



Capstone Project

Guidelines

2008-2009

**Lakeview High School
9800 Youngman Road
Lakeview, MI 48850**

**CAPSTONE PROJECT GUIDELINES
2008-2009
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Brief Overview

- Required for graduation
- Pulls together writing, reading, presentation skills acquired in K-12 education
- Students focus on several aspects of a single project over a long-period of time requiring organization and time management skills
- Is meant to stretch the student to do something they have not yet mastered and to explore a topic that is of interest to them
- Involves using community resources to help and assist in completion of the project

Four required areas

1. Research Paper

- Relates in some way to the physical project
- Done the first semester of the senior year
- Six pages in length
- Uses at least five sources
- Done in MLA format with proper documentation
- Complete with Works Cited page

2. Physical Project

- Can be a physical product, a written product, a performance, a teaching or leadership experience, a physical experience, a career-related project, a technology project
- Select a mentor who has expertise in the area of the project and meet with them a minimum of three times for at least an hour throughout the course of the completion of the project
- Must show at least 15 hours of time/effort
- Keep a log of all time spent on the project
- Take photos along the way from beginning to end of the project

3. Notebook

- A compilation of written requirements including a final copy of the research paper
- Given to judges seven days prior to the presentation date
- Error-free and bound
- Judges grading rubrics are included

4. Presentation

- 8 – 10 minute oral presentation given to three judges the student has selected
- Question and answer time
- Describe what has been learned from the overall process, describe what worked, what didn't work, how problems were solved
- No more than two minutes may involve a videotape, audiotape, etc. without a narrative by the student describing what is happening
- Relate how the research paper and the project go together

Capstone Project Timeline 2008-2009

_____	Learn details of Capstone Project during class
_____	Project Proposal due to Capstone Teacher
<p>*Once the paper topic has been determined, students will be required to set up a 15 minute reference interview with their capstone teacher. During this interview, he/she will help students determine the best references for their chosen research paper topic.</p>	
_____	Submit Project Proposal to Capstone Teacher
_____	Submit Parent Consent Form
_____	Submit Name of Mentor Form
_____	Deadline for completing the 15-minute reference interview with Capstone Teacher
_____	<p>* Submit an outline of topics to be covered in the research paper * Submit list of at least five (5) sources to be used in the research paper</p>
_____	Submit first draft of research paper including correct documentation (this means at least 4 of the 6 pages)
_____	Submit second draft of research paper
_____	Submit final draft of research paper
_____	Work on project
_____	Meet with mentor (must meet at least 3 times for at least 1 hour each as the project progresses)
_____	Schedule date for presentation- It is strongly encouraged to present as soon as project and notebook are complete.
_____	Practice presentation
_____ prior to presentation	Submit names, addresses, phone numbers of judges
_____ prior to presentation	Submit first draft of notebook
_____ prior to presentation	Submit final notebook for binding
_____ prior to presentation	Send notebook to judges
_____	All Senior Project Presentations complete

