Jackson High School

Senior Capstone Project
2016-2017

Senior Capstone Project Committee

Melissa Griffin, Elizabeth McConnell, Kelly White, Brandi Smith, Leanne Shockley and Christa Miller
PROJECT OVERVIEW

A Senior Capstone Project is the culminating activity of a student’s senior year. The project is completed through the English curriculum and will count as a percentage of the senior English course grade. If a student is not enrolled in senior English at the high school, the project will be completed under the advisement of a teacher advisor. Appointments will be scheduled with the advisor to facilitate completion of The Capstone. The project provides students with the opportunity to demonstrate knowledge and showcase the skills they have acquired over the past twelve years. It fosters lifetime interests and learning habits while providing students with a sense of accomplishment. The project is a fitting conclusion to a student’s high school education.

Senior Capstone Project Goals:
* To give students the opportunity to apply knowledge in a variety of areas
* To link knowledge from courses to application through a project
* To prepare students for life after high school
* To strengthen students’ communication skills
* To allow students the opportunity to research an area of interest
* To give students the opportunity to serve in the community
* To demonstrate proficiency in written and oral communication skills.

REQUIREMENT: It is an expectation by the state of Georgia and the Butts County School System that all seniors participate in a senior capstone project either through work-based learning, move on when ready, or senior coursework.

Each student will complete the following Six Components: The 6 P’s

1. **PROPOSAL**
   Choose a career or area of interest to research. Working closely with the advisor, student will narrow topic of research and submit a proposal.

2. **POSTER**
   Create a visual that illustrates the topic chosen.

3. **PAPER**
   Write a research paper on the chosen topic and related career opportunities. Pre-writing activities will include a topic outline, 4 annotated sources, and a Works Cited Page.

4. **PRODUCT**
   Apply the information gained from research to create a product. The product may be an actual physical product, a performance, a demonstration, or a service, but it must be related to the research. Work within a budget with readily available materials; spend as little as possible.

5. **PORTFOLIO**
   Within the Portfolio, document the entire process from inception to completion. Insert the proposal, cover letter, resume, interview, research paper, presentation outline, and reflective journals.

6. **PRESENTATION**
   Present findings in a formal presentation of 5-7 minutes in length. Demonstrate proficiency in speaking and communicating coherently and cohesively. The product must accompany the presentation.
Grade distribution
This chart will be used by students to keep on track, collecting signatures for every stage completed. Tasks must be completed in order. Please do not skip ahead as the assignments build on each other.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Completed (Advisor initials and comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of Senior Project and Handbook</td>
<td>Oct. 21</td>
<td></td>
</tr>
<tr>
<td>Parent Notification and Plagiarism Form, p. 4-5</td>
<td>Oct. 26</td>
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<tr>
<td>Career and Interests Surveys, p. 6-7</td>
<td>Oct. 26</td>
<td></td>
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<tr>
<td>Project Proposal Brainstorm, p. 8</td>
<td>Oct. 26</td>
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<tr>
<td>Cover Letter, p. 9 (complete in class on Oct. 26)</td>
<td>Oct. 26</td>
<td></td>
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<tr>
<td>Project Proposal Form, p. 10</td>
<td>Nov. 2</td>
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<tr>
<td>Proclamation Poster, p. 12</td>
<td>Nov. 9</td>
<td></td>
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<tr>
<td>Project Mentor Agreement Form, p. 14</td>
<td>Nov. 9</td>
<td></td>
</tr>
<tr>
<td>Reflective Journal Entry #1, p. 15</td>
<td>Dec. 2</td>
<td></td>
</tr>
<tr>
<td>Community Service Hours, p. 17</td>
<td>Jan. 6</td>
<td></td>
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<tr>
<td>Mentor Interview, p. 19-20</td>
<td>Dec. 2</td>
<td></td>
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<tr>
<td>Reflective Journal Entry #2, p. 15</td>
<td>Jan. 6</td>
<td></td>
</tr>
<tr>
<td>Annotated Sources (4), p. 26</td>
<td>Nov. 30</td>
<td></td>
</tr>
<tr>
<td>Works Cited, p. 26 (complete in class on Nov. 30)</td>
<td>Nov. 30</td>
<td></td>
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<tr>
<td>Topic Outline, p. 26</td>
<td>Dec. 8</td>
<td></td>
</tr>
<tr>
<td>Action Product Proposal Form, p. 31</td>
<td>Jan. 18</td>
<td></td>
</tr>
<tr>
<td>Action Product, p. 29-30</td>
<td>Feb. 1</td>
<td></td>
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<tr>
<td>Letter to the Judges, p. 34-35</td>
<td>Feb. 8</td>
<td></td>
</tr>
<tr>
<td>Cover Page</td>
<td>Mar. 8</td>
<td></td>
</tr>
<tr>
<td>Table of Contents</td>
<td>Mar. 8</td>
<td></td>
</tr>
<tr>
<td>Letter of Recommendation, p. 14</td>
<td>Mar. 8</td>
<td></td>
</tr>
<tr>
<td>Resume, p. 37</td>
<td>Feb. 13</td>
<td></td>
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<tr>
<td>Speech Presentation Outline, p. 39-40</td>
<td>Mar. 1</td>
<td></td>
</tr>
<tr>
<td>Portfolio (in its entirety), p. 33</td>
<td>Mar. 8</td>
<td></td>
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<tr>
<td>Presentation, p. 39</td>
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</tbody>
</table>

***Final Presentations will be in the spring. The date will be decided and given to students in a timely manner.***
Parent/student understanding and support form

Student returns with appropriate signatures

As the parent/guardian of ____________________________________________, a 2016-2017 senior at Jackson High School, I am aware that my son/daughter is required to successfully complete a Senior Capstone Project. Participation in the project will be reflected heavily in my student’s grade in his/her senior coursework.

- I am also aware that components for the Capstone Project include:
  o Signature Pages
  o Project Proposal
  o Reflective Journal Entries
  o A Proclamation Poster
  o A Research Paper
  o A Portfolio
  o A Resume with Cover Letter and a Letter of Recommendation
  o A Mentor and Interview
  o An Action Product
  o A Presentation before a panel of evaluation panel
  o Community Service hours
- I understand that the Senior Capstone Project is student-centered.
- I am aware that components of the Capstone Project will be counted as multiple grades in senior English coursework, and that my child’s senior English teacher (or Ms. McConnell if my child is not enrolled in high school English) will be my child’s consultant and facilitator for the project.
- If my student does not complete any section of the project, a zero will be assigned for that section.
- I am aware that if my student does not take senior English, Capstone Project is a requirement for graduation.
- I understand that my student is to choose a Capstone Project mentor. The mentor should be a community member. I am aware that non-school personnel are not endorsed by nor are their credentials screened by the Butts County School district. Therefore, I understand it is my responsibility to review the qualifications and/or background of the Capstone Project mentor and supervise my student’s work with his/her mentor.
- I understand that requirements must be met by due dates.
- I understand my student must present a project in the spring, specific time, date, and location is yet to be decided

_______________________________________  _______________________________________________  
Print Student Name  Signature  Date

_______________________________________  _______________________________________________  
Print Parent Name  Signature  Date

☐ Yes, I can serve on a Community Evaluation panel in the spring (specific time and date is yet to be decided).

