next, you will need to propose a change, which may include a policy to deal with the problem. This is different than coming up with a solution, you have already done that. In this section you need to look at what law/policy/change needs to happen to enable your solution to take place.

1

. We think the best change/policy to deal with this problem is

2.

The advantages of this change/policy are

3.

The disadvantages of this change/policy are

4.

Identify the level of governance that would be responsible for carrying out

your proposed policy. Explain why this level of governance is responsible.

5.

In order to fully understand and answer #4, differentiate between governance and

government.

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STEP 4-E IMPLEMENTATION: ACTION PLAN

– DEVELOPING AN ACTION PLAN

You will need to develop an action plan to get your solution adopted by the appropriate governing

body or agency. This plan should include the steps

you will need to take to get your proposed

solution enacted and implemented by the governing body.

. The main components or steps of my plan are

1

2.

What is the cost of my plan? Where will I get the money to implement this plan

3

. Is my plan feasible? In what ways is my plan realistic and achievable?

4.

Influential **individuals** and groups who might oppose my solution

28

STEP 4-E

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CONTINUED

. To gain their support I can

5

6.

Influential **government officials and/or agencies** that might

be willing to support my solution

7

. I can gain their support by

8.

Influential individuals, government officials or agencies that might **OPPOSE** my solution

9

. I might be able to gain their support by

**Helpful Note:** Remember to thank the people who gave you help with your project. You never know when and how this project could lead to something for you in the future. Professionals are always careful to thank those who help them achieve, even if their role is small. Gratitude is free, but it can bring big rewards.

Sample Thank You Letter

Student Name

Student Street Address

City, State, zip

Date

Helper/Supporter Name

Business Name

Business Address

City, State, zip

Dear Mr. Helper/Supporter Name:

Thank you for helping/assisting me with

my Senior Capstone Project. I appreciate both your time and expertise.

I specifically want to thank you for being such an effective CPR teacher. I enjoyed all the classes I took at the Red Cross, but I probably had the most fun and learned the most from the one that you taught. In addition, you worked with me on both the research for my project and the project itself, which shows that I can be a collaborator (relate specific examples).

I want to thank you again for the time you spent with me, for your patience, and for all of your good advice. I know that the lessons I learned in completing this project will stay with me for a lifetime.

Sincerely,

*Student* (sign your name here)

Student Name Typed

What is an Annotated Bibliography?

As you are preparing and doing your Senior Capstone Project, you need to learn how to do it correctly. As you stated in your project proposal, this will be a learning stretch. So, how do you learn what you need to know? Research. Research can be conducted in many ways including, but not limited to: reading articles, books (sections and chapters of books count), manuals and documents; viewing videos or documentaries; and questioning people with experience in the field of your project (including your mentor).

An annotated bibliography documents your research in a very precise way. Each citation is followed by an annotation. The citation is how you let your teacher know where the information came from. It is the first thing you see when you look at an annotated bibliography. It has the author’s name, title of the work, etc. The annotation is the paragraph that summarizes the source, evaluates it and explains how it was useful.

## Citations

* Refer to the MLA Citation Entry Sample pages and the Annotated Bibliography Sample for format guidelines.
* Only list sources that were helpful with your project.
* List your (5 minimum) varied sources alphabetically.
* You must use at least three different types of sources (print, interview, video, etc.).
* Double space if the citation is two or more lines and indent the second line a half inch.

## Annotations

* Summarize the source
* Evaluate the source’s credibility
* Leave one blank line after the citation
* Type a double-spaced summary (annotation) and description of the usefulness of your source as you completed your project. Be sure to left indent the summary a half-inch as the sample shows.
* Use size 12 font, Times New Roman font and 1” margins

## Citation Entries

MLA updated citation format in April 2016 to simplify the citation process. The new requirements include one list of core elements, no matter what type of source is being cited. The list is as follows (including the following end punctuation, but not the bullets):

* Author.
* Title of source.
* Title of container,
* Other contributors,
* Version,
* Number,
* Publisher,
* Publication date,
* Location.

Sample Citation Entries for Annotated Bibliography

Some of the following information is from the OWL at Purdue. See an eighth edition MLA handout or a resource such as the OWL at Purdue for more comprehensive information.

**A book with one author:**

Jacobs, Alan. *The Pleasures of Reading in an Age of Distraction*. Oxford UP, 2011.

**An article from a scholarly journal:**

Kincaid, Jamaica. “In History.” *Callaloo*, vol. 24, no. 2, Spring 2001, pp. 620-26.

**A website:**

Chacos, Brad. “How to Build a PC: A Step-by-step, Comprehensive Guide.” *Pcworld.com*, IDG

Consumer & SMB, 16 Oct. 2015.

“City Profile: San Francisco.” *CNN.com,* Cable News Network, 14 May 2002.

**Personal Interview:**

Brown, Kristina. Personal interview. 14 Mar. 2016.

**You Tube Video:**

Levitin, Daniel. “How to Stay Calm When You Know You’ll Be Stressed.” *Youtube.com,* Ted

Talks, 23 Nov. 2015.

See the sample annotated bibliography on the following pages:

STEP 5: Sample Annotated Bibliography

Student Name

Mrs. Senior Capstone Project Teacher

Senior Capstone Project (current year)

Date

**Annotated Bibliography**

**Example (book):**  
  
[Citation:]

Almond, Steve. Candy Freak. Orlando: Harcourt, Inc., 2014.  
  
[Summary/description – a basic description of what the evidence/research is about?

In Candy Freak, Almond presents a solid history of the candy industry in 20th century America. After describing his love of candy and chocolate in particular, Almond takes the reader on a tour of candy factories across America while discussing how three large corporations (Hershey, M&M/Mars, and Nestle) managed to squeeze out hundreds of candy brands that were produced regionally in this country.

[Evaluation/assessment – Why did you chose this piece of research?