Steps to Completion

1. Select topic and submit Project Proposal to Capstone Teacher. This needs to be submitted to your teacher for acceptance before you begin your project and research paper, or _____ at the latest.
2. Find a mentor. The mentor is an adult who has knowledge in your project area and who is willing to guide you through the development of your project. You must meet with your mentor at least three (3) different times for at least an hour during the course of your project development. The mentor may be a neighbor, friend, teacher, parent, grandparent, or volunteer coordinator who is knowledgeable in the subject of the project. You may have more than one mentor involved at different stages.
3. Work on the project and research paper **outside** of school is expected. Capstone class is meant to keep your advisor informed of your progress with meeting deadlines and to seek assistance.
4. Conduct the research and write at least a six (6) page research paper. This is to be completed before you may graduate.
 - a. Set up a 15-minute reference interview with your Capstone Teacher. S/he will help you determine the best research for your intended paper topic.
 - b. Use at least **five** sources (magazines, books, interviews, Internet, journal articles, encyclopedia, etc.)
 - c. Only **two** of the five may be Internet sources. However, the Michigan Electronic Library (www.mel.org) can be used for printed articles on the topic.
 - d. Only **one** source can be from an encyclopedia or *Reader's Digest*.
 - e. Turn in at least **two drafts** and a final paper.
 - f. Document correctly according to *MLA* standards. *MLA* standards are available in the *Writer's Guide* on the high school web site.
7. Document the completing of the physical project in writing with at least 15 hours recorded in the student log. Physical documentation of the project are photos taken throughout the progress of the project. On average, students spend about 40 hours, and some as much as 100 hours on their projects.
8. Organize and assemble a notebook of requirements to be given to the judges seven (7) days prior to the presentation. The following forms will become a part of the notebook:
 - a. Project mentor's verification form
 - b. Student's log
 - Log will begin with the date and end with the actual time in hours and minutes **spent on the project** for that occasion. As well as describing what was done, the student should include statements regarding successes and failures, frustrations and victories. In other words, the log should record not just time and work done but feelings, emotions, and reactions as well. A log entry could cover as little as a short phone call to arrange an interview or as much as a day spent kayaking on the river. **The log is very important when the project is evaluated.**
 - c. Student's self evaluation
 - d. Actual project, a videotape, photos, scrapbook, mementos

9. The senior capstone project overview must be completed. This is a one-page typed report that will include:
 - a. The title of the research paper
 - b. A project description
 - c. An explanation of how the project and paper relate
 - d. Background experience in the project area
 - e. Any special items you would like the judges to consider

10. A notebook is required. It will include
 - a) Advisor's letter to judges (To be supplied to you by your senior project advisor)
 - b) Notebook attention-getting cover
 - c) Table of contents
 - d) Introductory letter to the judges written by the student
 - e) The senior project overview
 - f) Final copy of research paper with Works Cited page
 - g) Paper grading rubric
 - h) Student log
 - i) Mentor verification form
 - j) Project self-evaluation
 - k) Advisor grading rubric
 - l) Project grading rubric
 - m) Presentation grading rubric
 - n) Notebook grading rubric
 - o) Any additional materials that support the presentation, such as drawings, charts, graphs, and interview notes.

DRESS FOR SUCCESS: Impeccable grooming is decidedly important. The panel will consist of adults who have formed an image of you by reviewing the project notebook. You will be considered an expert in your area of research and, therefore, will be expected to be appropriately groomed and attired and to provide a polished, organized, and effective overview of your project.

The Project

The project represents a hands-on experience dealing with some aspect of the research topic. It allows the student to apply the information gained in research to create a product demonstrating learning and mastery of the topic.

It can mean:

- To construct—a student researched the development of Shaker furniture and makes a replica chair.
- To perform—a student researched and compared three great American choreographers and for a project choreographs and produces a dance for a talent show.
- To volunteer—a student researched child abuse and volunteers to participate in a program to assist abused children.

The research and the project must:

- Be related—the closer the better
- Be new to you or extend your prior knowledge
- Must demonstrate a learning “stretch” physically, emotionally, and/or intellectually.

Project Requirements:

1. This project will be conducted outside of school
2. This project will require a mentor—or two
3. Expended time must be no less than 15 hours documented in a log.

(Log is to begin with the date and end with the actual time in hours and minutes spent on the project for that occasion. Include statements regarding successes and failures, frustrations, and victories. It should record not just the work done, but the feelings, emotions and reactions as well.)

Written documents:

- Project mentor’s verification form
- The student’s log
- Student’s self-evaluation

Physical Evidence:

- Actual project—a videotape, photos, a scrapbook or mementos.

Project Ideas

Your research paper and project must be related.

- **A physical product:** a painting, model, fashion outfit, computer program, rebuilt engine, cabinet.
- **A written product:** a short story, book of poetry, novelette, newspaper articles, a journal or record of experiences.
- **A performance:** a dance or singing recital, drama show, musical video, magic show, slide show, fashion show, a formal speech in front of a large audience.
- **A teaching or leadership experience:** teach junior high health classes about teen alcoholism, teach marine archaeology to Western Civilization classes, teach about knights and armor to sixth grade class, coach a little league team, or after school elementary enrichment class.
- **A physical experience:** learn to scuba dive, run a marathon, start a fitness program, ski, earn a brown belt in karate.
- **A career-related project:** shadow a police officer, view medical procedures, interview people in the airline field and prepare a manuscript on the subject.
- **A technology project:** develop a home page on the web.

