

**Senior
Capstone Project
International Skills
Diploma Seal
Handbook**

Furlow Charter School
Americus, Georgia

ISDS Capstone Project

Furlow Charter School

The Purpose of the Senior Capstone Project

The Capstone Project is an opportunity for scholars to demonstrate what they have learned and showcase their achievements. This project must be successfully completed as a component of Furlow's graduation requirements. It is a culminating project to a scholar's high school education, and the scholars should be able to demonstrate accumulated skills and knowledge in reasoning, research, problem-solving, human interaction, organization, and public speaking. The process has been highly acclaimed and proven successful in many high schools across the country.

The project begins with a **research paper**. Each scholar must research and document information on a subject of his/her choice – a subject demonstrating the scholar's career interest, but not necessarily one for which they are an expert. Any sources may be used, but one source must include an interview with a person knowledgeable of the subject. Each scholar must obtain a **mentor** for assistance, who advises him/her through the project. This should be a person who is willing to spend a total of at least 10 hours with the student working on the project.

The second phase of the project is the **product**. This product demonstrates the knowledge and/or skill(s) acquired throughout the research project. It may be a performance, a physical product, an internship with documented and journaled hours, etc. The product, as well as the topic itself, must be approved and included in a short two-minute video highlighting your project.

The third phase of the project is the **portfolio**. The scholar must put together a portfolio, which demonstrates his/her journey through the entire research project. It will include copies of sources, rough drafts of work, the research paper, logs of time spent with the mentor, and similar information.

The final phase of the project is the **presentation**. This will be a ten-minute speech given in front of a board of judges from the community. Your video will be shown during the presentation. The dates for presentations will be announced early.

Due Dates

August 7, 2020	Submit proposal for research topics, products and mentors
September 4, 2020	Rough Draft due; review rough drafts and revisions
October 2, 2020	Final drafts of research projects due
November 9-13, 2020	Presentation practice and pre-evaluations
November 16, 2020	Judge and video final presentations
TBA 2021	Submit final list of scholars to be awarded diploma seal to GaDOE

Capstone Project Proposal

Name _____

Date _____

Career Interest Area: _____

1. Briefly explain why you chose this career and what you hope to learn from completing this project.

2. What prior knowledge or experience (if any) do you already have which relates to this project?

3. Explain how this project will help you gain new knowledge or information.

4. What type of mentor will you need to help you complete your Capstone project? (i.e. physician, police officer, teacher, etc.)

5. What product would you like to work on that is connected to your research topic?

Scholar Signature _____

Date _____

Approved: Yes No

Teacher Signature _____

Date _____

Parent Verification/Consent Form

I understand that my child, _____, is required to complete the four components of Capstone Project in order to meet graduation requirements. I have had the opportunity to read the Handbook and understand my child's topic to be _____. I agree to support him/her in this effort and give my permission for him to conduct extensive research on this topic.

Parent/Guardian Signature

Date

Letter to Mentor

Dear Mentor:

Thank you for your help with Capstone Project. Your time and life experience are needed for three aspects of this project:

1. After taking a careful look at the handbook, indicate your willingness to serve as a mentor by signing the student's *Mentor Information and Agreement Form* so that the student can return it to the English teacher by the due date.
2. Supervise and advise the student through all four phases of the SCP: the **research paper**, the **product**, the **portfolio**, and the final **presentation**. Please print your name on the Mentor Work Log and then sign the log at each conference; if consultations occur by email or telephone rather than face to face, you may sign the log at the next face to face meeting.
3. Supervise and advise the student as he or she works on the research paper and the product. Consult with your advisees frequently, advise them in the various stages of the process, and sign the student's time and plans on the log sheet. **A minimum of eight hours is required.** Time consumed in organizing the product as well as producing it counts as part of the ten hours.

Thank you for considering being a mentor for this very important aspect of the scholar's graduation requirements. Please feel free to contact me with any questions or concerns at jarnold@sumterschools.org.

Sincerely,

JoAnna Arnold

Mentor Information and Agreement Form

Name: _____

Address: _____

Telephone:

Office: _____

Home: _____

Cell: _____

Email: _____

Agreement to Serve

I agree to serve as a Capstone Project Mentor to _____ . I will

advise and assist with his/her plans which include research on

_____ and a _____ for a product.

Mentor Signature

Date

Capstone Project Mentor Log

Student _____

Mentor _____

Date	Time	Topic(s) Discussed or Product Progress Made	Mentor Signature

Requirements for Successful Completion of Capstone Project

I Paper

- A. Minimum of eight typed, double-spaced pages in 12-point Times New Roman font
- B. A minimum of five sources, including one personal interview.
- C. MLA Documentation
- D. One-inch margins
- E. Bibliography (or Works Cited Page), in correct format
- F. *Integration* of collected information and interview (not merely summaries of Articles)
- G. Free of plagiarism
- H. Turned in on or before due date