This source provides a basic understanding of the history of candy but does not go much further than that. The author’s humorous tone makes it interesting to read and provides some insight in the author’s perspective (he seems a bit biased against the big three candy corporations). The information seems reliable but Almond does not provide a bibliography for his book so the reader should take that into consideration while reading. Almond’s personal tours through candy factories and conversations with candy makers do lend reliability to his work.  
  
[Reflection – Relevance – how will you use this source to advance or explain your project?

This source will work well for my basic understanding of corporate influence in the free market. I can use this source in my introduction, but it doesn’t provide much beyond the general. However, Candy Freak does provide a possible model for an explanation of how “mom and pop” stores have been supplanted by large corporations in the United States. It may offer insight into how the drink industry and beer industry have evolved over the last 100 years.

Senior Capstone Project Activity Log Sample

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor: Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Telephone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Your log should include what you have accomplished and the time you spent each day completing it (i.e. writing, designing, constructing, planning, taking classes or lessons, contacting sources, volunteering, etc.). You should also reflect on what you did and what you learned. Your commentary will help you remember what you did and what you thought when you begin to prepare for your presentation. This is the place to show all your effort, hard work and progress on your project. **\*You must document at least 20 hours on the project itself (not counting research).**

Sample Log

|  |  |
| --- | --- |
| **Date and Time** | **Activity & Commentary** |
| Thursday, 3/1/01  1 & 1/2 hours                              Monday, 3/5/01  1 hour        Total time this page: 2 1⁄2 hours | Activity: Went to Falls Print & Image Graphic Design on Laguna Blvd. to talk to Mr. Russell about designs for my poster advertising my project    Commentary: The cost for printing the poster was more than I had planned due to the size of the poster and the four colors I had planned to use. However, I don’t want to compromise my design, and my parents have agreed to the additional cost. Mr. Warren explained that I could economize a little if I were to use two colors instead of the original four, so it’s back to the drawing board!    Activity: Went back to Falls Print with my new poster design. Mr. Warren liked my revisions and said this design would be more sophisticated.    Commentary: I’m so glad I revised my  Design; it looks so much more stylish with the two colors |

STEP 6: Project Log Form

(Create as many second sheets as necessary)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Date and Time** | **Activity & Commentary** |
| Total time this page: |  |

Visual Recording Permission Form

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent/Guardian:

As part of my Senior Capstone Project, I am required to submit visual evidence of my work on the project. My project involves

The primary focus of the visual recording is on my efforts and not on the children involved. This recording will only be shared with my Project Teacher and US Government Students as an audience.. The recording will be kept confidential. During the course of visual recording, your child may be recorded. I am requesting your permission to allow your child to participate as part of the visual recording of my Senior Capstone Project.

If you have any questions about my project, please feel free to contact me, my teacher, or my Mentor.

Sincerely,

Project Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student name (printed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name (printed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am the parent/legal guardian of the student named above. I have received and read this form regarding the visual recording for a Senior Capstone Project.

[ ] I give permission to you to include my child’s image in a visual recording as he or she participates in your project.

[ ] I do not give permission to visually record my child.

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STEP 7: Outline for Reflective Essay

Any learning experience will have a more lasting effect if you take some time to think reflect on your experience and learning. Now that you have finished your project and while you are preparing your portfolio and getting ready for your presentation, you need to spend some time thinking about your Senior Capstone Project experience. Write a Reflective Essay and place it in your portfolio. The essay should be two to three pages in length and follow MLA formatting (see below). This essay will be scored as part of your portfolio. Your teacher will look review it at the time of your presentation.

Your essay should elaborate on the following topics:

1. Project Proposal
   1. Project Description and reasons for choice
      1. What did you do? How did you do it? Did it work? Remember that this is a reflective essay, so you should put thought into the “what” and “how” of your project.
   2. Learning Goals for Project and how this represented a stretch/What Problem did you solve
      1. Focus on explaining and defending your goals for the project. This section is the “why” of your project. How does the project relate to your life after high school and how was this project a stretch for you?
2. Steps Taken to Complete Project thoroughly described so that there is no doubt about the authenticity of the project and the knowledge acquired
   1. Use your Activity Log to help you remember what you did to complete the project
3. Skills and Knowledge
   1. Previous skills and knowledge related to the project
      1. If you had no knowledge/skill but a lot of interest in the topic, be honest and explain that
   2. New skills and knowledge acquired through project
      1. What skills have you learned about the topic- reflect on the three skills that you hoped to acquire (from your proposal letter)

ii. What knowledge did you acquire about your topic- reflect on the three questions that you hoped to answer through research (from your proposal letter)

1. Experiences
   1. Predicted experiences
      1. Focus on your thoughts and feelings before the project began
   2. Actual experiences
      1. Focus on your actual experience while completing the project. Did you enjoy completing the project? Why?
   3. Explanation for differences and/or similarities between predicted and actual experiences
      1. How were your expectations different from your actual experiences? Be sure to explain why your experiences were similar to or different from your expectations.
2. Mentors and Instructors
   1. Mentor
      1. How did your mentor help you? How was your project influenced by your mentor? What advice and recommendations did your mentor give you? How did your mentor feel about your project?
   2. Role of Teacher
      1. How did your Senior Capstone Project Teacher help you throughout the process (proposal to project completion)?
   3. Other significant contributors
      1. Who else helped you complete your project? What help did they provide?
3. Impact of Having Done the Project on Future Learning
   1. Connection to future plans
      1. How has your project affected your interest in the topic? How do you see this project affecting your life after high school?
   2. Personal Growth
      1. What have you learned about yourself? Did you learn of any personal strengths or weaknesses? Have you discovered something about how you learn? Did you discover any learning strategies that will help you in the future?