**This list does not exhaust the project possibilities. Project ideas are only limited by your creativity and approval by your Senior Capstone Teacher.

Selecting a Topic

Before you begin, give considerable thought to selecting a topic. Simply writing a research paper based on literature and interviews is not enough. The topic must also lend itself to performing or constructing a project. You may find it helpful to use these questions to lead yourself to a topic.

- **Does this subject really interest me?** You will work with this topic for many months; an uninteresting topic will make the research tedious and the results disappointing. Your senior project can become your closest friend or your worst enemy during this final year in school, depending on the seriousness and thoughtfulness with which the task is approached.
- **Are sources of information readily available?** Some topics are too specialized or too recent to have sufficient material in the local libraries. Material should be easy to find. Use local and college libraries, the Internet, businesses, community members, and experts in the field as resources.
- **Can this topic be presented objectively?** Good research requires well-reasoned and impartial handling. The purpose of the task is not necessarily to arrive at an opinion, but to uncover the world of truth and be able to document findings.
- **Can a project be developed from this topic?** With the integration of a project, written material is no longer enough. The end result is a performance, object, or tangible product that can be shown, felt, observed, or manipulated.
- **Is the topic, along with the related project, one that I would want to present to an audience? Does it have an audiovisual element?** How will I display my results? Will I be able to give an eight to ten minute oral presentation to a community and staff panel?
- **Is the topic too technical?** Try to avoid topics requiring information that is hard to obtain. Having to order research that may lead to disappointment and complication in your research is not a good idea.
- **Can this topic be sufficiently limited?** It is better to have a narrow topic that is fully developed than to choose a broad one that cannot be covered thoroughly.
- **What other disciplines might be involved with the topic?** What other subjects can you draw on to help you with your paper or presentation or product?
- **Does the topic offer a challenge?** Is it a new endeavor that offers you a chance to grow in depth of knowledge and understanding?
- **Has your topic been agreed upon by the student, parent and teacher?**

Project Proposal

Name

Please type a description of your project below:

What is the topic of the research paper? The paper must be related in some way to the project. It is not a description of how the project was completed. (Example: project is doing a piece of artwork and the research paper is on a famous artist.)

EXACTLY what will be the presentation of your project? Will you give your speech and accompany it with photographs, a slide show, a video tape, or will we see a live performance or demonstration? State exactly what the judges will experience during your presentation.

Indicate possible obstacles with your project.

Committee recommendations: (Do not write in this space)

Senior Capstone Project Overview Form

Student Name:

Title of Research Paper:

Synopsis of Research Paper:

Project Description:

Relationship between research paper and physical project:

Background experience:

Things I would like judges to look for:

Parent Consent Form

As a parent/guardian of _____, a senior at Lakeview High School, I am aware that my son/daughter must complete and pass four phases of the senior capstone project. These phases include:

1. the research paper
2. the project
3. the notebook
4. the presentation

All phases must be completed in order for my son/daughter to graduate. For the physical project, my son/daughter has chosen to:

I acknowledge that Lakeview Community Schools has urged that safety factors be considered when selecting a senior project and has suggested that students consider other choices if the chosen project involves safety risks to themselves or others. My son/daughter has my permission to complete the project that he/she has chosen, and I agree to assume full responsibility for provision of appropriate supervision over my son/daughter as he/she works on his/her chosen project outside of the school setting.

Parent/Guardian Signature _____

Student Signature _____

Date: _____

Mentor Verification Form

Each student must record **at least** three contacts and at least three hours of one-on-one contact time with his/her mentor. The mentor is strongly encouraged to be present at your presentation so that he/she is available to answer questions that judges may have regarding your project.