Please contact me by phone (________)_________ - __________ or by email ______________________________.
Parent/student STATEMENT OF PLAGIARISM FORM

Definition of Plagiarism:
Plagiarism in an academic setting occurs when a student deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without crediting the original author. There are two types of plagiarism;
- Deliberate Plagiarism: The most serious offense, involves a deliberate attempt on the part of a student to pass off as his own the writing or ideas of another person (student, parent, published or unpublished author, et al). Straight copying or slight paraphrasing of a source that the student attempts to conceal.
- Unintentional Plagiarism: Carelessly or inadequately citing ideas and words borrowed from another source.

Both types of plagiarism are serious violations of the principles of academic integrity and will not be tolerated.

Penalties for Plagiarism:
- When a teacher determines that a student has unintentionally plagiarized, citation errors must be corrected before a grade will be assigned. The citation error will be considered a formatting error and points deducted as appropriate. Should a student fail to re-submit the paper with corrections within five school days, he will receive a grade of zero. A pattern of documentation errors will be considered as intentional.
- A student who intentionally plagiarizes will receive zero credit for the assignment and will be subject to a disciplinary referral. Recovery will not be given.
- A student who allows another student to copy his or her paper or assists in the act of plagiarism will be subject to disciplinary action.

I have read and understand the above statement on plagiarism.

_______________________________________  __________________________
Print Student Name  Signature
Date ____________

_______________________________________  __________________________
Print Parent Name  Signature
Date ____________
SENIOR CAPSTONE PROJECT INTEREST SURVEYS

1. Go to https://www.careerwise.mnscu.edu/
2. Select ‘Ready to Explore Careers?’ under the Career tab in orange.
3. Select ‘Career Cluster Interest Survey’
4. Select ‘Get Started’
5. When you complete the survey, you will be given your top 3 matching career clusters. List:

   a) ____________________________________________
   b) ____________________________________________
   c) ____________________________________________

6. Select ‘Research Careers’
7. Select ‘Career Clusters and Pathways’
8. Select ‘Career Clusters’
9. Follow the link to your top choice
10. Select ‘Pathways in this cluster’ and list the 3 that interest you most. Click on the educational infographic to see jobs available, education needed, and possible wages earned:

   a) (Pathway) ____________________________________________
      (Job) ____________________________________________
      (Educ. needed) ____________________________________________
      (Wages) ____________________________________________

   b) (Pathway) ____________________________________________
      (Job) ____________________________________________
      (Educ. needed) ____________________________________________
      (Wages) ____________________________________________

   c) (Pathway) ____________________________________________
      (Job) ____________________________________________
      (Educ. needed) ____________________________________________
      (Wages) ____________________________________________
SENIOR CAPSTONE PROJECT INTEREST SURVEYS

2. Select ‘start your skills profile’
3. Select ‘Continue’ and take the quiz
4. List at least 5 job types that were suggested as a good match for you
   a) ______________________________________________________________
   b) ______________________________________________________________
   c) ______________________________________________________________
   d) ______________________________________________________________
   e) ______________________________________________________________

5. Click the link of the career that most interests you and select ‘Ga’

6. Record the pay range for your job in GA: __________________________ to __________________________

1. Go to http://www.educationplanner.org/students/career-planning/find-careers/career-clusters.shtml
2. Click ‘Start Now’ and take the quiz
3. Record your top 2 career clusters/categories
   a) ______________________________________________________________
   b) ______________________________________________________________

4. Click on the career clusters that interest you and browse/record specific jobs that interest you.
   a) ______________________________________________________________
   b) ______________________________________________________________
   c) ______________________________________________________________
   d) ______________________________________________________________
SENIOR CAPSTONE PROJECT PROPOSAL BRAINSTORM

Describe your online interest survey results.

Why are you interested in this area?

How long do you expect it to take you to complete your Product?

When and where will you work on your Product?

What are the estimated costs for completing your Product, and how will you fund these costs?

What steps will you need to take before you begin work on your Product?

What are the related careers to your chosen topic?

Who are you considering to be your mentor? Why?

What type of community service interests you?

How will you demonstrate your Product for your Presentation?
Dear Capstone Evaluation Panel:

In this paragraph, describe the career area of interest for your project and why you are interested in this career field. Next describe the process you went through for narrowing the various career field options down to this specific career field. Why does this career field interest you?

Begin this paragraph with a transitional sentence showing the relationship between your selected career field and the Action Product you will complete. Then describe your Action Product. Give it a name that can we can all use as a reference. Describe the Action Product, what it will entail, who is involved, potential costs, potential time spent, and possible resources you will utilize. Identify the person(s), organization or company you will be working with to complete the Action Product.

In this paragraph, describe what you already know, your experience that may apply, or areas of accomplishment that may be relevant, etc. Explain why this proposed project will be a stretch for you. Describe what areas you are not familiar with and possible challenges you may face. Describe how you will overcome these challenges. Discuss the skills and knowledge you expect to acquire as a result of this Project and how you expect to acquire them.

In this paragraph, describe how the proposed project connects to your post-high school endeavors. Discuss briefly what impact you anticipate this project may have on you or your community.

Sincerely,

Your signature goes here

Type your full name
Jackson High School

Enclosures (1) – (You will include the project proposal form on p.8, proposal form on 10, and the project proposal rubric on 11 with this letter.)
I hereby agree to complete the Senior Capstone Project as a partial requirement for my senior classes. I understand I must present my Senior Capstone Project to an evaluation panel for the presentation grade component. I also understand I must present on the day I am assigned.

Signature ________________________________________________________________
Date _____________________
**PROJECT PROPOSAL RUBRIC**

Name: ____________________________ Advisor: ________________________________

<table>
<thead>
<tr>
<th>EXPECTATION</th>
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<tbody>
<tr>
<td><strong>MEETS</strong> Up to 10 points</td>
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<tr>
<td><strong>DOES NOT MEET</strong> 0 points</td>
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<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<tr>
<td>4</td>
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</tbody>
</table>

_________ The attached Senior Capstone Project Proposal has been approved.

_________ The attached Senior Capstone Project Proposal has **NOT** been approved.

Please make the appropriate changes and resubmit no later than (resubmit date) _____________________

**Notes for improvement, resubmission, attaboys**

________________________________________________________________________________________
________________________________________________________________________________________
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________________________________________________________________________________________
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Advisor ____________________________ Date ____________________________
PROCLAMATION POSTER

The Proclamation Poster is a visual that illustrates the topic you have chosen to pursue this year for your Senior Project. Whether computer generated, cut out of magazines, hand drawn, or a combination of the three, make an attractive, neat, concise, and creative poster, readable from a distance of six feet.

