Columbia Central

Collegiate Academy

Senior Capstone Project

23-24

Student Handbook

Columbia Central High School

CCCA Capstone Project 2023-2024

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Senior Capstone Project English Advisor: _____ _____

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Table of Contents

The Senior Project at Columbia Central High School

THE PURPOSE OF THE SENIOR PROJECT:

The Senior Project at CCCA is designed to provide you with the opportunity to apply all that you have learned in the four years of high school to a project which will extend your learning, stretch your potential, and challenge your abilities! Completed during the first semester of their senior year, the work of the CCCA Capstone Project consists of four major pillars: paper, product/performance, portfolio, and presentation. The goal is to choose a topic of interest to you and explore it. This might include investigating a topic you have always been curious about or choosing something you know a little about and taking your understanding of it to a new and challenging level. The Senior Project Concept has been highly acclaimed and proven successful in many high schools across the country.

For Example, . . . A possible CCCA Capstone Project for someone who might be interested in English Language Learners might be to investigate how people acquire a second language and produce a bilingual book for young children about a cultural event (Cinco de Mayo, Chinese New Year, etc.). This product will require you to write the story, translate the story, illustrate the story, and bind the final copy.

This handbook will guide you through this exciting journey every step of the way. It includes the information and forms you will need to complete the CCCA Capstone Project.

The Senior Project is a fitting conclusion to your high school education. It must be successfully completed as a component of your senior Capstone class, which is required for all CCCA seniors. Through the project, you can demonstrate accumulated skills in time-management, research, problem-solving, human interaction, organization, and public-speaking. This is appropriate as the culmination of your K-12 education because these are the very skills and abilities which you will be expected to demonstrate as college students and/or employees.

The Four Phases of the Senior Capstone Project

Each phase must be completed and graded before credit will be given on the next component.

The first is an EXPOSITORY *research paper*. You must research and document information on a subject of your choice -- a subject in which you have an interest, but are not already an expert. Your research must be a worthwhile stretch beyond what you already know. As part of your research, you must obtain a mentor to assist in advising you throughout the project. Your mentor cannot be a Maury County faculty member, a family member or anyone under 21 years of age. Your mentor must be knowledgeable or a professional in the area of your interest. Your mentor will be guiding you and grading your finished product. You must spend face time with your mentor (**16 hours – 8 hours for job shadowing/8 hours for product creation**.)

The second phase requires you to apply the information you have gained from your research to manufacture a "***product***." Your product may be an actual physical product, a performance or demonstration, or a service to the community. There must be a clear relationship between your research and your product. Select a product within your financial budget, keeping in mind that you are not expected to spend money in order to complete the Senior Project.

The third phase of the Project is the ***portfolio***. You must keep good records of your progress and preserve everything in a portfolio that demonstrates your journey throughout the entire Senior Project. These documents include personal notes, photographs, time logs with your mentor, journal entries, receipts, letters, your research paper, etc. Although components of the portfolio will be graded throughout the year, a committee will grade the entire portfolio for completeness and aesthetics at the end of the semester.

The final phase of the project will be the ***presentation***. This will be a speech of between eight to ten minutes, given before a board of judges. You will be assigned a date and time for your board well in advance.

Senior Capstone Project Coordinator and the Executive Committee

Seniors are expected to follow directions and to meet deadlines to fulfill the requirements of the Senior Capstone project. If special circumstances arise that your Capstone teacher is not able to resolve, you may be referred to the Capstone Committee. This panel of teachers and administrators resolves Senior Capstone project issues. If you have a concern, you will need to type a formal letter describing your concern and give it to the Senior Capstone Project Coordinator.

Grading and Weights of Major Project Components

Each student will be graded by the rubrics and standards set forth in this handbook.

Presentations

CCCA seniors are required to attend and present at the scheduled time of their presentation. Any student failing to appear at the scheduled check in time will have ten (10) points deducted from the presentation grade. Any student who misses the presentation will be required to appeal for an opportunity to present. Special circumstances may be presented to the Capstone Committee in writing. Any student who feels his or her scores are excessively disparaging may request an appeal. The request must be presented in writing to the Capstone Committee.

Late Policy

The standard late penalty for the three major sections of the Senior Capstone project work (paper, portfolio, and product) will be ten (10) points per day. If you are absent or sign out, your assignments are still due on the assigned date. On the 4th late day, work will not be accepted.

If you adhere to the guidelines, meet the deadlines, and put forth your best effort, you will know that you have been successful in a life-long learning experience. All information is included in your handbook or will be given to you by your Capstone teacher. It is imperative that you maintain good attendance so that you can be aware of any changes in dates or other vital information that becomes necessary as you move through the year.

Rationale for the Senior Capstone requirement

The success of the Senior Capstone Project over the years is evident. Students who have completed a Senior Capstone in the past report the usefulness of the experience at the college level, as many college courses are now presentation-oriented. The portfolio can be a useful tool for college acceptance and gaining employment. The organizational and speaking skills developed are utilized in countless ways, contributing so much to the future lives of our students. As we incorporate the capstone elements, the projects will allow students to show their talents related to their career of personal or professional interest and address the latest trends or issues through focused study and applied research.