## MLA Formatting

•First page includes your first and last name, Instructor’s Name, Course Number and Date

•Title is centered, but not bold or underlined

•One-inch margins all around

•Each page has a header of last name and page number

•Paper is double-spaced throughout with no extra space between paragraphs

•Size 12 font using Times/Times New Roman

Presentation Preparation and General Guidelines

The presentation is the final step in the process. In your presentation, you will describe what you have learned from the project experience, research, and overall preparation. It is also a time for self-evaluation and reflection for all that you have accomplished. Students are evaluated on their preparedness, their ability to communicate, their ability to think on their feet and the overall quality of their presentation. The members of the panel will view the portfolio and project before the presentation to obtain an understanding of what has been accomplished. The panel will also evaluate the presentation. The individual judge’s scores will be averaged to determine the grade on each component. If there is a significant discrepancy in the grades, the case will be reviewed.

**Requirements:** A four to six-minute presentation, with the use of high quality visuals and/or audio aids, followed by a five-minute question and answer period. You must speak for approximately 85% or more of the time. You may play a recorded product that is no longer than 30 (thirty) seconds.

**Appearance:** Treat your presentation like you would a job interview. You want your appearance to be the best possible to make a good impression. You should have a clean, neatly groomed appearance. Dress shoes are preferable, but neat tennis shoes would be acceptable. If you are a gentleman, appropriate clothing would be a neat polo shirt or collared shirt with neat slacks (no jeans). For a professional appearance, a tie and a jacket are appropriate. If you are a lady, appropriate clothing would include a professional blouse and skirt/slacks or a dress. For a professional appearance, a dress/pant suit is appropriate. An appropriate uniform or costume is also acceptable.

## Preparing for Presentation

**Come with prepared notes.** Students should bring prepared notes to their presentation to help them stay organized and address all required information. These notes may be included in your PowerPoint/Prezi file, note cards, a piece of paper, etc. These notes should be written as they would be for a speech class. Do NOT expect to read your presentation word-for-word from these notes.

**Test all technology before the time of presentation.** Check to make sure that whatever programs you are using are compatible with the ones provided by the school. Do not learn how to use something for the first time during your presentation. Don’t wait until the night of your presentation to test any technology you may be using. Practice with the overhead, slide projector, computer, etc. If you have questions about technology, check with your teacher as soon as you discover that you have special needs.

**Practice, practice, and practice before the date of your final presentation!** Know your facts and be natural. Remember the audience is on your side; they want you to do well. Look comfortable and confident, even if you are not. Smile! Decide on the exact words you will use to start and close your presentation. If something bad happens, laugh and recover. Do not let one thing ruin your presentation. Treat the situation with a sense of grace and humor, and the audience will respect you.

Practice by saying the words aloud so you are sure of the pronunciation, the speed to use in saying the words and the words and phrases you want to stress. Practice until your presentation becomes smooth. Be sure to practice using your audio/visual aid in the presentation.

## Visual and Audio Aids

•The visual should be something that helps the audience understand the content of your presentation as well as a device to keep your speech organized and on track.

•The visual should focus on “substance,” not show. Since it functions to help guide both you and the audience, it should not in itself be distracting, nor should it take attention away from you.

•The visual should be an outline of your talking points (NOT your entire speech).

•**Make sure that your presentation is on a thumb/flash drive. You will not be allowed to log in to any accounts on the teacher’s computer**. Make sure that you use fonts large enough to be seen from the back of the room. Make sure that your graphics are clear.

•If you created an original video/audio recording as a product, you may play a clip of the product that lasts no longer than thirty (30) seconds during the allowed time. You should narrate the video, if appropriate, or comment occasionally to continue the flow of the speech.

•You may also want to consider models, costumes, in class demonstrations, photographs or a tangible product to enhance your presentation.

## Delivery

•Body language: How you conduct yourself sends nonverbal messages to your audience. Avoid sitting, leaning on the lectern, moving too much, moving too little, chewing gum, etc. You want your audience to feel that you are not afraid and that you know your material.

•Eye contact: Make sure that you try to make eye contact with as many people in the room as possible. Avoid focusing on one specific person or on one side of the room.

•Pacing of time: Make sure that you have practiced so that you meet time limits and do not appear rushed.

•Avoid fidgeting or playing with objects when you speak.

STEP 8-A COMPLETE PORTFOLIO/BINDER

Evidence for Portfolio

Your portfolio MUST include pieces of evidence to document the process, progress, stages of completion, and/or revisions to the project. Some examples include:

* high quality photos (one including your mentor would be nice but not required)
* receipts of any supplies necessary for completing your project
* accounting forms and procedures for managing finances of the project or camp/fundraiser
* communications including emails, texts, letters
* marketing/advertising materials created for the project
* sketches
* business plans
* lists
* final products (if appropriate, i.e. sheet music composed, architectural drafts, etc.)
* pictures of final product if final product cannot fit into portfolio
* any other appropriate documentation

Use your best judgment to collect evidence that will reflect the effort you have put into your project. Use a variety of evidence for a most comprehensive report of your work.

# Project Log Guidelines

In addition to the pieces of evidence, make sure to include a detailed project log of all of the steps involved in completing your project *with commentary* about what you learned from each step. See the sample on the following page, but you can create your own template using Word or Excel or Google Docs.

Include the following information on your project log:

* Name, date, teacher, topic, mentor name and contact info
* Date and time for each activity
* List of activities *with commentary* for each activity
* Total time spent on each page with a grand total on the final page

REVIEW Portfolio/Binder Checklist

Now that your project has been approved, begin working on your portfolio. Your Senior Capstone Project Portfolio is a collection of all forms, documentation, and evidence you have collected. **Make sure to be keeping a detailed project log of everything you are doing and learning.** Your Senior Capstone Project Portfolio documents the entire Senior Capstone Project process. See below for organization and required pieces.

❏ All documents are neatly placed in a 3-ring binder with labeled section dividers. This portfolio should look professional and should contain all documentation and evidence.