Poster Requirements
Use only HALF of a standard poster board size
Write your topic on the poster
Correlate visual images to your topic
Write your name and your facilitator’s name in the bottom right hand corner of your poster

Poster Evaluation
Follow the rubric provided and submit with poster.
Is the poster the correct size?
Is the topic clear?
Is there a visual representation of the topic?
Is the student’s name and teacher’s name written in the bottom right-hand corner?
Is the poster colorful and attractive?
Are the words spelled correctly? (Remember many people will see your poster)
Can it be read from six feet away?
Is my creativity presented in a neat and polished fashion?

Posters will be presented to the class as a brief introduction to your project as well as displayed in the hallway for others to see, so plan the layout and make it visually appealing. This is due early on in the process so make sure you check all deadlines and adhere to due dates.
PROCLAMATION POSTER RUBRIC – submit this with your poster

Name: ____________________________________ Advisor: ____________________

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>MEETS Up to 10 points</th>
<th>DOES NOT MEET 0 points</th>
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</thead>
<tbody>
<tr>
<td>1 The focus of the project is clear.</td>
<td></td>
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<tr>
<td>2 Supplementary pictures and words are organized and neat.</td>
<td></td>
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<tr>
<td>3 Student presents and describes the scope of the project with precision.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Student executes the presentation with voice volume, articulation, and confidence.</td>
<td></td>
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<tr>
<td>5 Student maintains eye contact with audience.</td>
<td></td>
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</tbody>
</table>

__________ The attached Senior Capstone Poster has been approved.

__________ The attached Senior Capstone Poster has **NOT** been approved.

Please make the appropriate changes and resubmit no later than ________ (resubmit date)

**Notes for improvement, resubmission, attaboys**

________________________________________________________________________
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Advisor ______________________________________________________ Date ______________________
MENTOR/PROTÉGÉ/PARENT AGREEMENT

Please confirm your agreement to serve as a Capstone Project mentor for the student indicated below by completing this form and by signing the subsequent statement.

Student Name ______________________________________________________

Capstone Project Mentor’s Name ________________________________________

Place of Employment __________________________________________________

E-mail Address __________________________________ Contact Phone# ________

Please list your credentials in this Capstone Project area:
______________________________________________________________

Briefly describe the qualifications that you feel would make you suitable as a mentor for this student’s Capstone Project:
________________________________________________________________
________________________________________________________________
________________________________________________________________

I, the undersigned, have met with the above named student and have reviewed plans for completion of his/her product as outlined in the student’s proposal. I have read and understand the role of the Capstone Project mentor which includes a 3 hour commitment to meet with the student and writing a letter of recommendation for this student to place in the final portfolio for this project. I acknowledge that it is the responsibility of the student to complete the product on his/her own and that I will not be held responsible or liable for the outcome of the project.

Mentor Signature ____________________________________________________ Date_______________

• Yes, I would like to serve on an Evaluation Panel in late spring (location and date is yet to be decided)

• I acknowledge the above person as my student’s mentor for his/her senior Capstone project. I understand the role the mentor is to play in aiding and guiding my student in completion of the product stage of the senior Capstone project. I approve of my student’s mentor choice.

Student Signature: ___________________________________________________ Date_______________

Parent Signature: _____________________________________________________ Date_______________
REFLECTION WRITINGS #1 AND #2
These reflections are used to track thoughts and ideas throughout the Senior Capstone process. In these entries, express new knowledge, ideas, and realizations. Entries must be a minimum of 300 words.
The first entry needs to be written after meeting with your mentor for the first time. Write about your experience with your mentor, conversations you had discussing your upcoming project, and ideas you have about creating your action product that is tied to your research.
The second entry needs to be written after completing all of the community service hours (3 hours). Reflect on how this time played a role in further developing any ideas that will aid you in completing your Capstone project.

Sample Entry:

Smith 1

Student’s name
Teacher’s name
Name of Course
Due date

Reflection
Today was my first day working in the city food pantry; I went to the main location today. I was really surprised to see how big the pantry was. I have visited the food pantry in my neighborhood and it was small like a neighborhood store. When I got to the main pantry today, it was a large warehouse. There were shelves and shelves of non-perishable items. While I was there, food was continually being delivered to the warehouse. I met with Kristopher Kringle, who was the manager for this facility. He showed me how the food is inventoried and organized and how to arrange deliveries to the neighborhood pantries across the city. He also explained how, despite the fact that the warehouse was filled with food, that it would still not be enough to meet the needs of the people in the city. This made me sad. I really don’t know what it is like to be truly hungry. I cannot really imagine not having ANY food to eat. I did not realize the amount of organization and work or the volume of donations required to keep the small pantries full of stock for the people who depend on their services.

My Senior Capstone Product has forced me to evaluate my goals, and in doing that, I realize that helping others is a difficult task, but one that I am looking forward to completing. I have also realized that giving back to my community is an integral part of life. Just making money and having a job and family is not enough to fulfill me. I have to give back. I will meet with my mentor several more times to complete my project.
**REFLECTIONS RUBRIC**

Name: __________________________________________
Advisor: _______________________________________

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<thead>
<tr>
<th>EXPECTATION</th>
<th>MEETS Up to 10 points</th>
<th>DOES NOT MEET 0 points</th>
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<tbody>
<tr>
<td>1 Minimum of 600 words total</td>
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<td>2 Flawless MLA format</td>
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<tr>
<td>3 Entry #1</td>
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<tr>
<td>Written after meeting with your mentor for the first time and focused on</td>
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<td>your experience with them, conversations you had discussing your</td>
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<td>upcoming project, and ideas you have about creating your action</td>
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<td>product that is tied to your research.</td>
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<td>4 Entry #2</td>
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<tr>
<td>Written after completing all community service hours (3) and reflected</td>
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<td>on how this time played a role in further developing any ideas that</td>
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<td>will aid you in completing your Capstone Project.</td>
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<tr>
<td>5 Insightful connections to the research topic</td>
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<tr>
<td>6 Writing is neat and legible while utilizing correct grammar</td>
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</table>

_______ The attached Senior Capstone Poster has been approved.

_______ The attached Senior Capstone Poster has **NOT** been approved.
   Please make the appropriate changes and resubmit no later than
   ________ (resubmit date)

**Notes for improvement, resubmission, attaboys**

__________________________________________________________________________
__________________________________________________________________________
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__________________________________________________________________________
__________________________________________________________________________

Advisor __________________________ Date ____________

Page 16
# DOCUMENTING YOUR SERVICE LEARNING HOURS

Student __________________________________________

English Teacher _________________________________

Topic __________________________________________

Mentor __________________________________________

You will keep documentation of your service learning hours and work for your Capstone project on this form. This log will be included in your portfolio. You must complete **3 hours** of service learning that is related to your research topic.

<table>
<thead>
<tr>
<th>Date &amp; Time Spent</th>
<th>Location &amp; Mentor’s Initials</th>
<th>Description of Task:</th>
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<tbody>
<tr>
<td></td>
<td>If you skype, take a screenshot and still include the location of each of you.</td>
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</table>

How does this relate to your Research Topic and/or Action Product?

<table>
<thead>
<tr>
<th>Date &amp; Time Spent</th>
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<th>Description of Task:</th>
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<tbody>
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How does this relate to your Research Topic and/or Action Product?