Requirements for the Successful Completion of the Senior Capstone Project

PAPER
1. Formal Proposal
2. Nine sources minimum. At least 1 source per page. A personal interview counts as a source.
3. MLA Style
4. Expository, eight to ten typed, double-spaced pages in Times New Roman, 12 point type, one-inch margins
5. Annotated Bibliography
6. Works Cited page
7. Mixture of writer's words, quotes, paraphrases
8. Free from plagiarism (Plagiarism is cheating and results in an automatic zero on the paper. It also prohibits you continuing with the other components of the project.)
9. Turned in on or before due date

PRODUCT
1. Minimum of 16 contact hours (8 for job shadowing/8 for product creation) with mentor
2. Mentor time log required
3. Product may be tangible, service oriented, or skill-based
4. Product must present a learning stretch, taking you beyond what you have ever done before. In other words, it should be an extension of what you learned while with your mentor.
5. Product related to research
6. Product completed by student…NOT by mentor or parent

PORTFOLIO
1. Title/Cover page (*Proclamation Slide*)
2. Table of Contents
3. Acknowledgements
4. Letter of Introduction
5. Resume'
6. Proposal Documents
7. Annotated bibliography
8. Research Paper
9. Mentor Log
10. Mentor Verification
11. Faculty Log
12. Thank you note to mentor
13. Gallery
14. Reflection

PRESENTATION
1. Between 8 and 10 minutes long
2. Judged on content and delivery
3. Appropriate business-style dress
4. Visual to enhance understanding of product
5. Portfolio available to panel

Pacing Guide
23-24

Important Dates	Events
May 2023	Introduction of Senior Project
July 2023	Approval of Research Topic, Product, and Mentor by Approval Committee
Aug. 10	Consequences of Failure to Meet Deadlines Form Due (pg 24)
Aug. 10	Signed Parent Consent Form Due (26)
Aug. 10	Plagiarism, Misrepresentation, & Professionalism Form Due (pg 27)
Aug. 16	Proclamation Slide Due (pg 20)
Aug. 22	Formal Proposal of Research Paper Due (pg 11)
Aug. 25	Mentor/Student Agreement Form Due (pg 28)
Aug. 25	Deadline to have initial meeting with English Faculty Advisor (pg 31)
Sept. 15	Annotated Bibliography Due (at least 15 sources) (pg 12)
Sept. 15	Deadline to have Thesis/Research Paper meeting with Faculty Advisor (pg 31)
Sept. 29	Introductory Paragraph and Thesis Due
Oct. 20	Deadline to have Research Paper Yes Test meeting with Faculty Advisor (pg 31 and 32)
Nov. 3	Rough Draft Due
Nov. 8	Résumé Due (pg 21)
Nov. 10	Portfolio Cover Page Due (pg 21)
Dec. 8	Mentor Log Check by Project Coordinator (pg 29) (Minimum of 8 hours completed)
Dec. 8	Acknowledgement Page Due (pg 21)
Dec. 13	Letter of Introduction Due (pg 21)
Jan. 8	Final Draft Due (pg 14 and 15)
Feb. 16	Mentor Hours Completed – Log Due/Job Shadowing Evaluation Form Due (pg 29) Project Due
Feb. 16	Thank-You Letter to Mentor Due (pg 21)
Feb. 20	Thank-You Letter to Mentor Mailed
Feb. 21	Completed Presentation PPT Printed and Turned In (as a rough draft) (pg 16)
Feb. 23	Reflection Due (pg 21)
March 1	Portfolio Assembled and Turned In (pg 21)
Feb. 22-March 15	Practice Presentation Days (pg 16)
March 18-21	Project Presentations! ALL SENIOR PROJECT MATERIALS MUST BE COMPLETED IN ORDER TO PRESENT.

Topic Selection Guidelines

The research topic should be one in which you are highly interested, but not yet an expert. If you have been a black belt in karate and have studied martial arts for many years, you probably already know a great deal about the subject of karate; *this would not qualify as a "learning stretch."*

The research topic should be broad enough to allow you access to enough information, but narrow enough to make the research scope reasonable. For example, a student choosing the topic *First Aid* would find it impossible to include everything about first aid (home remedies, history of emergency services, the treatment of burns, the evolution of first aid courses, etc). On the other hand, a student choosing to research the *Application of Band-Aids to Skin Abrasions* would probably have difficulty finding enough information. A more reasonable topic might be *Lifesaving Techniques Used by Emergency Medical Technicians.*

The research topic should be one that is intellectually and creatively challenging. Take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Such a choice would make the resulting paper, product, and presentation uninteresting for both you and the judges. The topic should represent an intellectual stretch for you and one that is worthy of investigation.

Be mindful that your topic should lend itself to the creation of a product, learning of a skill, or performance of a community service. Choose your topic with the ultimate product in mind. Some students even begin by determining something they would love to do or make (product) and tailor their research topic around their product.

Avoid choosing topics that might involve expenses that you are not prepared to handle. There is no required expenditure for the research or the product. If you do not drive, do NOT plan research that requires you going to distant locales; if you do not have much money, do not plan research that will involve purchasing costly equipment or committing you to a series of expensive lessons. Keep in mind that your grade on the research/product is not affected by your expenditures.

Topics that are illegal, immoral, dangerous to you or to someone else, or prohibited by Maury County Schools will not be approved. For example, avoid experiments that are potentially explosive; stay away from activities such as handling poisonous snakes; steer clear of investigations of pornography web sites or other unsavory areas.

Primary research shows originality and intellectual maturity. Choose a topic that will allow you to do a personal interview, survey, scientific experiment, etc. for research.

Before making your final choice, do some preliminary research. Investigate your main areas of interest to be sure that you can locate abundant research material to complete your paper. This exploration might open new possibilities for your final topic.