Mentor's Name:

Student's Name:

Project Topic:

Mentor's background experience in this area. Why did you select the mentor you did:

Date_____

Report of Meeting 1:

Signature of Mentor_____

Date_____

Report of Meeting 2:

Signature of Mentor_____

Date_____

Report of Meeting 3:

Signature of Mentor_____

Description of Student Log

All students will be expected to keep a project log. The log is used to document in writing the hours you have spent developing and creating the project. It is not to be used to document the time spent on the research paper.

You should have a log entry for each occasion that you work on the project. This log should begin with the date and end with the actual time spent in hours and minutes, for each occasion. As well as describing what you did, include in the log entries successes and failures, frustrations and victories. In other words, the log should be a log not just of time and work done, but of feelings, emotions, and reactions as well.

A log entry could cover as little as a short phone call to arrange an interview or as much as a day spent kayaking on the river. The log is very important for evaluating your project.

For your convenience the log can be kept in a journal, a planner or a spiral notebook, however, the log will be re-typed without errors for the notebook that will be given to the judges.

Actual Log: Include what you did, when you did it, and what you learned from it.

Name _____ Date _____

Research
Topic _____

Project
Topic _____

Mentor(s)
Name _____

Mentor Telephone
Number _____

Description of Project – include persons you speak with, places you go, times you did anything related to the project.

Example Log Entry:

March 18, 2005 – 2 hours

Traveled to the Lowe's in Big Rapids to purchase materials for my bird house. I was pleased with the helpfulness of the Lowe's employee. He was able to suggest some material ideas that I had not considered. I was glad I had made a complete list of materials I would need for the bird house before going to the Lowe's. It would have been easy to forget some of the minor, but essential, materials or tools.

Writing the Research Paper

Two types of papers fulfill the requirements of a research paper.

1. The first is a report on a specific topic. It may involve statistics, maps, graphs, illustrations, or tables and is basically a compilation of detailed information, carefully organized and documented, on a well-defined topic.
2. A second type of paper is interpretive. In this type of paper the writer develops a thesis or conclusion based upon what his/her research shows. The writer interprets the research and draws conclusions.

Determine what you want your reader to understand about the subject and how you want the reader to respond to the work. This will establish the tone of the paper.

Paper Requirements: (Specific formatting for the paper can be found in the *Writer's Guide* on the high school's web site at

http://www.lakeviewschools.net/high_school_information.htm.)

1. Students will be required to have a 15-minute reference interview with their capstone teacher to discuss research for their intended paper topic.
2. It must be at least six (6) pages in length--not including the works cited page, quoted materials, graphs, and illustrations.
3. An outline is required as part of the paper writing process, however, it will not be a part of the final paper. The outline is meant to give the writer a guideline of what is to be covered in the paper. Before beginning to write the paper a 'roadmap' of where the paper is headed is needed in an outline.
4. It must have at least two rough drafts prior to the final draft.
5. The format for the research paper will follow MLA standards. Guidelines for formatting the paper can be found in the school web site as well as the booklet Lakeview High School Writing Guide.
6. It must include a Works Cited page
7. It must contain works cited from at least five (5) sources
 - a. Only **two** sources can be from the Internet, however, the Michigan Electronic Library (www.mel.org) can be used for printed articles on the topic. See the media specialist for questions about the Michigan Electronic Library.
 - b. Only **one** source can be from an encyclopedia or *Reader's Digest*.
 - c. Every source listed on the works cited page must be used in the paper and documented as a direct quote or a paraphrase using the parenthetical style.
8. Plagiarism is the act of copying or using someone's words or ideas without giving them credit. Any paper that is plagiarized will result in rewriting until it is acceptable before credit is given. See the plagiarism section in the Lakeview High School Writing Guide to avoid any incidents. Avoiding plagiarism requires using higher level thinking skills. The student must:
 - a. look up information (knowledge level)
 - b. understand it (comprehension level)
 - c. apply it to the topic (application level)
 - d. analyze it (analysis level)
 - e. put it together in a way that supports the thesis (synthesis level)
 - f. make judgments about the information that is found. Is it true? Accurate? Biased? (evaluation level)

Parts of the Paper

The Outline

Once a topic has been selected student's should set up a reference interview with their Capstone Teacher to discuss research for the intended paper topic. Students will conduct some initial research to see if their topic is too broad for a six page paper or see if there is sufficient material to create a six page paper.