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<tr>
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<th>Location &amp; Mentor’s Initials</th>
<th>Description of Task:</th>
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</table>
# SERVICE LEARNING HOURS RUBRIC

Name: __________________________________________
Advisor: ________________________________________

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>MEETS</th>
<th>DOES NOT MEET</th>
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</thead>
<tbody>
<tr>
<td>1 Minimum of 3 service hours is documented</td>
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<tr>
<td>2 Location and Mentor’s initials are provided</td>
<td></td>
<td></td>
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<tr>
<td>3 Accurate and precise descriptions regarding the tasks</td>
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</tr>
<tr>
<td>4 Insightful connections to the research topic</td>
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<tr>
<td>5 Writing is neat and legible while utilizing correct grammar</td>
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__________ The attached rubric has been approved.

__________ The rubric has **NOT** been approved.
Please make the appropriate changes and resubmit no later than

__________ (resubmit date)

**Notes for improvement, resubmission, attaboys**

________________________________________________________________________
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________________________________________________________________________

Advisor ___________________ Date ___________________
MENTOR INTERVIEW

During the time spent with your mentor, you will conduct an interview that will be later used in your research paper. This is an important step that will give you guidance in your learning. In your portfolio you will submit the prepared interview questions, your notes during the interview, and the typed, final version of the interview.

Preparation tips:

- Be focused and polite.
- Make an appointment with a specific date, time, and location.
- Make sure you are on time and dressed neatly for this appointment.
- Arrive at least ten minutes before the scheduled time.
- Introduce yourself in a professional manner. This means a firm handshake, smile, and eye contact.
- Remember to speak clearly and loudly enough to be heard easily.
- State the purpose of the interview again and thank the person for his or her time.
- Ask about any pamphlets or other sources the interviewer can provide for you as additional resources that you can take home with you after the interview.
- Gain as much specific information as possible about the topic so that you can incorporate these facts/data/statistics into your paper.
- Prepare a list of questions.
  - Design questions based on the thesis of the research paper and on the expertise of the person to be interviewed.
  - Identify the three main prongs/points of your thesis. For each prong / point construct specific questions.
  - You must have at least 10 well-constructed questions. This does not include questions that are introductory, yes/no response questions, or one-word answer questions.
  - Type the questions with space between them to write the answers as the interviewee gives them.
  - Be prepared during the interview to “piggy back” additional questions to the ones you have already written prior to the interview.
- Write exact quotes for some items.
  - It is OK to say, “Let me make sure I’ve quoted you correctly. You said....” Then read back the sentence or sentences to him or her.
- Thank this person again for his/her time at the end of the interview.
Interview Sample Questions
The student will need to write out their interview questions prior to meeting with their mentor.

Here are some ideas to help you get started:
1. Ask the person’s full name and title. This basic information will be needed for the research paper. It will also serve as an icebreaker to make you feel more comfortable during the remainder of the interview.
2. What is your background in.....?
3. How did you get involved with...?
4. How long have you...?
5. Where did you receive your education or training in...?
6. Who else has...?
7. What is the most difficult aspect of ...? Why?
8. In my research I have come across this term which I do not understand. Can you explain ...?
9. Can you explain the process for...?
10. What are the salary expectations for...?
11. What is the average cost for lessons in...?
12. Whom do you consider the most influential person in the field of...? Why?
13. What has had the greatest impact on...? Why?
14. What is most challenging or rewarding about...? Why?
15. What is next in terms of...?
16. What opportunities exist locally for...?
17. What advice would you give for someone considering...?
18. This is my working outline for this topic. Do you have suggestions or addition for...?
19. What is the procedure for...?
20. How do you envision the future of...?

Writing an MLA citation for the interview
Write this source citation at the top of the interview as it will be used on your Works Cited for your research paper.

Last name, First name. Type of interview. Date.

Patterson, Annette. E-mail interview. 16 Feb. 2016.
### INTERVIEW RUBRIC

Name: ____________________________________ Advisor: _______________________________________

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>MEETS Up to 20 points</th>
<th>DOES NOT MEET 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Submits at least 10 well-constructed interview questions (not counting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>introductory, yes/no, or one-word answer questions) that promote learning</td>
<td></td>
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</tr>
<tr>
<td>in the area of research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Submits notes taken during the interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Submits a polished, final draft of the entire interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 MLA source citation is typed at the top of the final draft</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__________ The rubric has been approved.

__________ The rubric has **NOT** been approved.

Please make the appropriate changes and resubmit no later than

__________ (resubmit date)

**Notes for improvement, resubmission, attaboys**

________________________________________________________________________

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________________________________________________________________________

Advisor Date
THE RESEARCH PAPER

What is a Research Paper?
A research paper is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition. It is, perhaps, helpful to think of the research paper as a living thing, which grows and changes as the student explores, interprets, and evaluates sources related to a specific topic. Primary and secondary sources are the heart of a research paper, and provide its nourishment; without the support of and interaction with these sources, the research paper would morph into a different genre of writing (e.g., an encyclopedic article). The research paper serves not only to further the field in which it is written, but also to provide the student with an exceptional opportunity to increase her knowledge in that field.


Specific Requirements:
1. Length requirement: 750-1000 words (This word count does not include the Works Cited page.)
2. You must conduct research and write citations for at least 4 credible, related sources. (One source will be an interview with your mentor.)
3. Information from at least 3 sources must be used throughout the paper. You will NOT write about each source separately (i.e., one paragraph to summarize one source) but rather present the information from all sources in a logically-organized and fluid paper.
4. No block quotes are allowed. Quotations must be shorter than 3 typed lines. It is preferred to integrate quotations where possible.

How can I tell if a source is useful?
Here are some questions you can answer when trying to determine if a source is useful:
   o Is the source authoritative?
      An authoritative source is one that can be relied upon to provide accurate information. Consider the reputation of the publication and of the author. Is the author well-respected?
   o Is the source unbiased?
      An unbiased source is one whose author lacks any prejudices that would make his or her work unreliable.
   o Is the source up-to-date?
      For some topics, such as ones associated with current science or technology, up-to-date sources are essential, so check the date on the copyright page of your source. For other topics, the copyright date may be less important or not important at all.
   o Is the work written at an appropriate level?
      Materials that are written for children are usually simplified and may be misleading in some respects. Other materials are so technical that they can be understood only after years of study.
   o Does the source come highly recommended?
      One way to evaluate a source is to ask an expert or authority whether the source is reliable. You can also check the bibliography in a reputable source. If a source is listed in a bibliography, then it is probably reliable source.
The C.R.A.P. Test

Grade all websites you intend to use for class projects using this rubric.