Use good judgment when selecting your topic. Not only must your topic be approved by your parents and a committee, but your ultimate presentation must be appropriate for a review board of community and faculty judges. Select a topic that is complex enough to warrant your time and one that you will be proud to share with others. Do not waste time investigating topics that will be rejected. **A committee will review any topics/products deemed questionable for final approval**.

Guidelines for Choosing a Product

To get more productive and better quality products, we are looking to make some improvements to common Senior Project products. A product is something you physically make, a specific skill you learn, or a service you perform for the community. If you choose one of the following topics, the following are the **<u>minimum</u>** requirements.

Coaching a sport:

>You work with the team for the <u>whole season</u> (even if it is more than 15 hours)
>You watch at least one game early in the season and find 2-3 skills the team needs to work on
>You create practices which address improvement of each of these skills
>You watch at least one game and reflect on how your practices affected the team's performance

Teaching a class:

>You will work with the teacher to discuss what skills you will teach.
>You will create a lesson plan per state standards that address the skills.
>You will create an assessment for the students to judge how they perform the skills.
>You will reflect on what you did well and what you need to improve upon.

Medical Field:

>Due to patient confidentiality and product guidelines, the medical field is not a good area to work within your Senior Project.   Are you willing to let another student learn a medical skill with your body? What will you create that is a 10-15-hour stretch? Most likely, a service to the community is your best bet. Proceed with caution.

Personal Training:

>Initial analysis of a client
>Initial physical measurements of client and strength measurements
>Creation of a work out plan for the client
>Log of all exercises done (what exercise, repetitions, sets, amount of weight) each day
>Final assessment of client (physical and strength measurements)

Learning to play an instrument:

>This will take more than 15 hours.
>Consider how you will show your learned skill (what song will you play?)

Business or Real Estate:

>Again, consider what your product will be before committing to this idea.
>Job shadowing is not a product.

Event Planning/Charity Drives:

>Your event <u>must</u> take place before Senior Project hours are due.
>Be conscientious about what event you plan. The date should be set and will not change. Last minute changes causing your event to take place after hours are due is not an excuse.
>You should attend the event to take pictures and reflect on what worked and what needs improvement.
>Events must be large scale. Birthdays, baby showers, and wedding showers, while important, are not events that lend themselves to a Senior Project stretch.

Student/Mentor Responsibilities

The senior student is responsible for the following:

Securing an appropriate Mentor.

Completing and submitting all required Mentor forms.

Being prepared and punctual for all appointments with Mentor.

Transportation to and from Mentor location.

Communicating with Mentor, as needed, in a timely manner.

Spending a minimum of **16 contact hours** (8 hours for job shadowing/8 hours for product creation) with the Mentor. If you are having any issues with fulfilling your hours due to scheduling conflicts, see your Capstone teacher promptly. (*See p.24 for consequences of failure to meet deadlines.)*

Mentor is not responsible for any costs.

Mentor qualifications:

Cannot be a member of the student's family.

Must be an adult (at least 21 years of age).

Must be an expert or professional in the field/area of mentoring.

A Senior Project Mentor is responsible for:

Advising and assisting student in the planning and development of his/her Senior Capstone Project product

Evaluating/grading the student's completed Senior Capstone Project *product.*

Returning final Mentor Verification Form.

Faxing, emailing, or mailing the required evaluation sheet to CHS (Kate Sneed) by the deadline.

Suggested resources I can use to find a mentor:

Internet

Newspapers

Friends of family

Friends and their family members

Professional organizations

Other educational facilities

Employers and co-workers

Associates through religious organizations

Associates through civic and community organizations

Associates through athletic organizations

Community businesses

How to make the initial mentor contact:

A mutual friend or acquaintance may make the initial contact for you

Telephone (be prepared to leave an appropriate voice mail message)

Letter

E-mail

Initial mentor contact is the responsibility of the student. Neither your Capstone teacher nor any Assistant Principal will make initial contact with your mentor for you!

Formal Proposal

You will prepare a formal, one-page paper in which you confirm your intentions to your Capstone teacher. This form must be turned in with the essay. The proposal must include the following:

1. A description of your career of interest.
2. Your reasons for selecting the occupation in the specific career cluster/pathway.
3. What are your career goals and any relevant career-related information.
4. Who is your mentor? How are they qualified to help you in this project?
5. Generate an expository thesis that you will support with evidence, keeping in mind the required length of the paper.
6. The specifics on what you intend to do as an extension product. Be descriptive.
7. State the connection between the time spent with your mentor, the extension, and the research.

Name: _____

Grading Rubric		
____/40	Content	
____/40	Strength of topic, thesis, and proposal	
____/20	Grammar and Mechanics	
____/100	**Proposal Grade**	

Annotated Bibliography

Before you can write a research paper, you must do some preliminary reading (aka research) to determine if you will have enough material to support your topic. At this time, during the research process, you may refine or even change your career/topic, depending upon your research.

The Annotated Bibliography should include:

An italicized paragraph that explains the topic of your research and why you would like to research it.

A minimum of fifteen (15) sources (see your teacher for the types of acceptable resources)

A proper MLA citation for each work along with a summary of the work in a short paragraph of about 4-5 sentences.