❏ Cover Page (first and last name, year of graduation, project title)

Table of Contents Introduction Section

❏ Senior Capstone Project Paragraph Form and Project Approval Form

❏ Project Proposal Letter

Forms Section

❏ Contact Information Sheet\*

❏ Signed Parent Permission Form\*

Problem Solution Section (ONLY FOR PROBLEM/SOLUTION PROJECT)

❏ Step One – Explain the Problem

❏ Step Two – Examining Solution – including alternatives you discard

❏ Step Three – Proposing Change

❏ Step Four – Implementation – Action Plan

Evidence Section

❏ Photos of project work/completed products (Visual Recording forms as needed)

❏ Letters and other communications relevant to the project

❏ Project Log

Research Section

❏ Annotated Bibliography

❏ Sources (At least 5 sources) are alphabetized and cited in MLA format

Reflection Section

❏ Reflective Essay (Must be a minimum of one typed page and maximum of 2 pages in MLA Format)

\*The forms you need are included in this manual. You may always go to the Senior Capstone Project website and print a new one. www.rigbyseniorproject.weebly.com

STEP 8-B: CREATE POWER POINT PRESENTATION

Suggested Outline for Presentation

# USE FOR PROBLEM SOLUTION PROJECTS

# REVIEW THE RATING SHEET TIME: 4-6 Minutes

1. Introduction
   1. Introduces self and project
   2. Demonstrates the use of an attention getter

Use an interesting quote, tell a joke which fits the topic, and get the judges involved by having them do something, use your audio/visual aid, demonstrate something or pose questions about your subject that you will then answer in your presentation

* 1. Uses transitions artfully to move to the next section of the presentation

1. Explain your research about:
   1. States and explains the problem and its causes. Presents evidence that there is a problem.
   2. Demonstrates and understanding of issues involved in the problem
   3. Demonstrates an understanding of existing or proposed public policies.
   4. Explains disagreements about the problem that may exist in the community
   5. Explains why government should be involved in the solution.
2. Analysis of Alternative Policies
   1. Presents two or three alternative public policies to address the problem
   2. Explains advantages and disadvantages of each alternative policy presented
   3. Identifies controversies and conflicts that may need to be address for each alternative
3. Public Policy Development and Persuasiveness
   1. States a public policy that addresses the problem and identifies the governmental branch or agency responsible for enacting the proposed public policy
   2. Supports their proposed public policy with reason and evidence
   3. Identifies and explains advantages and disadvantages of the proposed public policy
   4. Explains and supports the reasons why the proposed public policy
4. Implementation of an Action
   1. Identifies individuals and groups, both supporters and opponents, who will need to be influenced
   2. Identifies government officials, both supporters and opponents, who will need to be influenced
   3. Outlines and explains an action plan for getting the proposed public policy enacted
   4. Proposes action that builds and expands on any previous
5. Feasibility of Plan Implementation
   1. Plan is original and fully evaluates problem
   2. Plain is feasible and could be implemented by the appropriate agency.
   3. Solution is realistic and feasible. Plan is implementable
   4. Student provides details of implementation
6. Conclusion
   1. Summarizes main points of presentation
   2. Links learning experience with future goals and plans
   3. Demonstrates mastery learning by answering questions
7. Provide a visual or demonstration to support your presentation

STEP 9: SCHEDULE PRESENTATION

Once you have everything completed, you should go speak with your teacher and make an appointment to present your project. Some teachers may schedule a time for you, but it is best to make sure that you are clear on when you are to present. Failing to present on your scheduled day, will result in a “NP” or “No Pass”. That will mean you will have to reschedule your presentation and you could receive a dock in your grade of up to 20%.

To avoid that happening, write down when your appointment is scheduled.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Problem Solution Evaluation Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Section | Criteria For Evaluation | Rating | Comments |
| 1  10 Pts. | **Understanding of the Problem**   * States and explains the problem and its causes. Presents evidence that there is a problem. * Demonstrates and understanding of issues involved in the problem * Demonstrates an understanding of existing or proposed public policies. * Explains disagreements about the problem that may exist in the community * Explains why government should be involved in the solution. |  |  |
| 2  10 Pts. | **Analysis of Alternative Policies**   * Presents two or three alternative public policies to address the problem * Explains advantages and disadvantages of each alternative policy presented * Identifies controversies and conflicts that may need to be address for each alternative. |  |  |
| 3  10 Pts. | **Public Policy Development and Persuasiveness**   * States a public policy that addresses the problem and identifies the governmental branch or agency responsible for enacting the proposed public policy * Supports their proposed public policy with reason and evidence * Identifies and explains advantages and disadvantages of the proposed public policy * Explains and supports the reasons why the proposed public policy |  |  |
| 4  10 Pts. | **Implementation of an Action**   * Identifies individuals and groups, both supporters and opponents, who will need to be influenced * Identifies government officials, both supporters and opponents, who will need to be influenced * Outlines and explains an action plan for getting the proposed public policy enacted * Proposes action that builds and expands on any previous |  |  |
| 5  10 Pts. | **Feasibility of Plan Implementation**   * Plan is original and fully evaluates problem * Plain is feasible and could be implemented by the appropriate agency. * Solution is realistic and feasible. Plan is implementable * Student provides details of implementation |  |  |
| 6  10 Pts. | **Public Speaking**   * Student maintains eye contact at all times * Student engages audiences and keeps their attention throughout the presentation * Student speaks audibly and clearly; is easy to understand and hear. * Students rate of speed is appropriate and language is vivid * Presentation is appropriate for an educational and school setting in all ways and at all times * Student is not dependent upon notes and has full understanding of the topic |  |  |
| Overall  40 Pts. | **Overall Portfolio**   * Presents material in the display and binder that is mutually supportive * Constructs a clear and convincing sequence from one panel or section to the next * Uses and documents research from multiple sources and provides appropriate notation for the sources and research evidence used * Uses standards of good writing * Uses relevant and appropriate graphics and written information * Is visually appealing, creative and interesting to the audience * Student fully demonstrates that they have an excellent grasp on all issues and components of the presentation and can completely answer questions regarding project and presentation |  |  |

Internship & Job Certification PROJECT PATHWAY SECTION:

This section deals with projects in which students determine they need a mentor, or a mentor relationship is an integral part of their project. Students should fill out these forms and submit them to their teacher.