Website: http://

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evaluation Techniques</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currency</td>
<td>Are there a copyright or last updated date on the page?</td>
<td></td>
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<tr>
<td></td>
<td>Is there a copyright or last updated date on the page?</td>
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<tr>
<td></td>
<td>Does the creator provide links to sources for data or quotations? Do those sources seem reliable?</td>
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<tr>
<td></td>
<td>Can the information be corroborated with another source?</td>
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<tr>
<td>Reliability</td>
<td>Is there a reputable organization behind it? What is the organization's interest (if any) in this information?</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Is the domain (.edu,.com,.org,.net,.uk,k12,etc)? Is the page hosted by an individual? (look for any of the following in the URL: %, =, &quot;users&quot;, &quot;AOL&quot;, or &quot;yahoo&quot;).</td>
<td></td>
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<tr>
<td></td>
<td>Search who owns the site using a &quot;whois&quot; search engine such as:</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Who else links to the site? Google command: &quot;link:mchs.net&quot;</td>
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</tr>
<tr>
<td>Authority of Author</td>
<td>Is the author's name listed?</td>
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<tr>
<td></td>
<td>Google the authors' names to learn more about the author.</td>
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</tr>
<tr>
<td></td>
<td>Can you figure out what makes the author an expert in this area (credentials*, known and respected)?</td>
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<tr>
<td></td>
<td>* Credentials = education, work, and/or university faculty in this area, etc.</td>
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</tr>
<tr>
<td>Authority of Organization</td>
<td>Is there a reputable organization behind it?</td>
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<tr>
<td></td>
<td>What is the domain (.edu,.com,.org,.net,.uk,k12,etc)? Is the page hosted by an individual? (look for any of the following in the URL: %, =, &quot;users&quot;, &quot;AOL&quot;, or &quot;yahoo&quot;).</td>
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<td></td>
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<tr>
<td></td>
<td>Who else links to the site? Google command: &quot;link:mchs.net&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose/ Point of View</td>
<td>Is the purpose personal or too much advertising is distracting.</td>
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<tr>
<td></td>
<td>Purpose is to sell, persuade, or give a biased view. Some factual info. or useful pictures but focus is to promote something.</td>
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<tr>
<td></td>
<td>Offers some factual information. Sides unbalanced; some bias or advertising.</td>
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<tr>
<td></td>
<td>The purpose is to support scholarly research with factual information. Balanced coverage/without bias.</td>
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</tbody>
</table>

What does the score mean?

12 to 15 pts Excellent source for research
8 to 11 pts Good source for a research paper or academic project. Confirm with other sources.
4 to 7 pts Useful for ideas or casual projects. Do not cite as a reference for a research paper or project
0 to 3 pts Highly questionable source
Follow guidelines and refer to the Purdue Owl for further questions about formatting your research paper: https://owl.english.purdue.edu/owl/

What will the paper look like?
All papers must follow MLA (Modern Language Association) guidelines and include a Works Cited page. Samples of citations for differing sources follow.
A few examples........

1. **Interview:**
   - **Person you interviewed:** Last name, first name - period follows.
   - **Personal Interview:** Type those words if you conducted the interview in person and follow with a period - if you conducted the interview over the phone, type “Telephone interview” instead
   - **Date:** The date you conducted the interview - use the format above - follow with a period

2. **Internet:**
   - **Author:** Last name, first - period follows
   - **Title of Page:** Type in quotation marks, period inside the end quotation mark
   - **Website:** Title of overall website either in italics - follow with a period
   - **Publisher or Sponsor:** Type name of page sponsor - follow with a comma
   - **Date of Publication:** Type year only - follow with a period - if there is no date of publication, type “n.d.”
   - **Web:** Type the word “Web” as above and follow with a period
   - **Date of Access:** date you looked at the website formatted as above - follow with period

3. **Database:**
   - **Author:** Last name, first - period follows
   - **Title of Article:** In quotation marks, period inside the end quotation mark
   - **Title of Magazine:** Type title in italics, no punctuation follows
   - **Date of Publication:** In the format shown above—colon follows
   - **Number of pages:** Type in the format shown - a period follows
   - **Name of Database:** Type name in italics - a period follows
   - **Web:** Type as shown - a period follows
   - **Date of Access:** date you looked at the article in the format shown - a period follows

4. **Periodical:**
   Use the database format for your newspaper or magazine article if you get it off the web. If you use an actual print magazine article, use the format below:
   - **Author:** Last name, first - period follows
   - **Title of Article:** In quotation marks, period inside the end quotation mark
   - **Title of Magazine:** Type in italics, no punctuation follows
   - **Date of Publication:** In the format shown above - followed by a colon
   - **Number of pages:** Type in the format shown, – followed by a period
   - **Print:** Type the word “Print” as shown and follow with a period.
RESEARCH TERMS

The following terms are used throughout this guide to refer to specific writing and research concepts. Please refer to this sheet if there are any questions throughout the research process.

**Categorizing**: the process for sorting through and organizing the research information. For example, research papers can be categorized by cause/effect relationships, comparisons, persuasive appeals, problem/solution, qualities of an object, etc.

**Claim/Topic Sentence**: a sentence that clearly defines the point of a specific paragraph. Each body paragraph needs to begin with a claim. The claim relates directly to and supports the thesis statement.

**Commentary**: specific opinions expressed by the student about each piece of evidence. Commentary must be directly related to the concrete detail, must be specific, and must be focused upon the overall topic of the paragraph in which it appears.

**Conclusion**: the final body paragraph of what has been discovered through the writing of the paper. A student’s conclusion should almost entirely consist of commentary and it should not repeat phrases and sentences found elsewhere in the paper. No new evidence is presented in the conclusion.

**Drafting**: the process of taking the research that has been done and writing it out in expository form.

**Editing**: the process of checking spelling, grammatical usage, and punctuation.

**Format**: the physical parameters of the report. Spacing, punctuation, font size, and style are issues of format. The format for this paper must follow MLA guidelines. Format requirements are outlined later on in this packet.

**Evidence**: a specific example or concrete detail used to support the topic sentence. It can be a quote, fact, statement, summary, paraphrase, or other illustration.

**MLA Style**: MLA Handbook for Writers of Research Papers specifically dines procedures and requirements for scholarly research. Most colleges and universities use MLA style in some capacity. MLA stands for Modern Language Association.

**Paraphrase**: recording the ideas found from a source in one’s own words. Paraphrases still must be documented in the works cited page and parenthetical citation.

**Parenthetical citation (in-text citation)**: a reference to the works of others in your writing. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

**Quotation**: recording ideas found in a source and writing them with the original text. Quotations must be surrounded by quotation marks.

**Revising**: the process of changing the structure and ideas in a paper.

**Thesis**: the articulated point of your essay. The thesis expresses your opinion about the topic and states what your essay is seeking to prove. It is found as the last sentence of the introductory paragraph.

**Transitions**: words that are used to provide organizational structure to an essay. They connect ideas and topics in as smooth a manner as possible.

**Works Cited**: a typed document on a separate page that contains the bibliographical information for every source used by the student. The entries in a works cited page need to be formatted according to MLA style.
TOPIC OUTLINE, ANNOTATED SOURCES, & WORKS CITED

The student will write a topic outline for the entire research paper before drafting the final draft. The reasoning behind this approach will allow the supervising teacher to check the writing quickly for claims, evidence, and commentary as well as a logical presentation of information. The sentence outline will springboard to your final draft.