Formatting

Proper MLA format with the title Annotated Bibliography

Alphabetized entries

Single-space your focus paragraph but double-space everything else

Name: _____   Date: _____

Rubric for Annotated Bibliography

Sources	Number of sources	15	
	Requirement for sources	10	
MLA Formatting	Formatting: header, pagination, 1" margins, TNR 12, Hanging indents, alphabetical order, spacing	15	
	Accuracy of citations	20	
Text	Content of focus paragraph	10	
	One summary per citation	10	
	Length of summaries	10	
	Grammar/writing	10	
Total Points			

Annotated Bibliography Example

Johnny Goodstudent

Mrs. English Teacher

British Literature

23 September 2023

Annotated Bibliography

For my capstone project, I am interested in researching public speaking. To do so, I will research the social phobias that arise out of public speaking situations. I am specifically interested in this area of research because so many people are afraid to talk in front of people. In fact, I have heard that it is the number one fear of people; it even tops going to the dentist. Moreover, I would like to investigate the difference between women and men in regards to social phobias. Specifically, I think that women suffer from social phobias more than men because of the pressure our society puts on women to be "perfect."

Bekker, Marie. "Stressing the Female Side." *Psychology, Evolution & Gender*. Dec. 2001: 265

272. Academic Search Premier. Web. 15 Sept. 2015.

Bekker discusses the "fight or flight" responses between men and women. It suggests that today, men have to curb their instinct to fight because of the civilized nature of our world. Since our civilized nature looks down upon fighting, men have a harder time dealing with stress because they have no biological outlet. On the other hand, women have a more sympathetic response to stress because of the hormone oxytocin, a sedating hormone.

Continue with sources until you have at least fifteen (15) ...

Research Paper Overview

Every student must provide a folder of all the work used to write the research paper, including note cards, previously graded or revised drafts, copies of articles, etc. If your teacher needs to check your work, he or she should be able to find in your folder all the information that you cited within your paper. Failure to submit material in the folder that is cited in the paper constitutes plagiarism and will be subject to disciplinary actions as specified by the CHS Student Handbook.

Requirements:

1. Expository
2. Length –8-full page minimum (not including the Works Cited page)
3. Sources – You must accurately use at least nine (9) sources. Your teacher will designate restrictions on types of sources permitted. Use proper MLA citation format for documenting all sources.
4. Parenthetical Citations – You must include parenthetical (in-text) citations within your paper for both quoted and paraphrased material. Any paper without parenthetical citations will not be accepted.
5. Quotations – You must include blended quotations within your paper that must be cited.

General Formatting:

1. Double-space everything within your paper including the Works Cited page.
2. Use Times New Roman, 12pt font
3. Use 1" margins on all sides of the paper
4. Do not underline, italicize, or emphasize your title in any way. It should be in the same font and size as the rest of your paper.
5. Include a Works Cited page in MLA format. Alphabetize each entry by the first item in the citation (do not include a, an, or the).
6. Do not use first or second person.
7. Do not use contractions.
8. Do not use questions.

Senior Capstone Project Research Paper Rubric

Name: _____   Date: _____

Yes, Test: You must receive all "yeses" for your paper to be scored. Any "no" will stop the process.

YES	NO	BASIC REQUIREMENT
		Paper Typed
		Thesis clearly stated in the introduction and referenced in the conclusion
		Correct documentation style used in text (MLA)
		Citing evidence parenthetically
		Minimum of 9 sources
		Works Cited page present and correctly formatted
		Paper written in third person, no contractions, and no questions
		Paper meets minimum length requirement (7-10 pages)
		Paper reviewed for plagiarism

10/5 – Student demonstrates near perfection of required skill
8/4 – Student demonstrates mastery of required skill
6/3 – Student demonstrates proficiency of required skill
4/2 – Student demonstrates adequate knowledge of required skill
2/1 – Student demonstrates basic or minimal knowledge of required skill

	Skill application demonstrated use which represents…	10	8	6	4	2
Content Organization	Introduction is engaging and clearly defines thesis					
	Thesis is challenging and focused					
	Content connected to thesis is clarifying, exploring, explaining, developing					
	Text organization flows sensibly and smoothly – transition words, phrases, and sentences used					
	Mixture of personal voice interwoven with research					
	Conclusion thoughtful, engaging, clear, and goes beyond recap					
						/60

	Skill application demonstrated use which represents…	5	4	3	2	1
Application of Sources	Research information appropriately documented					
	Enough outside information to clearly represent a research process					
	Information connects to thesis					
	Sources on Works Cited page accurately match sources cited within the text					
	Evidence of sorting and selecting appropriate/salient secondary sources					
						/25

	Skill application demonstrated use which represents…	5	4	3	2	1
Mechanics/ Formatting	Pagination (top right heading on each page), Times New Roman, 12pt font, appropriate margins, and spacing					
	Usage/Grammar, spelling, etc.					
	Style/tone, proper tense, point of view, and formal language					
						/15

Total Score: ____ ____ /100

The Presentation

Three areas of consideration for your presentation should be the following:

   I.   **Visual**
   II.   **Content / Talking Points**
   III.   **Delivery & Appearance**

I. VISUAL

   A. 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.

   B. 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.

   C. The visual should be an outline of your talking points, and could be in any number of forms including (but not limited to):

      a. a flip-chart outline (minimal text)

      b. overhead transparencies (again, minimal text)

      c. a hand-out to be given to the judges to help them follow your speech.

      d. a poster

      e. a PowerPoint presentation (limited in number of slides, with minimal text on each slide). When using PowerPoint, care must be taken in the following ways:

         i. Student must be very familiar with the program to use it with ease during the presentation

         ii. PowerPoint visuals must not distract from the speech itself

         iii. Students should use slides that should contain graphs, charts, or photographs of your product and not serve as a script for your presentation.

   D. A secondary visual may include your own photographs documenting the creation of your product, a video (no more than 2 minutes in length), a demonstration of a skill, or display of a tangible product. However, these items--if used-- would further enhance your outline, and would not substitute for it. Your speaking time, regardless of visuals, must be 8 minutes.