II Product

- A. Minimum of five hours contact with mentor (may include time spent on paper)
- B. Mentor time log required, with mentor's signature
- C. Tangible, service-oriented, or skill-based
- D. Must represent cross-cultural experiences
- E. Must be related to research
- F. Completed by the student, not by mentor, parents, or any other individual

III Portfolio

- A. Must include all documents listed on "Portfolio Explanation" handout; must be neat, orderly, and easy to follow
- B. Must include original supplemental items (pictures, journals, rough drafts)
- C. Turned in on or before due date

IV Presentation

- A. Between 8 and 10 minutes in length
- B. Judged on content and delivery
- C. Appropriate business-style dress, unless a costume is part of the presentation
- D. Must include a product or
- E. Portfolio must be made available to the judges prior to presentation
- F. Presenter must be prepared and respond to questions

RESEARCH PAPER RUBRIC

Name _____

CATEGORY	4	3	2	1
Introduction/ Thesis _____	*exceptional introduction that grabs interest of reader and states topic. **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	*proficient introduction that is interesting and states topic. **thesis is clear and arguable statement of position.	*basic introduction that states topic but lacks interest. **thesis is somewhat clear and arguable.	*weak or no introduction of topic. **paper's purpose is unclear/thesis is weak or missing.
Quality of Information/ Evidence _____	*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the thesis.	*information relates to the main topic. **paper is well-researched in detail and from a variety of sources.	*information relates to the main topic, few details and/or examples are given. **shows a limited variety of sources.	*information has little or nothing to do with the thesis. **information has weak or no connection to the thesis.
Support of Thesis/Analysis _____	*exceptionally critical, relevant and consistent connections made between evidence and thesis. **excellent analysis.	*consistent connections made between evidence and thesis **good analysis.	*some connections made between evidence and thesis. **some analysis.	*limited or no connections made between evidence and thesis. **lack of analysis.
Organization/ Development of Thesis _____	*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.	*clear and logical order that supports thesis with good transitions between and within paragraphs.	*somewhat clear and logical development with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.
Conclusion _____	*excellent summary of topic with concluding ideas that impact reader. **introduces no new information.	*good summary of topic with clear concluding ideas. **introduces no new information.	*basic summary of topic with some final concluding ideas. **introduces no new information.	*lack of summary of topic.
Style/Voice _____	*style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity. **word choice is specific, purposeful, dynamic and varied. ***sentences are clear, active (subject-verb-object), and to the point.	*style and voice appropriate to the given audience and purpose. **word choice is specific and purposeful, and somewhat varied throughout. ***sentences are mostly clear, active (SVO), and to the point.	*style and voice somewhat appropriate to given audience and purpose. **word choice is often unspecific, generic, redundant, and clichéd. ***sentences are somewhat unclear; excessive use of passive voice.	*style and voice inappropriate or do not address given audience, purpose, etc. **word choice is excessively redundant, clichéd, and unspecific. ***sentences are very unclear.
Grammar/Usage/ Mechanics _____	*control of grammar, usage, and mechanics. **almost entirely free of spelling, punctuation, and grammatical errors.	*may contain few spelling, punctuation, and grammar errors.	*contains several spelling, punctuation, and grammar errors which detract from the paper's readability.	*so many spelling, punctuation, and grammar errors that the paper cannot be understood.
Citation Format _____	<i>*conforms to MLA rules for formatting and citation of sources are perfect.</i>	<i>*conforms to MLA rules for formatting and citation of sources with minor exceptions.</i>	<i>*frequent errors in MLA format.</i>	<i>*lack of MLA format/numerous errors.</i>
Works Cited/Bibliography _____	*entries entirely correct as to MLA format.	*entries mostly correct as to MLA format.	*frequent errors in MLA format.	*lack of MLA format/numerous errors.