For the outlines:

1. Decide how many body paragraphs are required
2. Only words and phrases for the topic outline
3. Only complete sentences for the sentence outline
4. Maintain correct spacing, numbering, and lettering
5. **Note:** when outlining, make sure that every number and letter has a pair. Every I has a II, every A has a B, and every 1 has a 2. The samples below are merely samples and do not follow this rule, but you will be expected to have a pair for each. The only exception to this rule is when you write out your thesis statement as letter A.
6. You do not need to outline your Introduction or Conclusion paragraphs.

*Sample Topic Outline: Obesity and Government Intervention*
# TOPIC OUTLINE, ANNOTATED SOURCES, & WORKS CITED RUBRIC

Name: ___________________________ Advisor: ___________________________

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>MEETS Up to 10 points</th>
<th>DOES NOT MEET 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Body paragraphs have a definite claim/topic and can’t be further divided</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Words/phrases are used for topic outline</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Throughout both outlines, every number and letter has a pair (if not more) Ex. Every I has a II, every A has a B, and every 1 has a 2.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Maintains correct outline spacing and lettering/numbering while using correct grammar and punctuation where needed</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Uses parenthetical citations correctly</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Includes evidence with proper punctuation and in correct sequence for the student’s argument</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Submits a minimum of 4 annotated resources</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Submits a flawlessly punctuated and organized Works Cited</td>
<td></td>
</tr>
</tbody>
</table>

_______ The attached Senior Capstone outlines, sources, and works cited have been approved.

_______ The attached Senior Capstone outlines, sources, and works cited have **NOT** been approved.

Please make the appropriate changes and resubmit no later than _________ (resubmit date)

**Notes for improvement, resubmission, attaboys**

________________________________________________________________________

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Advisor: ___________________________ Date: ___________________________
# RESEARCH PAPER RUBRIC

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
<th>Advisor: ____________________________</th>
</tr>
</thead>
</table>

## Point Value

<table>
<thead>
<tr>
<th>Source Selection and Credibility</th>
<th>Exemplary 20 Points</th>
<th>Proficient 15 Points</th>
<th>Needs Development 10 Points</th>
<th>Ineffective 5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source chosen are highly relevant to the topic; Sources adds greatly to research potential; sources are from credible, scholarly materials</td>
<td>Most sources chosen are relevant to the topic and are from credible, scholarly materials</td>
<td>Some sources chosen are relevant to the topic and are from credible, scholarly materials</td>
<td>Few sources chosen are relevant to the topic and are from credible, scholarly materials</td>
<td></td>
</tr>
</tbody>
</table>

## Commentary/Evaluations

| Evaluation clearly explains why the sources were chosen; demonstrates a clear understanding of research process: offers insight into source | Most evaluations explain why the sources were chosen; Understands the process of source acquisition | Evaluation sometimes explains why the sources were chosen; demonstrates some understanding of research process | Evaluation mostly lacking in explaining why the sources were chosen; demonstrates little understanding of research process |

## Organization

| Shows well-developed organization; organization is intentional and enhances the flow of ideas; provides effective transitional words/ideas | Shows appropriate evidence of organization; logical and provides necessary transitions | Shows partial or minimal evidence of organization; organization is simplistic; provides minimal transitional words/ideas | Organization is confusing; no transitional words/ideas |

## MLA

| Each sources have a proper citation; All in-text citations are in the proper MLA format | Most sources have proper citation; Most citations are complete; Most are in the proper MLA format | Some sources have proper citation; Some citations are complete; some are in the proper MLA format | Few sources have a proper citation; Few citations are complete; few are in the proper MLA format |

## Mechanics, Grammar, and Proofing

| Virtually free from mechanical, grammatical, punctuation, and spelling errors; All of the assignment requirements were met | Occasional minor errors do not distract the reader; the majority of assignment requirements were met | Some significant errors are present, but the overall meaning is clear; about half of the assignment requirements were met | Errors are distracting, but the meaning is still clear; only some of the assignment requirements were met |

Score: __________
THE PRODUCT

How Do I Choose A Product?
Think about all of the things you are passionate about or in which you have an interest: things such as skills/knowledge you would like to acquire to make or create something, ways to improve your community, non-profit organizations you could help fund, events/organizations in which you could participate, certifications you could obtain, or classes you could take.

Don’t limit yourself initially; in fact, brainstorm ideas as they come to you, and then narrow and prioritize your choices for practicality and cost effectiveness. Make your final decision based on something you are truly passionate about or interested in pursuing. This element is key in achieving the motivation necessary to meet the challenges, overcoming the obstacles, and excelling in the completion of your Product and, ultimately, your Project.

General Requirements for the Product MUST:
- Be a Product the student has not done before or one that builds on the skills and knowledge he/she may already possess – yet goes beyond that knowledge to develop another level of skill and a higher level of learning.
- Be student-generated.
- Be related to the student’s Research Paper.
- Reflect tangible evidence of each student’s learning stretch. If the skills and/or knowledge acquired in the creation of the Product are intangible, students must decide how to present their newly acquired skills and/or knowledge as tangible evidence of their “learning stretch.”

Ineligible Products
No purchased or ready-made models or kits will be accepted.

Other Considerations
- **Cost:** A student’s grade is NOT based on how much he/she spends on the product.
- **Time:** The product must be completed by the due date, no extensions.
- **Product:** Tangible evidence of the skills and/or knowledge acquired in satisfying the student’s “learning stretch” must be presented when product is due.
- **Transportation:** Accessibility to and from lessons or meetings with your mentor must be taken into consideration.
- **Equipment:** If the product requires special equipment (sewing machine, saw, computer), consider whether or not it is available and working.
- **Special Permission:** Remember that visiting or observing at many sites requires special permission. Call ahead to make arrangements.
CREATING THE ACTION PRODUCT

Specific guidelines will be covered by your English teacher, but here are some acceptable project topics and the corresponding relating action products. Look and see how the action product extends the research topic.

<table>
<thead>
<tr>
<th>Project Topics</th>
<th>Action Product(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Competitive Edge in the Restaurant Business: Current Trends</td>
<td>Design a restaurant reflecting those trends and build a scale model</td>
</tr>
<tr>
<td>Challenges and rewards in working with Down Syndrome Children</td>
<td>Coach or participate in the Special Olympics and create a Powerpoint or Prezi with pictures showing both the challenges and rewards of working with this group of children</td>
</tr>
<tr>
<td>Past vs. Present: Effective Strategies for Teaching Reading</td>
<td>Help tutor elementary students in reading and create a visual aid that tracks the progress of the students’ Lexile scores by using different reading strategies</td>
</tr>
<tr>
<td>The Art of Photography: Effectiveness of the Latest Technologies</td>
<td>Create a photography portfolio to illustrate different camera settings to achieve different effects as well as the effects of Photoshop</td>
</tr>
<tr>
<td>The Impact of Rap Music on Culture: Positive and Negative</td>
<td>Write and perform an original rap song</td>
</tr>
<tr>
<td>Film: Creating or Reflecting Culture</td>
<td>Create and edit an original film</td>
</tr>
<tr>
<td>Effective Robotics</td>
<td>Demonstrate constructing a robotic hand by creating a slideshow of the step-by-step process</td>
</tr>
</tbody>
</table>
### SENIOR CAPSTONE PROJECT ACTION PRODUCT PROPOSAL FORM

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td></td>
</tr>
<tr>
<td>E-Mail Address</td>
<td></td>
</tr>
<tr>
<td>ELA Teacher</td>
<td></td>
</tr>
<tr>
<td>Senior Project Topic</td>
<td></td>
</tr>
<tr>
<td>Action Product:</td>
<td></td>
</tr>
<tr>
<td>How does this action product reflect tangible evidence of your learning stretch?</td>
<td></td>
</tr>
</tbody>
</table>

Signature ________________________________________________________________ Date _____________________
<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>MEETS Up to 10 points</th>
<th>DOES NOT MEET 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Attempts a higher level of learning</td>
<td></td>
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</tr>
<tr>
<td>2 Relates to the student’s Research Paper</td>
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<td></td>
</tr>
<tr>
<td>3 Reflects tangible evidence of the student’s learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Is a polished, finished product with attention to detail such as formatting, design, and overall eye appeal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The attached Senior Capstone Service Action Product has been approved.