   E. Be aware that any type of technology used in your presentation (TV, computer, overhead) may fail, so reliance on such a visual should be minimal.

II. CONTENT/TALKING POINTS

   A. Your speech should attempt to anticipate questions that might be asked about your Senior Project, and to answer those questions before they are asked. Certain questions should be answered by ALL presenters; other questions depend upon your Senior Project.

      1. Questions to be answered by all presenters

        -Why did you pick this topic for your research?

        -What did you hope to gain by researching this topic?

        -What DID you gain from your research?

        - How did you tie in your product to your research topic?

        - What was your "stretch" in doing this product?

        - What role did your mentor play in your product? Explain the process you went through in doing your product. What challenges did you face in doing your Senior Project? What were the benefits you derived (if any) from doing this project?

      2. Considerations for presenters with specialized topics:

      -Be certain to define any technical or important terms for your audience.

- What equipment did you need for doing the product?
- What components made up this product that they audience should know?
  Discuss the benefits of your product or the attributes that attracted/helped you.

B. Imagine being in the audience for your presentation. Address those points that would be confusing or unusual, so that the audience fully understands your topic, your challenges, your triumphs, and your achievements. Be mindful that your audience may not be familiar with your topic; avoid using technical or topic- specific terminology without explaining it first.

III. DELIVERY & APPEARANCE
A. **Delivery**
1. Note cards may be used, but they should not be read; use your visual outline as you proceed through your presentation (by pointing to items as you speak).
2. Feel free to walk around a bit, within a defined area.
3. Use your hands to gesture for emphasis if you are comfortable enough to do so.
4. Use voice inflection and repetition to highlight important points and to keep interest.
5. Make eye-contact with all the judges -- not just one.
6. Face the audience always! Do not turn your back on your audience to look at a TV screen or an overhead projection.

B. **Appearance**
1. You should be clean and well-groomed.
2. You should be dressed in a manner appropriate for a business presentation.

Senior Capstone Project Presentation Rubric

Student Name_____   ___/100

Note: 1 – Below Average 3 – Average 5 – Above Average

Content:

Demonstrates expertise in topic area	1	2	3	4	5
Conclusion (brings together ideas and information, shows closure)	1	2	3	4	5
Responds appropriately to questions	1	2	3	4	5

Organization of Presentation:

Uses introduction and conclusion	1	2	3	4	5
Shows evidence of preparation	1	2	3	4	5
Shows evidence of interest	1	2	3	4	5
Shows originality and creativity	1	2	3	4	5

Delivery/Communication Skills:

Speaks clearly, (rate/volume of speech)	1	2	3	4	5
Uses proper grammar	1	2	3	4	5
Chooses words appropriately	1	2	3	4	5
Shows evidence of practice	1	2	3	4	5
Uses proper body language, gestures, posture, eye contact	1	2	3	4	5

Visual Aides

1. PowerPoint

*Is exceptionally attractive in terms of design, layout, and neatness.	1	2	3	4	5
*Is very neat and presentable. The display is highly original and creative.	1	2	3	4	5

2. Project

*Is apparent that they completed the project component	1	2	3	4	5
*Is apparent that the project was challenging and a personal stretch	1	2	3	4	5

Appearance:

Appropriately dressed (clothing, shoes, etc)	1	2	3	4	5
Appropriately groomed (hair, makeup, jewelry, etc)	1	2	3	4	5

Effectiveness:

Presentation was clear and effective	1	2	3	4	5

Time Management:

Completed in 8 to 10-minute time frame	1	2	3	4	5

Judges: The students are very much interested in your observations and comments. For any helpful comments, please answer the questions below and utilize the space provided on the back.

1. What impressed you most about this project?

2. What do you see as the major strengths of this project?

3. What would strengthen this project?

Additional Comments

_____
_____
_____
_____
_____

Rating Scale

5 – Student demonstrates near perfection of required skill
4 – Student demonstrates mastery of required skill
3 – Student demonstrates proficiency of required skill
2 – Student demonstrates adequate knowledge of required skill
1 – Student demonstrates basic or minimal knowledge of required skill

PPT Proclamation Slide

Once you have decided upon a research topic and a product, it is time to share your proposal with the rest of the school/class. You will do this with a Proclamation Slide, which can eventually serve as the cover for your portfolio and the beginning of your presentation.

The Proclamation Slide must follow the following guidelines:
 It must contain the following information
   o   Your name
   o   Your Capstone teacher's name and period
   o   Research topic of your paper
   o   Product you will be developing, demonstrating, or creating
   o   A graphic or picture related to your product

The slide will be seen throughout the school via closed-circuit television for the student body and community to view for the remainder of the semester, so plan the layout and make it visually appealing. Make it a creative, worthwhile endeavor.