STEP 4-A: The Senior Capstone Project Mentor Letter

Dear Senior Capstone Project Mentor:

Seniors in Rigby High School are required to complete a Senior Capstone Project prior to graduating. The purpose of the Senior Capstone Project is to challenge students to expand their horizons, stretch and challenge their abilities and showcase their achievements. They began this process by selecting a project and having it approved. Because they have chosen a project which will require them to take a topic further than they have ever done before, an essential component in their success is a **Senior Capstone Project Mentor** – an adult who has *experience or knowledge* in the student’s chosen field of study.

\*Mentors may be teachers, community members or business professionals who are willing to guide students through each phase of project completion. Mentors cannot be relatives or under 21 years of age.

\*Mentors are asked to assist, encourage and support the student in completing the project.

\*Mentors serve in an advisor capacity only. It is the student who is responsible for completing required work.

\*Additionally, mentors assist in verifying the progress of a project at **two** checkpoints during the process.

Thank you for taking the time to share your experience and expertise with our students. The Senior Capstone Project depends upon the generosity of people like you.

Sincerely,

Holly Mickelsen

Rigby High School Senior Capstone Project Coordinator

hmickelsen@sd251.org

208.745.7704

STEP 4-B: The Senior Capstone Project Mentor

Agreement Form

|  |  |
| --- | --- |
| Student’s Name: |  |
| Mentor’s Name: |  |
| Mentor’s Address: |  |
| Mentor’s Phone: | Work: Home/Cell |
| Mentor’s Email: |  |

I, the undersigned, have met with the above named student and have discussed his/her plans for the Senior Capstone Project.

I acknowledge that the student will work on his/her project and that I will offer assistance in completing the project phase of the Senior Capstone Project during that time.

I understand that I will be a resource and consultant for the student and will be asked to verify the student’s progress and hours spent and I will attend his/her Presentation.

I also understand that the Senior Capstone Project is the sole responsibility of the student and that I am not to complete the project for the student.

I understand that I will work with the student only by phone or on site at his/her high school unless given express written permission by the parents of the student to meet off campus.

I verify that I am at least 21 years of age and that I am not related to the student. (Under certain circumstances, exceptions may be granted. The student must submit a written request explaining why no other qualified mentor is available.)

Qualifications/Experience in the field relating to the project:

## Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Thank you for your support of Rigby High School*

I hereby DO [ ] DO NOT [ ] (check one) authorize my son/daughter to meet his/her Senior Capstone Project Mentor off-campus for the purpose of working on the Senior Capstone Project.

**Parent/Guardian Signature:** **Date:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STEP 4-C: CONTACT INFORMATION FORM

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (printed name)

Project topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (printed name)

Parent’s phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (printed name)

Mentor’s phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (printed name)

Teacher’s Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Students, keep a copy of this form for your own convenience while working on the project and remember that it needs to be included in the portfolio.

STEP 4-D: The Senior Capstone Project

Mentor Mid-Term Report

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you very much for the time and effort you are contributing to our student and his/her Senior Capstone Project. We very much appreciate your time and energy.

Have you seen the student’s Activity Log? Yes \_\_\_\_ No \_\_\_\_\_

**Please respond to the following:**

The student has conferred with me about his/her project- Yes \_\_\_No\_\_\_

How many times have you met with your student thus far?

In what ways have you worked with the student?

The student is making satisfactory progress at this point and should be able to successfully

Complete the Project component by the first checkpoint. Yes \_\_\_No \_\_\_ Comment:

Please give a brief explanation of any concerns or questions you may have about the student’s progress toward completion of his/her project.

**Mentor Signature:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date:\_**\_\_\_\_\_\_\_\_\_\_\_

STEP 4-E: Senior Capstone Project Mentor

Final Evaluation Report

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Senior Capstone Project Mentor Name (please print):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Daytime Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**To the Senior Capstone Project Mentor:** You have been chosen to verify this student’s efforts on his/her Senior Capstone Project. Since most of the time spent on the project component of this assignment has been out of class, verification of the student’s efforts is necessary before he/she will be allowed to present to the Senior Capstone Project Panel. Please answer the following questions to help us evaluate his/her project. Please feel free to attach additional paper as needed. Thank you for your cooperation and your support of Rigby High School’s Senior Capstone Project. It is appreciated.

1. Can you verify that he/she spent at least 20 hours creating this project? Yes \_\_\_ No \_\_\_ Comments:

1. Have you seen this project at different stages of completion, not just the final phase? Yes \_\_\_ No \_\_\_ Comments:

1. What specific problems did this student encounter and overcome?

1. What successes have you seen this student achieve?

**Mentor’s Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mentor’s Signature:\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

THANK YOU LETTER TO MENTOR

**Salutation:** Address the letter to your project mentor. Follow the name with a colon.

**Paragraph #1**: Thank your mentor for the time he/she spent helping you with your project.

**Paragraph #2:** Add specific details about what you learned because of your mentor’s involvement. Specifically address how working with your mentor has helped you build your collaboration skills.

**Paragraph #3:** Conclude by restating your thanks for your mentor’s time commitment and expressing an expectation that you will continue to benefit from this experience.

**Signature:** You must sign your name above your typed name and below the word “Sincerely.” Follow the directions for Block Form Business Letter Format.

It is appropriate to write thank you letters to all of the individuals who helped you with your project.

\*Make two copies of this letter. You will save one copy for your portfolio and one to give to your mentor.

STEP 4-F: Sample Mentor Thank You Letter

Student Name

Student Street Address

City, State, zip

Mentor Name

Business Name

Business Address

City, State, zip

Date

Dear Mr. Mentor Name:

Thank you for agreeing to mentor me in my Senior Capstone Project. I appreciate both your time and expertise.