The attached Senior Capstone Service Action Product has **NOT** been approved.

Please read the comments below, revise, and submit for approval by: ____________________

Notes:

______________________________________________________________

Advisor Date
THE PORTFOLIO

What is the Senior Project Portfolio?
The portfolio provides physical documentation of the student’s mastery of the Senior Capstone Project. It also serves as
the initial introduction of the student and his/her Capstone Project to the evaluation panel at the senior presentation.

The portfolio will be kept in a hard copy binder and will be presented during the Capstone Presentation night. This
portfolio may be used when applying for postsecondary schools, financial aid, and jobs; therefore, it should be
professional, error free, and typed.

Required Contents (in this order):
1. Cover Page
   The use of colors, graphics, and design should be professional and clean. Must include the student’s name, school, project
title, and ELA teacher. This cover page will go in the front sleeve of the binder.
2. Table of Contents
   The Table of Contents is present and adhered to throughout the portfolio (the pages must match up).
3. Letter to the Judges
4. Resume
5. Reference Letter
6. Parent Notification Form
7. Plagiarism Form
8. Skills and Interests Surveys
9. Proposal Brainstorm
10. Proposal Cover Letter
11. Proposal Form
12. Proposal Rubric
13. Proclamation Poster Rubric
14. Mentor/Mentee/Parent Agreement
15. Reflective Journal #1
16. Service Learning Hours Timesheet
17. Service Learning Rubric
18. Interview Questions
19. Interview Notes
20. Final Interview (typed)
21. Reflective Journal #2
22. Reflective Journals Rubric
23. 7 Sources (annotated)
24. Works Cited
25. Topic Outline
26. Research Paper
27. Research Paper Rubric
28. Action Product Proposal Form
29. Action Product Rubric
30. Presentation Outline
31. Presentation Rubrics (one per judge)
LETTER TO THE JUDGES
The letter introduces the portfolio including the significance of the Capstone Project work to the judging panel.

It follows a conventional business format, clearly and logically presents information (Each idea is clearly connected to the next), provides an appropriate amount of detail, and includes adequate self-reflection reasons or examples to back up statements. There is clear evidence of the student working through triumphs/challenges throughout the letter.

LETTER TO THE JUDGES CONTENT

Your Street Address
City, State Zip Code
Date (month, day, year)

Senior Capstone Project Advisory Board

Dear Members of the Senior Capstone Project Advisory Board:

Paragraph #1: Write 4-6 sentences (Introduction/Personal Information) Do Not state your name; it appears at the end of the letter. Do Not state your school’s name or the grade you are in; the board already knows these things. You may wish to include your goals, plans, talents, hobbies, personal traits—whatever you can discuss to explain why the Senior Capstone Project you are planning is a good “fit” for you.

Paragraph #2: Write 3-4 sentences (Focus of the Research Paper) Clearly state your research topic: The focus of my research paper is ____________. My position is ____________. My research topic matters to me because ________________.

Paragraph #3: Write 4-6 sentences (Physical Product) Clearly state what your physical product will be. For my physical product, I will ____________. My product will extend my research because ____________. I will provide evidence of the completion of my product by ____________. Describe, in detail, the who, when, where, what, why, and how of the physical product. Provide details of the three hours or more of service learning and the student’s mentorship. If applicable, give the approximate cost of the product and how you intend to pay for this. Do not make the reader guess.

Paragraph #4: (Ethical Statement) Explain your understanding of the ethical code related to the Senior Capstone Project. As an honorable person of integrity, I state that I have completed all work involved with the Graduation Project myself. I will not plagiarize, falsify documents, use another person’s work, or cheat in any way. I understand that if I fail to adhere to these standards and submit work that is not my own creation, I will face the possibility of scoring zeroes on plagiarized assignments.

Sincerely,
Write your signature in black ink.
Your Name (Typed)
Dear Members of the Senior Capstone Project Advisory Board,

(first paragraph) Reflect how you got here – what activities did you complete that helped you decide a topic? What processing did you go through to help you get there?

The focus of my research paper is ________________________. What is your position and what is a statement of your research topic? Why this? How does it matter to you and your future?

Describe your physical project – what it is; how it relates; how it extends your research; how it acts as an extension of your research; what is the cost of producing the product?

As an honorable person of integrity, I state that I have completed all work involved with the Senior Capstone Project myself. I will not plagiarize, falsify documents, use another person’s work, or cheat in any way. I understand that if I fail to adhere to these standards and submit work that is not my own creation, I will face the possibility of scoring zeroes on plagiarized assignments.

Sincerely,

(Sign your name here in BLACK ink)

Type your full name
**LETTER TO THE JUDGES RUBRIC**

Name: ______________________________________  Advisor: ______________________________________

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>MEETS Up to 10 points</th>
<th>DOES NOT MEET 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1   Uses professional language to address the intended audience and shows overall clarity and fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2   Succinctly presents personal information, the focus of the research paper, the action product, and their ethical statement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3   Free from mechanical errors; consistent command of spelling, capitalization, punctuation, grammar, usage, and syntax</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4   Correct letter and organizational format</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__________ The attached Senior Capstone Letter to the Judges has been approved.

__________ The attached Senior Capstone Letter to the Judges has **NOT** been approved.

Please read the comments below, revise, and submit for approval by: ____________________

Notes:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Advisor ____________________________________ Date ________________

— Page 36 —
RESUME

The purpose of the resume is to represent an overall view of your educational status, honors, extracurricular activities, talents, and experience from your high school years. It should be easy to read, follow a formal format, and must be one page.