Proclamation Slide Rubric

Student Name:					Class Period:	
Circle the number that best represents your attainment level for each of the criteria listed below.	**Excellent**	**Good**	**Average**	**Needs Improvement**	**Rate Yourself**	**Teacher's Rating**
Student name, teacher name, and period are in a clear font. Easy to read from two yards away.	10	8	6	4		
Research topic is clearly labeled. Readable from four yards away.	20	16	12	8		
Product is clearly stated, labeled with a concise description. Readable from four yards away.	20	16	12	8		
The visual image used illustrates the topic and/or product.	20	16	12	8		
Color scheme is limited to no more than 4 or 5 colors, not the entire color wheel!	10	8	6	4		
Uses the "rule of thirds." The poster is 1/3 illustration with 2/3 text or 1/3 text with 2/3 illustration.	10	8	6	4		
Craftsmanship is neat, clean, and complete. Skillful use of all tools and media.	10	8	6	4		
Possible total: 100					Your Total	Teacher Total

The Portfolio

Your Senior Capstone Project Portfolio is a compilation of information that documents your work this year in a professional manner. You will be graded based on the following criteria: completeness, neatness, attention to detail, grammar and writing, use of graphics and color, skill level presented, creativity, and use of materials. Your final documents, including the research paper, must be error free and in final format. The time spent on the portfolio is in addition to the sixteen (16) hours required for the job shadowing and product. The maximum cost of the materials for the portfolio should be no more than $40.

Cover:
The cover of your portfolio introduces the career chosen and the subject of your research paper. Make it neat, eye-catching, and professional. Color and graphics are an excellent way to make your cover attractive. Include your name and your Capstone teacher's name. This can be your proclamation slide.

Table of Contents

Acknowledgement Page:
This is intended to publicly thank those who helped make your Senior Capstone Project possible such as your Capstone teacher, your parent, and your faculty advisor. This is not a substitution for personal thank you notes.

Proposal Documents:
Include your formal proposal and other items

Letter of Introduction:
Write a self-reflective piece that describes your individual qualities and goals to the panel judges or a future employer. The letter should also introduce the various components of the project, including the significance of the work included.

Annotated Bibliography

Resume:
You will prepare a professionally formatted resume.

Research:
Place a polished copy of your Annotated Bibliography and Research Paper in this section of your portfolio.

Capstone Project Mentor Log:
Include a log that was completed and verified throughout the process.

Mentor Verification:
The mentor verification form must be sent directly to the Capstone teacher before being placed in the portfolio. Provide the mentor with a self-addressed, stamped envelope or a FAX cover sheet as directed by your Capstone teacher. The mentor may also scan and email the form.

Faculty Advisor Log:
Provide the signed, completed form

Copy of Thank you Letter to Mentor

Gallery:
This section of your portfolio contains pictures, certificates, diagrams, and any other visual documentation. Pictures of the job shadowing experience as well as the creation of your tangible product should be included.

Reflection:
You will be required to write a narrative about your experiences during the completion of your Senior Capstone Project in a reflection essay. Address the following items:

Briefly describe the work you did during the year and your chosen career

What was your research topic?

What was your product?

Do you intend to pursue this or a related career?

What were the easiest and hardest parts of the project (include aspects that were rewarding or frustrating)?

What have you learned about time management? About yourself?

What personal satisfaction have you gained from the project experience?

Portfolio Checklist

	Item (In order of appearance)
	Cover Page
	Table of Contents
	Acknowledgement Page
	Letter of Introduction
	Résumé
	Proposal Documents
	Annotated Bibliography
	Clean copy of Research Paper
	Completed Mentor Log
	Mentor Evaluation and Product Verification Form
	Copy of Thank-you Note to Mentor
	Gallery
	Final Copy of Reflective Journal

Portfolio Rubric

	Exemplary		Proficient		Satisfactory		Unsatisfactory	
Completeness (60 points)	All required elements are included, in order, and complete.	60	One required item is missing or insufficiently completed.	50	Two required items are missing or insufficiently completed.	40	Three or more required items are missing or insufficiently completed.	30
Quality of responses on Reflective Journal (20 points)	Responses and entries are detailed, thoroughly explained, and error free.	20	Responses lack elaboration but are adequate. Work may include 1-2 errors in conventions of language.	15	Responses do not include details and elaboration. Responses include 3-4 errors in conventions of language.	10	Many responses lack elaboration; more than 4 errors appear in conventions of language.	5
Appearance (20 points)	Appropriate elements of the portfolio are typed and are professional in appearance.	20	Portfolio is neatly typed and pages are clean and unsmudged, but portfolio may contain typographical errors.	15	Portfolio lacks professional appearance; some pages may be crumpled or smudged. Errors are evident throughout the portfolio pages.			5

TOTAL POINTS _____/100

Consequences of Failure to Meet Deadlines

One of the most important skills that the Senior Project teaches is time-management. By breaking up the components into required deadlines, students will learn how to take a semester project and tackle it in manageable segments. This is a vital skill both for college and for the workplace. Students must also learn to meet deadlines. If a deadline is not met, consequences will follow as outlined below. Students **MUST** do each of the following components in the order in which they are assigned. Since each component of the Senior Project must be completed before the next component is begun, it is vital that students complete assignments on time.

Deadlines for due dates have been set by the Senior Project Steering Committee and are NOT at the discretion of individual Capstone teacher. *Failure to meet a deadline will result in a penalty of 10 points (or 10%) for each day late up to 3 days; after the third late day, the final grade on that component will be a zero.* Please note, all material for the component must be submitted even if the work is more than three days late (grade = 0) in order to continue with the remainder of the Senior Project. If a student feels that he/she has a legitimate excuse for being late on a component and should not be penalized, the student will have to address the Senior Project Steering Committee to make a personal appeal.

REMEMBER: Failure to complete one or more components of the Senior Project will result in a zero on that component and all components that follow.

I. **RESEARCH PAPER-** *25% of semester grade*
The Approval Committee MUST approve both your research paper and your product, which above all must be a worthwhile challenge. Your Capstone teacher will break the research paper into required components including a thesis statement, an outline, note-cards, a rough draft, and a final draft. Be sure you are aware of all the deadlines and that you meet them.