I specifically want to thank you for being such an effective CPR teacher. I enjoyed all the classes I took at the Red Cross, but I probably had the most fun and learned the most from the one that you taught. In addition, you worked with me on both the research for my project and the project itself, which shows that I can be a collaborator (relate specific examples).

I want to thank you again for the time you spent with me, for your patience, and for all of your good advice. I know that the lessons I learned in completing this project will stay with me for a lifetime.

Sincerely,

*Student* (sign your name here)

Student Name Typed

What is an Annotated Bibliography?

As you are preparing and doing your Senior Capstone Project, you need to learn how to do it correctly. As you stated in your project proposal, this will be a learning stretch. So, how do you learn what you need to know? Research. Research can be conducted in many ways including, but not limited to: reading articles, books (sections and chapters of books count), manuals and documents; viewing videos or documentaries; and questioning people with experience in the field of your project (including your mentor).

An annotated bibliography documents your research in a very precise way. Each citation is followed by an annotation. The citation is how you let your teacher know where the information came from. It is the first thing you see when you look at an annotated bibliography. It has the author’s name, title of the work, etc. The annotation is the paragraph that summarizes the source, evaluates it and explains how it was useful.

## Citations

* Refer to the MLA Citation Entry Sample pages and the Annotated Bibliography Sample for format guidelines.
* Only list sources that were helpful with your project.
* List your (5 minimum) varied sources alphabetically.
* You must use at least three different types of sources (print, interview, video, etc.).
* Double space if the citation is two or more lines and indent the second line a half inch.

## Annotations

* Summarize the source
* Evaluate the source’s credibility
* Leave one blank line after the citation
* Type a double-spaced summary (annotation) and description of the usefulness of your source as you completed your project. Be sure to left indent the summary a half-inch as the sample shows.
* Use size 12 font, Times New Roman font and 1” margins

## Citation Entries

MLA updated citation format in April 2016 to simplify the citation process. The new requirements include one list of core elements, no matter what type of source is being cited. The list is as follows (including the following end punctuation, but not the bullets):

* Author.
* Title of source.
* Title of container,
* Other contributors,
* Version,
* Number,
* Publisher,
* Publication date,
* Location.

Sample Citation Entries for Annotated Bibliography

Some of the following information is from the OWL at Purdue. See an eighth edition MLA handout or a resource such as the OWL at Purdue for more comprehensive information.

**A book with one author:**

Jacobs, Alan. *The Pleasures of Reading in an Age of Distraction*. Oxford UP, 2011.

**An article from a scholarly journal:**

Kincaid, Jamaica. “In History.” *Callaloo*, vol. 24, no. 2, Spring 2001, pp. 620-26.

**A website:**

Chacos, Brad. “How to Build a PC: A Step-by-step, Comprehensive Guide.” *Pcworld.com*, IDG

Consumer & SMB, 16 Oct. 2015.

“City Profile: San Francisco.” *CNN.com,* Cable News Network, 14 May 2002.

**Personal Interview:**

Brown, Kristina. Personal interview. 14 Mar. 2016.

**You Tube Video:**

Levitin, Daniel. “How to Stay Calm When You Know You’ll Be Stressed.” *Youtube.com,* Ted

Talks, 23 Nov. 2015.

See the sample annotated bibliography on the following pages:

STEP 5: Sample Annotated Bibliography

Student Name

Mrs. Senior Capstone Project Teacher

Senior Capstone Project 2019

Date

Annotated Bibliography

**Example (book):**  
  
[Citation:]

Almond, Steve. Candy Freak. Orlando: Harcourt, Inc., 2014.  
  
[Summary/description – a basic description of what the evidence/research is about?

In Candy Freak, Almond presents a solid history of the candy industry in 20th century America. After describing his love of candy and chocolate in particular, Almond takes the reader on a tour of candy factories across America while discussing how three large corporations (Hershey, M&M/Mars, and Nestle) managed to squeeze out hundreds of candy brands that were produced regionally in this country.

[Evaluation/assessment – Why did you chose this piece of research?

This source provides a basic understanding of the history of candy but does not go much further than that. The author’s humorous tone makes it interesting to read and provides some insight in the author’s perspective (he seems a bit biased against the big three candy corporations). The information seems reliable but Almond does not provide a bibliography for his book so the reader should take that into consideration while reading. Almond’s personal tours through candy factories and conversations with candy makers do lend reliability to his work.  
  
[Reflection – Relevance – how will you use this source to advance or explain your project?

This source will work well for my basic understanding of corporate influence in the free market. I can use this source in my introduction, but it doesn’t provide much beyond the general. However, Candy Freak does provide a possible model for an explanation of how “mom and pop” stores have been supplanted by large corporations in the United States. It may offer insight into how the drink industry and beer industry have evolved over the last 100 years.

Senior Capstone Project Activity Log Sample

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor: Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Telephone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Your log should include what you have accomplished and the time you spent each day completing it (i.e. writing, designing, constructing, planning, taking classes or lessons, contacting sources, volunteering, etc.). You should also reflect on what you did and what you learned. Your commentary will help you remember what you did and what you thought when you begin to prepare for your presentation. This is the place to show all your effort, hard work and progress on your project. **\*You must document at least 20 hours on the project itself (not counting research).**

Sample Log

|  |  |
| --- | --- |
| **Date and Time** | **Activity & Commentary** |
| Thursday, 3/1/01  1 & 1/2 hours                              Monday, 3/5/01  1 hour            Total time this page: 2 1⁄2 hours | Activity: Went to Falls Print & Image Graphic Design on Laguna Blvd. to talk to Mr. Russell about designs for my poster advertising my project    Commentary: The cost for printing the poster was more than I had planned due to the size of the poster and the four colors I had planned to use. However, I don’t want to compromise my design, and my parents have agreed to the additional cost. Mr. Warren explained that I could economize a little if I were to use two colors instead of the original four, so it’s back to the drawing board!    Activity: Went back to Falls Print with my new poster design. Mr. Warren liked my revisions and said this design would be more sophisticated.    Commentary: I’m so glad I revised my  Design; it looks so much more stylish with the two colors |

STEP 6: Project Log Form

(Create as many second sheets as necessary)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Date and Time** | **Activity & Commentary** |
| Total time this page: |  |

Visual Recording Permission Form

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent/Guardian:

As part of my Senior Capstone Project, I am required to submit visual evidence of my work on the project. My project involves

The primary focus of the visual recording is on my efforts and not on the children involved. This recording will only be shared with my Project Teacher and US Government Students as an audience.. The recording will be kept confidential. During the course of visual recording, your child may be recorded. I am requesting your permission to allow your child to participate as part of the visual recording of my Senior Capstone Project.