PRESENTATION RUBRIC

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Unsatisfactory
Organization 10%	Presents information in logical, interesting sequence which audience can follow.	Presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because presenter jumps around.	Audience cannot understand presentation because there is no sequence of information.
Knowledge 20%	Articulately addresses all directly related aspects of his/her high school career with detailed explanations and elaboration in the allotted timeframe.	Is relatively at ease while addressing relevant aspects of his/her high school career with explanations and some elaboration.	Is somewhat at ease while addressing mostly relevant aspects of the plan with some explanations and some elaboration.	Is not at ease while addressing minimal or no relevant aspects of his/her high school career without explanations and some elaboration.
Visual Aids 20%	Effectively uses visual aids that explain, support and reinforce the presentation.	Uses overall presentation uses some visual aids that explain, support and/or reinforce the presentation.	Minimally uses visual aids that explain, support and reinforce the presentation.	Mostly ignored or very superficially provided, but does not provide support for the presentation.
Grammar 5%	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has four or more spelling errors and/or grammatical errors.
Technology 5%	Exceptional and creative use of technology evident throughout presentation.	Use of technology evident throughout presentation.	Limited and basic use of technology throughout presentation.	Little to no evidence of use of technology throughout presentation.
Voice/ Eye Contact 5%	Uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. Maintains eye contact with audience, seldom returning to notes.	Voice is clear and pronounces most words correctly. Most audience members can hear presentation. Maintains eye contact most of the time but frequently returns to notes.	Voice is low and incorrectly pronounces terms. Audience members have difficulty hearing presentation. Occasionally uses eye contact, but still reads mostly from notes.	Mumbles, incorrectly pronounces terms, and speaks too quietly for audience to adequately hear and comprehend what is being presented. Makes no eye contact and only reads from notes.
Time frame 5%	Clearly and articulately presented the information in the timeframe allotted.	Clearly presented the information with minor items not fully explained.	Presented the information but did not fully address all the key aspects of the goal of the presentation.	Did not adequately present the information clearly or articulately leaving many questions related to the goal of the presentation itself.
International Skills/ Global Competency <i>(from Education for Global Competence: Preparing our Youth to Engage the World)</i> 30%	Effectively demonstrates global competence. Student investigated world beyond immediate environment; recognized perspectives, others' and own; communicated effectively to diverse audiences.	Demonstrates global competence. Student adequately investigated world beyond immediate environment; can recognize different perspectives; communicated with diverse audiences.	Poorly demonstrates global competence. Student attempted to investigate world beyond immediate environment; recognized perspectives, others' and own; communicated effectively to diverse audiences.	Does not demonstrate global competence. Student did not attempt to investigate world beyond immediate environment; cannot recognize a variety of perspectives; does not communicate with diverse audiences.

Scholar _____

PORTFOLIO EXPLANATION

Each scholar is responsible for neatly completing all forms and including them and the research paper in the portfolio. Sloppily written forms and evaluations do not create a good impression. Each scholar should make the best impression he/she can with a neatly typed, attractively bound notebook that has the name of the project and scholar's name typed on the front cover.

Think of your notebook as your representative on a job interview. Each senior wants to look professional and give every indication that this is representative of his/her work. You can still be creative as you put your portfolio together. Include pictures, drawings, journals, or anything that helps illustrate the journey this project required. As with anything you write for others to read, have classmates and/or teachers look over your portfolio before turning it in.

1. Notebook with plastic sleeves
2. Title page
3. Table of contents
4. Project Proposal Form
5. Letter of Intent
6. Parental Consent Form
7. Research Paper
8. Mentor Approval Form
9. Mentor Verification Log with signatures
10. Thank you letter to mentor
11. Additional documentation, pictures, journals, drawings, etc.

Use this list to help you create your Table of Contents. You may include items not listed above but used to complete the project.

Portfolio Rubric

Student Name _____

Area I: Completeness	Points Possible	Points Earned
Title on Cover	5	
Table of Contents with page numbers	5	
Project Proposal Form	5	
Letter of Intent	10	
Parental Consent Form	5	
Research Paper	10	
Mentor Approval Form	5	
Mentor Verification Log with Signatures	10	
Thank You Letter to Mentor	10	
Area II: Organization		
Notebook with plastic sleeves	10	
Elements aligned to Table of Contents	5	

Rough draft	10	
Pictures/journals/drawings/etc.	10	
TOTAL POINTS:	100	

***Be sure your portfolio is neat and professionally organized.**

SELF EVALUATION FORM

1. Describe your research project and product in detail:

2. Approximately how many hours did you spend on your research paper? _____

On your product? _____ With your mentor? _____

3. When did you start? _____

When did you finish? _____

4. List the names of the people you contacted for assistance on this project:

Have you thanked these people? _____

5. What are three things you learned by working on this project?

6. How do you feel your project compares with other students'?

7. What problems did you encounter working on this project? How did you overcome them?

8. What would you do differently, if you could start all over?

9. What is the most important skill you have acquired during this project?

10. What did you learn about yourself?

11. What numerical grade do you believe you deserve? _____

Justify this grade in fifty words or more.

Scholar Signature: _____ Date: _____

JUDGES' QUESTIONS

Each scholar is required to speak on his/her project for 10 minutes. Each scholar should answer the following:

- What was the subject of the research paper?
- What was the product?
- What was the connection between the paper and the product?
- What was the “learning stretch” for the student—what did they learn or do that was not known or done ever before?
- How did the mentor assist the student?

3. Each judge should try to ask at least one question at the end of the presentation. Use the provided suggestions or ask your own. Questions should be about the process of the project rather than specific factual questions on details of the research. Here are some suggestions for questions:

- Why did you choose this particular topic?
- Did you consider any other topics before you chose this one?
- What did you learn about your topic that you didn't already know?
- How did doing this project “stretch” you beyond what you had already done or what you already knew?
- What was the most difficult part of the entire process?

- What improvements to the Senior Project would you suggest?
- What would you do differently if you could begin the process all over again?
- What skills do you think students should work on in earlier grades so they can be better prepared to do a Capstone Project?
- Do you think that the Capstone Project will be a worthwhile effort for future students, once the process becomes more familiar?
- If you were to grade your overall effort on all of the work you did for the Capstone Project, what grade would you give yourself?