> *Students who do not complete a research paper or who are caught cheating on any component of their research paper are i n e l i g i b l e to do the remaining components of the Senior Project and will have a zero.*

II. **PRODUCT-** *25% of semester grade*
Students who have been approved for a product may secure a mentor and begin working on their product even though their research paper has not been completed. This is to allow students to have as much time as possible to complete the required 16 contact hours (8 for job shadowing/8 for product creation) with their mentor. (Remember, students who fail to complete their research paper cannot get credit for work they have done with a mentor.)

Changing Your Product: Deadline for submitting product changes for committee approval is the week of the first mentor log check_____. Changes after this time may result in a

deduction in the product grade to be determined by the committee. If the committee elects to give a zero on the changed product, the student will be ineligible to present on Senior Board Night.

Mentors will ultimately be responsible for grading students on their product. The mentor evaluation form containing the grade must be mailed or faxed to the school (addressed to Kate Sneed, Senior Project Mentor Coordinator) by the deadline. Students are responsible for reminding their mentors to get the evaluation forms returned on time.

6 hours or less with mentor = 0 for the product and no presentation (grade of 0 for presentation)
**Over 6 hours but less than 10 = 50% of the mentor's evaluation; you will be allowed to present*

III. PORTFOLIO - *25% of semester grade*

Students will keep a portfolio of their semester's work, which will ultimately be graded for completeness by the Portfolio Committee. Students **MUST** have completed their research paper, and the school must have received the Mentor Evaluation Form in order for the student to be eligible for a portfolio grade. The portfolio must be neat, and all pages must be in sheet protectors and placed in a three- ring binder.

IV. PRESENTATION - *25% of semester grade*

Students who have successfully completed all three previous components by the deadlines established are eligible to give a presentation on the evening of the boards.

I understand the above information and agree to accept the consequences for failing to comply with the requirements.

Student Signature: _____ Date: _____

I understand the responsibilities of my son/daughter in submitting materials by the deadlines established and in maintaining academic honesty and integrity.

Parent Signature: _____ Date: _____

Parent Consent for Selected Senior Project

As the parent or guardian of _____, who is a senior enrolled at Central High School, I am aware that the Senior Project, completed as part of my son/daughter's senior Capstone class, will comprise **25%** of his/her capstone grade. The research paper will be 25% of the grade; the Portfolio, Product, and Presentation will each be 25%.

For the **research paper**, my son/daughter has decided upon the following topic:

_____

_____

For the **Senior Project product** related to this research, my son/daughter is planning to do the following:

_____

_____

_____

My son/daughter estimates that completing this product will involve a cost of approximately $ _____, and that this is a reasonable expense.

I fully understand that the selection of the product component is a decision made independently of the staff and the administration of Central High School. All consequences of the product choice, production, or experience-- unless otherwise stated--rest solely with me and my son/daughter.

_____ has my permission to complete this product.

I release the school, the school district and its employees from all claims arriving from financial obligation incurred, damage, injury, or accident suffered while my son/daughter participates in the product component that he/she has chosen. I also realize the research and product must present a "learning stretch" -- something that my son/daughter has NOT done before.

Finally, both I and my son/daughter understand that plagiarism is using another author's words or ideas without giving credit. *I am aware that if my son/daughter plagiarizes **ANY** part of the research paper, he/she will receive a zero on the entire paper and will not be allowed to continue with the remaining parts of the Senior Project. This will result in a zero for 20% of his/her senior Capstone grade.*

Parent/Guardian Signature: _____   Date: _____

Student Signature: _____   Date: _____

Plagiarism, Misrepresentation, and Professionalism

Student Name: _____   Teacher: _____

The most important part of any educational experience is academic honesty. For the most part, you control what you learn; 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. Because the Senior Capstone Project requires real-world career and professional opportunities, it is necessary that you exhibit professionalism throughout the project.

What constitutes plagiarism?

- Directly copying from another source without using quotation marks and/or without giving credit to the author by citing your source.
- Not paraphrasing the information completely or correctly
- Using another person's work, in part or another person's idea as your own
- Using work that you have completed for another teacher without approval
- Using research that you do not include in your research folder or that the teacher cannot verify with the material in your folder
- Passing on your work to another student

What constitutes misrepresentation?

- 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

What constitutes professionalism?

- Dressing appropriately for the occasion, including job shadowing, volunteering, the presentation…
- Constructing emails and correspondences using proper etiquette
- Proper respect given to mentors, faculty advisors, senior English teachers, etc.

I have read the plagiarism and misrepresentation policy. I understand that if I am caught cheating/plagiarizing in any way during this process, I will be subject to disciplinary actions as specified by the Maury County Code of Conduct. Such actions include serving in-school suspension and rewriting the assignment for resubmission. In addition, I will relinquish my position (office) in a club, on an athletic team, or in an organization should I be found guilty of cheating or plagiarizing. I give my word that I will be honest during the entire process. I have also read the Professionalism policy. I understand that I must conduct myself in a professional manner as a representative of Central High School while engaging in all Senior Capstone Project related activities.

Student Signature: _____   Date: _____

Parent Signature: _____   Date: _____

Mentor/Student Agreement Form

Goals of the Senior Capstone Project

Allow students to extend their academic experience into areas of personal career interests, to include working with new ideas, issues, organizations, and individuals.

Encourage students to think critically and creatively about academic, professional, and/or social issues and to further develop their analytical and ethical leadership skills.

Provide students with the opportunity to refine research skills and demonstrate their proficiency in written and/or oral communication skills.