If you have any questions about my project, please feel free to contact me, my teacher, or my Mentor.

Sincerely,

Project Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student name (printed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name (printed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am the parent/legal guardian of the student named above. I have received and read this form regarding the visual recording for a Senior Capstone Project.

[ ] I give permission to you to include my child’s image in a visual recording as he or she participates in your project.

[ ] I do not give permission to visually record my child.

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STEP 7: Outline for Reflective Essay

Any learning experience will have a more lasting effect if you take some time to think reflect on your experience and learning. Now that you have finished your project and while you are preparing your portfolio and getting ready for your presentation, you need to spend some time thinking about your Senior Capstone Project experience. Write a Reflective Essay and place it in your portfolio. The essay should be one to two pages in length and follow MLA formatting (see below). This essay will be scored as part of your portfolio. Your teacher will look review it at the time of your presentation.

Your essay should elaborate on the following topics:

1. Project Proposal
   1. Project Description and reasons for choice
      1. What did you do? How did you do it? Did it work? Remember that this is a reflective essay, so you should put thought into the “what” and “how” of your project.
   2. Learning Goals for Project and how this represented a stretch/What Problem did you solve
      1. Focus on explaining and defending your goals for the project. This section is the “why” of your project. How does the project relate to your life after high school and how was this project a stretch for you?
2. Steps Taken to Complete Project thoroughly described so that there is no doubt about the authenticity of the project and the knowledge acquired
   1. Use your Activity Log to help you remember what you did to complete the project
3. Skills and Knowledge
   1. Previous skills and knowledge related to the project
      1. If you had no knowledge/skill but a lot of interest in the topic, be honest and explain that
   2. New skills and knowledge acquired through project
      1. What skills have you learned about the topic- reflect on the three skills that you hoped to acquire (from your proposal letter)

ii. What knowledge did you acquire about your topic- reflect on the three questions that you hoped to answer through research (from your proposal letter)

1. Experiences
   1. Predicted experiences
      1. Focus on your thoughts and feelings before the project began
   2. Actual experiences
      1. Focus on your actual experience while completing the project. Did you enjoy completing the project? Why?
   3. Explanation for differences and/or similarities between predicted and actual experiences
      1. How were your expectations different from your actual experiences? Be sure to explain why your experiences were similar to or different from your expectations.
2. Mentors and Instructors
   1. Mentor
      1. How did your mentor help you? How was your project influenced by your mentor? What advice and recommendations did your mentor give you? How did your mentor feel about your project?
   2. Role of Teacher
      1. How did your Senior Capstone Project Teacher help you throughout the process (proposal to project completion)?
   3. Other significant contributors
      1. Who else helped you complete your project? What help did they provide?
3. Impact of Having Done the Project on Future Learning
   1. Connection to future plans
      1. How has your project affected your interest in the topic? How do you see this project affecting your life after high school?
   2. Personal Growth
      1. What have you learned about yourself? Did you learn of any personal strengths or weaknesses? Have you discovered something about how you learn? Did you discover any learning strategies that will help you in the future?

## MLA Formatting

•First page includes your first and last name, Instructor’s Name, Course Number and Date

•Title is centered, but not bold or underlined

•One-inch margins all around

•Each page has a header of last name and page number

•Paper is double-spaced throughout with no extra space between paragraphs

•Size 12 font using Times/Times New Roman

STEP 8- A: COMPLETE THE PORTFOLIO/BINDER

Evidence for Portfolio

Your portfolio MUST include pieces of evidence to document the process, progress, stages of completion, and/or revisions to the project. Some examples include:

* high quality photos (one including your mentor would be nice but not required)
* receipts of any supplies necessary for completing your project
* accounting forms and procedures for managing finances of the project or camp/fundraiser
* communications including emails, texts, letters
* marketing/advertising materials created for the project
* sketches
* business plans
* lists
* final products (if appropriate, i.e. sheet music composed, architectural drafts, etc.)
* pictures of final product if final product cannot fit into portfolio
* any other appropriate documentation

Use your best judgment to collect evidence that will reflect the effort you have put into your project. Use a variety of evidence for a most comprehensive report of your work.

# Project Log Guidelines

In addition to the pieces of evidence, make sure to include a detailed project log of all of the steps involved in completing your project *with commentary* about what you learned from each step. See the sample on the following page, but you can create your own template using Word or Excel or Google Docs.

Include the following information on your project log:

* Name, date, teacher, topic, mentor name and contact info
* Date and time for each activity
* List of activities *with commentary* for each activity
* Total time spent on each page with a grand total on the final page (note: time spent on portfolio or portfolio documents does NOT count towards your 20 hours)

REVIEW The Portfolio Checklist

Now that your project has been approved, begin working on your portfolio. Your Senior Capstone Project Portfolio is a collection of all forms, documentation, and evidence you have collected. **Make sure to be keeping a detailed project log of everything you are doing and learning.** Your Senior Capstone Project Portfolio documents the entire Senior Capstone Project process. See below for organization and required pieces.