Because interviewers prefer a similar format, we prefer you use the resume template on Microsoft Publisher provided by your teacher. Items should be listed under the categories rather than complete sentences. Before you begin, brainstorm to list as many activities and honors as you can remember. Show the list and/or the first rough draft to your parents. You will be surprised at how well they can list your accomplishments even if you have forgotten them. Do not list things before ninth grade. Make yourself sound as impressive as possible; however, do not be dishonest. That often backfires. Tailor your resume to the unique individual you are.
## RESUME RUBRIC

Name: ____________________________________ Advisor: ____________________________________

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>MEETS Up to 10 points</th>
<th>DOES NOT MEET 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Style, appearance, and tone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fills one page without overcrowding; Margins are acceptable; Font size is readable; Section headings reflect content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Contact Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes name, address, email, and phone number; Name stands out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Formatting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entries are in reverse chronological order; Organization name, position title, and dates are included; Bullets begin with strong action verbs and are in correct verb tense; Personal pronouns and extraneous words are omitted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 References</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three references are given; Full name, relation/title, address, and phone number are given. No blood relatives are used.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__________ The attached Senior Capstone Resume has been approved.

__________ The attached Senior Capstone Resume has **NOT** been approved.

Notes:

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________

__________________________________________________________________________

Advisor ____________________________________ Date ____________________________
The Presentation

The purpose of the Senior Capstone presentation is to tell the story of your personal journey while working on this project. Your story should detail to your audience a thorough description of your action product and combine that with what was learned from your research. Your presentation should be designed in such a way that there is an introduction, a body, and a conclusion. Your entire presentation should be between 5-6 minutes long.

Your Senior Capstone Presentation must include at least one (1) visual aid in addition to your Capstone Portfolio, such as recordings, PowerPoint with evidence of your product, models, equipment or tools used to make your product, mementos, etc. Your visual aid may NOT be your proclamation poster from earlier in the project. You may bring it, but it doesn't count as your official visual aid. Your visual aids must enhance your presentation by offering additional evidence that you did what you said you did. You must refer to these aids in your discussion of your Capstone. Video and sound clips cannot be longer than two (2) minutes and do not count toward the minimum speaking time required.

Be prepared to answer questions about your presentation.

Essential delivery components:
- Maintain eye contact with your evaluation panel (Avoid turning your back to them)
- Maintain body composure (Avoid leaning on the podium – stand with confidence)
- Maintain vocal expression (Moderate your speech both in speed and volume)
- Maintain personal expression (It is ok to be enthusiastic! In fact, allowing your passion about your Capstone Project to show will go a long way in impressing the evaluation panel and in making a dynamic presentation!)

Your attire during your formal presentation should be such that it compliments your presentation.
PRESENTATION OUTLINE

I. INTRODUCTION
   A. Overview of the entire Capstone experience
      1. 
      2. 
   B. Selected topic & its importance
      1. 
      2. 
   C. Overview of the content of your research
      1. 
      2. 
   D. Scope of your action product
      1. 
      2. 

II. BODY
   . Details from the research
      1. 
      2. 
   A. Procedure, execution, and outcome of the action product
      1. 
      2. 
   B. Present visual/audio aids
      1. 
      2. 
   C. Connections between your research and action product and your chosen topic
      1. 
      2. 

III. CONCLUSION
   . Your growth as a result of the Capstone experience
      1. 
      2. 
   A. What you have learned
      1. 
      2. 
   B. Unexpected discoveries
      1. 
      2. 
   C. Would you do anything differently?
      1. 
      2. 
   D. Acknowledgements
      1. 
      2.
## PRESENTATION OUTLINE RUBRIC

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>MEETS Up to 20 points</th>
<th>DOES NOT MEET 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Flawless outline formatting of spacing and alignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Correct use of Roman numerals, capital letters, numbers, and lowercase letters to imply headings and subheadings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Written in phrases rather than complete sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Insightful organization of the presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__________ The attached Senior Capstone Presentation Outline has been approved.

__________ The attached Senior Capstone Presentation Outline has NOT been approved.

Please read the comments below, revise, and submit for approval by: ____________________

### Notes:

____________________________________________________________________________________

____________________________________________________________________________________

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____________________________________________________________________________________

Advisor  Date
### PRESENTATION RUBRIC (3 evaluators)

**Student Name: __________________________ Evaluator #: _____________ Room #: ______________**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>INEFFECTIVE 1 POINT</th>
<th>NEEDS DEVELOPMENT 2 POINTS</th>
<th>PROFICIENT 3 POINTS</th>
<th>EXEMPLARY 4 POINTS</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language/ Grammar</td>
<td>Student speaks effectively and uses correct grammar.</td>
<td>Student uses some words appropriate for the context, uses some correct grammar and sentence structure</td>
<td>Student selects words appropriate for context, uses correct grammar and sentence structure</td>
<td>Student uses a rich variety of words appropriate for context, has no grammatical errors, and uses excellent sentence structure</td>
<td>1</td>
</tr>
<tr>
<td>Organization/ Time</td>
<td>Student has no introduction to the action product; no connecting of key points; presentation is more than 5 minutes outside of allotted time</td>
<td>Student introduces the action product; little evidence of key points; completes presentation within 3-4 minutes of allotted time</td>
<td>Student presents information clearly; connects some key points; completes presentation within 1-2 minutes of allotted time</td>
<td>Student presents information clearly and creatively; connects all key points; completes presentation within allotted time</td>
<td>2</td>
</tr>
<tr>
<td>Content/Career Knowledge</td>
<td>Student presentation does not define the action product and lacks a relation to the selected career; supports the action product with no research and resources; provides no evidence of personal, academic, and career growth</td>
<td>Student presentation defines the action product but lacks a relation to the selected career; supports the action product with limited research and resources; provides little evidence of personal, academic, and career growth</td>
<td>Student presentation defines the action product and its relation to the selected career; supports the action product with research and some resources; provides some evidence of personal, academic, and career growth</td>
<td>Student presentation clearly defines the action product and its relation to the selected career; supports the action product with exceptional research and multiple resources; provides exceptional evidence of personal, academic, and career growth</td>
<td>3</td>
</tr>
<tr>
<td>Delivery/ Communication</td>
<td>Student does not gain attention through use of voice, tone, and enunciation; little or no eye contact and/or inappropriate posture; no focus on the action product</td>
<td>Student gains attention through some use of voice, tone, and enunciation; limited eye contact and appropriate posture; limited focus on the action product</td>
<td>Student gains attention through use of voice, tone, and enunciation; maintains eye contact and appropriate posture most of the time; remains focused on the action product</td>
<td>Student gains attention through enthusiastic use of voice, tone, and enunciation; maintains constant eye contact and appropriate posture; implements innovative techniques to illustrate the focus of the action product</td>
<td>4</td>
</tr>
<tr>
<td>Appearance</td>
<td>Student does not dress in appropriate and professional attire that is representative of the career area</td>
<td>Student dresses in somewhat appropriate and professional attire that is representative of the career area</td>
<td>Student dresses in appropriate and professional attire that is representative of the career area</td>
<td>Student dresses in appropriate and professional attire that is representative of the career area</td>
<td>5</td>
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**Scoring Scale:**

<table>
<thead>
<tr>
<th>Scoring Scale</th>
<th>5=25</th>
<th>6=30</th>
<th>7=35</th>
<th>8=40</th>
<th>9=45</th>
<th>10=50</th>
<th>11=55</th>
<th>12=60</th>
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<th>14=70</th>
<th>15=75</th>
<th>16=80</th>
<th>17=85</th>
<th>18=90</th>
<th>19=95</th>
<th>20=100</th>
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</table>