Mentor: _____   Title: _____

Business Name: _____

Street Address: _____

City, State, Zip: _____

Phone #: _____   Email: _____

Agreement

As a senior in high school, I am responsible for arranging all meeting dates and providing the mentor with all paperwork and information needed. I agree to dress and behave in a professional manner during all interactions with the mentor and his/her colleagues.

As a mentor, I agree to serve as a volunteer for this project. I will provide information and experiences that would assist the student in completion of the project requirements. I am committed to helping this student have a meaningful learning experience. I understand that I will be expected to complete an evaluation of this student at the end of the mentoring period. I may also be asked to write a Letter of Recommendation for this student.

Mentor Signature: _____   Date: _____

Student Signature: _____   Date: _____

Parent/Guardian Signature: _____   Date: _____

Senior Capstone Project Mentoring Log

Date	Time Spent Hours/Minutes	Activities	Mentor Signature

Mentor Name: _____

Title: _____

Phone#_____

Email: _____

Job Shadowing Hours Verified: _____ Product Hours Verified: _____

Mentor Signature: _____

Student Signature: _____

Parent Signature: _____

Job Shadowing Evaluation Form

Central High School

Student: _____ Capstone Teacher: _____

Dear Mentor:

Thank you for your time and effort in helping this student. Please help evaluate the student's efforts on this phase of the Senior Capstone Project by verifying your time with the student and providing insight when appropriate.

We appreciate your willingness to be an important member of CCCA team of educators. Please rate the student based on this scale:

4-Strongly Agree   3-Agree   2-Disagree   1-Strongly Disagree

This is an Open Record and will be viewed by the teacher and student, then placed in the student's portfolio.

Total hours spent with this student: _____

4 3 2 1   The student scheduled meetings and handled himself/herself in a professional manner.

4 3 2 1   The skill level of the work was appropriate for the student.

4 3 2 1   The student overcame problems and challenges appropriately.

4 3 2 1   The student was prompt, polite, and courteous in his/her interactions.

Please provide any additional information that would aid the teacher in evaluating this student and return this form to the student's teacher in the envelope provided, or via FAX or email.

Mentor Name: _____ Job Title: _____

Phone#: _____   Email: _____

Mentor Signature: _____

Senior Capstone Faculty Advisor Checklist

Student: _____

Capstone Teacher: _____

Each senior student will be required to work with a faculty advisor that will meet with him/her at various times to assist with the Senior Capstone Project components. The faculty member is responsible for reading the final draft of the research paper, but students and advisors must also meet for the following:

	Date of Submission	**Advisor Signature**
1. Initial Meeting		
2. Annotated Bibliography		
3. Thesis/ Research		
4. Rough Draft Yes Test		
5. Research Paper		

Faculty Advisor Signature: _____

Date: _____

Senior Capstone Project Rough Draft "Yes" Test

Faculty advisor: Please read the entire paper for overall correctness. Does it "sound" good? Does it flow? Does it sound like a student wrote it? Does it look like an honest attempt? Please circle items you know look or sound wrong. Your comments should be "check this format" or "this may need a citation" and so forth. It is the student's responsibility to determine what corrections to make. You are simply asked to proof read for obvious mistakes. **PLEASE PLACE IN MY MAILBOX (SNEED) BY OCT 15th.**

Please note the following and mark accordingly:

Yes	No	
		Format
		Paper is typed, double-spaced throughout
		One-inch margins are correct
		Works Cited page in MLA format included
		Parenthetical (in-line) citations included – roughly one per page
		Paper is 8 pages
		Content
		Opens with an effective hook; grabs your attention
		Hook connects to thesis
		All information clearly supports the thesis
		Transitions connect paragraphs and/or ideas
		Effective word choice and sentence variety
		Solid conclusion? Refers to thesis without duplication or straying from the topic.
		Form
		Complete sentences?
		No contractions, first/second person, or any other non-standard English
		Few if any errors in spelling, capitalization, and punctuation
		No use of YOU in any form

Student: _____   English Advisor: _____

Reader's Signature: _____

TEACHER USE ONLY

1. Did the student meet with you to discuss thesis and opening paragraph?   Y   N

PLEASE PLACE IN MY MAILBOX (SNEED).

Central High School Field Trip Permission Trip
Senior Capstone Project School Absence

Eligible students may take two full day or four half-day absences for job shadowing and product creation. The steps outlined here must be followed for approval for job shadowing. Otherwise, the absence will NOT be excused. All of these must occur at least 48 hours prior to mentor job shadowing:

1. Student must sign the form
2. Parent/guardian must sign the form
3. Teachers must sign the form
4. Senior Project Administrator must sign the form

Please excuse _____ (name of senior) from classes on _____ (date of shadowing - specify full day or half day and which half). He/She will be job shadowing his/her mentor, and can do so only during school hours. The student understands that he/she must make up all work and must do so within two days following the absence. This absence is an excused field trip and should not count against the Attendance Incentive Policy.

To be completed by the STUDENT prior to signing by teachers, parent/guardian, or mentor.

Reason for shadowing:
_____
_____

Why this cannot be done outside of school hours:
_____
_____

I affirm that all of the above information is true and accurate:

_____
(1) Student signature (required)

----

(3) TEACHERS: Please sign below to verify that you have been notified of this absence:

1st Period: _____   5th Period: _____

2nd Period: _____   6th Period: _____

3rd Period:_____   7th Period:_____

4th Period:_____

_____   _____
(4) Senior Project Administrator and Date

**This form MUST be turned in to the Attendance Office
upon your check-in or check-out.**