❏ All documents are neatly placed in a 3-ring binder with labeled section dividers. This portfolio should look professional and should contain all documentation and evidence.

❏ Cover Page (first and last name, year of graduation, project title)

Table of Contents Introduction Section

❏ Senior Capstone Project Paragraph

❏ Project Proposal Letter

Forms Section

❏ Contact Information Sheet\*

❏ Signed Parent Permission Form\*

❏ Parent Permission Form w/mentor\*

Mentor Section

❏ Senior Capstone Project Mentor Agreement Form\*

❏ Senior Capstone Project Mentor Mid-Project Report Form\*

❏ Senior Capstone Project Mentor Final Evaluation Form\*

❏ Copy of Mentor Thank You Letter

Evidence Section

❏ Photos of project work/completed products (Visual Recording forms as needed)

❏ Letters and other communications relevant to the project

❏ Project Log (20 hr. minimum on the project itself, not the research, essay, or portfolio building)

Research Section

❏ Annotated Bibliography

❏ Sources (At least 5 sources) are alphabetized and cited in MLA format

Reflection Section

❏ Reflective Essay (Must be a minimum of one typed page and maximum of 2 pages in MLA Format)

\*The forms you need are included in this manual. You may always go to the Senior Capstone Project website and print a new one. www.rigbyseniorproject.weebly.com

STEP 8-B: CREATE POWER POINT PRESENTATION

Suggested Outline for Presentation ---

# USE FOR INTERNSHIP PROJECTS

# MAKE SURE TO ALSO REVIEW THE RATING SHEET TIME: 4-6 Minutes

1. Introduction
   1. Introduces self and project
   2. Demonstrates the use of an attention getter

Use an interesting quote, tell a joke which fits the topic, and get the judges involved by having them do something, use your audio/visual aid, demonstrate something or pose questions about your subject that you will then answer in your presentation

* 1. Uses transitions artfully to move to the next section of the presentation

1. Your Internship
   1. States and explains why the student chose an internship
   2. Demonstrates an under understanding of issues that might be involved in this undertaking
   3. Demonstrates an understanding of the possible benefits of an internship
   4. Explains how an internship works and what conditions apply to various internships.
2. Analysis of Internship
   1. Explains the basics of the internship and initial expectations.
   2. Explains what the student expected the advantages and disadvantages of the internship to be
   3. Identifies the cost/benefit to a career
   4. Analyzes what life considerations were associated with an internship
3. Understanding policies in the workplace
   1. States and analyzes a work place policy
   2. Addresses expectations associated with policies (dress, Social media posts, appearance, language, electronic access, profession behavior, privacy of clients).
   3. Explains and supports the reasons why the proposed policies are in place for that industry
4. Internship Reflection
   1. Summarizes what went well and what did not go well
   2. Analyzes the impact the internship had on future career choices
   3. Proposes changes that would help students with future internship projects.
   4. Judges what they would do differently in their internship, given another opportunity
5. Conclusion
   1. Summarizes main points of presentation
   2. Links learning experience with future goals and plans
   3. Demonstrates mastery learning by answering questions
6. Provide a visual or demonstration to support your presentation

STEP 9: SCHEDULE PRESENTATION

Once you have everything completed, you should go speak with your teacher and make an appointment to present your project. Some teachers may schedule a time for you, but it is best to make sure that you are clear on when you are to present. Failing to present on your scheduled day, will result in a “NP” or “No Pass”. That will mean you will have to reschedule your presentation and you could receive a dock in your grade of up to 20%.

To avoid that happening, write down when your appointment is scheduled.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INTERNSHIP & JOB CERTIFICATION EVALUATION RUBRIC

**Please include a copy of this rubric in your portfolio for your evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| Section | Criteria For Evaluation | Rating | Comments |
| 1  10 Pts. | **Introducing the Internship**   * States and explains why the student chose an internship * Demonstrates an under understanding of issues that might be involved in this undertaking * Demonstrates an understanding of the possible benefits of an internship * Explains how an internship works and what conditions apply to various internships. |  |  |
| 2  10 Pts. | **Analysis of Internship**   * Explains the basics of the internship and initial expectations. * Explains what the student expected the advantages and disadvantages of the internship to be * Identifies the cost/benefit to a career * Analyzes what life considerations were associated with an internship |  |  |
| 3  10 Pts. | **Understanding policies in the workplace**   * States and analyzes a work place policy * Addresses expectations associated with policies (dress,   Social media posts, appearance, language, electronic access, profession behavior, privacy of clients).   * Explains and supports the reasons why the proposed policies are in place for that industry |  |  |
| 4  10 Pts. | **Internship Implementation**   * Introduces and explains evidence of internship * Outlines and highlights learning that took place * Compares and contrasts expected outcomes and actual outcomes of internship * Gives in-depth information about experiences and   Details of internship |  |  |
| 5  10 Pts. | **Reflection of Internship**   * Summarizes what went well and what did not go well * Analyzes the impact the internship had on future career choices * Proposes changes that would help students with future internship projects. * Judges what they would do differently in their internship, given another opportunity |  |  |
| 6  10 Pts. | **Public Speaking**   * Student maintains eye contact at all times * Student engages audiences and keeps their attention throughout the presentation * Student speaks audibly and clearly; is easy to understand and hear. * Students rate of speed is appropriate, and language is vivid * Presentation is appropriate for an educational and school setting in all ways and at all times * Student is not dependent upon notes and has full understanding of the topic |  |  |
| Overall  40 Pts. | **Overall Portfolio**   * Presents material in the display and binder that is mutually supportive * Constructs a clear and convincing sequence from one panel or section to the next * Uses and documents research from multiple sources and provides appropriate notation for the sources and research evidence used * Uses standards of good writing * Uses relevant and appropriate graphics and written information * Is visually appealing, creative and interesting to the audience * Student fully demonstrates that they have an excellent grasp on all issues and components of the presentation and can completely answer questions regarding project and presentation |  |  |