Once preliminary research has been done, an outline is due to the Capstone Teacher by _____. The outline is the roadmap of how the paper will take shape. An outline is a listing of the topics to be covered in a piece of writing; it contains no specific details. Topics are stated in words and phrases rather than in complete sentences.

It is a good idea to begin outlining by placing the thesis statement, or controlling idea, at the top of the paper. This statement will serve as a reminder of the specific topic to be outlined. Outline each main point of the paper; but do not attempt to outline the opening or closing paragraph.

It is extremely difficult to write a research paper without a roadmap or outline of where the paper will be headed. With an established outline the writing of the first draft of the paper becomes easier.

There are sections in the Writer's Inc. books that will guide students on the writing process. There are several Writer's Inc. books in the media center that can be checked out.

1. Introductory paragraphs

Acquaint the reader with the central theme and include the thesis statement which will include:

- The topic of the paper
- The direction the paper is going—without actually stating it
- The reasons for this organization

2. Body

This section will develop the paper's major contentions. The method of developing this section is determined both by the nature of the topic itself and the writer's point of view.

It must include examples and details which are well-organized and clearly stated in order to develop the subject adequately.

3. Concluding paragraphs

These paragraphs must bring an end to the results of the research. The conclusion summarized briefly the important points that research has developed and rephrases the paper's central thesis. These paragraphs should be brief and final to make the conclusion a unifying force. Do not introduce any new information in the concluding paragraphs.

Conducting Research

Before you begin the research portion list the sources and persons you might contact. This project is more than a term paper. It will cross disciplines and require interviews as well as written material.

Primary Sources of research include:

Interviews with people or experts in the field	Surveys students conduct themselves
A scientist's actual notes	A work of literature
An autobiography	

Secondary Sources of research include:

Textbooks	Reference books
Magazine articles	Literary criticism
Written material discussing any primary information.	

Interviews: May be helpful or disappointing depending on the preparation involved.

Before the Interview

1. Research the person to be interviewed in terms of his position, background and education. Find out where he/she works.
2. Define the purpose of the interview. What do you want to accomplish?
3. Write your questions ahead of time making sure that they reflect the purpose, research, and knowledge you seek. Organize your questions logically from simple to complex and from objective to personal
4. Gather necessary materials such as pen, paper, and tape recorder if desired. These documentations/recordings must be approved by the person you intend to interview.

The Interview

1. Dress appropriately-be well groomed.
2. Be punctual—arrive 10 minutes early
3. Make introductions in a professional manner with a firm handshake, a smile, and eye contact. State the purpose of your interview, say thank you, and ask for permission to quote your interviewee and use a recorder.
4. Stay on task
5. Ask questions when you don't understand. Be correct in your note taking. Carefully read back direct quotes making sure they are correct.
6. Honor off-the-record remarks

After the Interview

1. Thank the person
2. Review notes as soon as possible and consolidate information. Throw out what you cannot use.
3. Be careful that direct quotes are accurately recorded. If you are in doubt about something in your notes, contact the person again.
4. Make a list of other sources you may have uncovered.

Interview Form

Student Name (Interviewer):

Person Interviewed (Interviewee):

Address of Interviewee:

Phone Number of Interviewee:

Date and Time of Interview:

Length of Interview:

Briefly state the purpose of the interview and list the objectives you hope to accomplish during the interview:

List what you did to prepare for this interview:

Questions I will ask my interviewee include:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Lakeview High School

Senior Project Paper Reference Interview

All seniors must complete this form and meet with their Capstone Teacher before finishing the research necessary to write their Senior Project Paper.

Name: _____

Senior Project:

Research Paper Topic:

A BIG6 plan for completing the research necessary for a successful research paper. Following this process will help you keep organized and reduce the time it takes to finish a quality paper. Use the space provided to write notes about the steps in the process.

1. Task Definition

1.1 Define the information problem

1.2 Identify information needed in order to complete the task (to solve the information problem)

2. Information Seeking Strategies

2.1 Determine the range of possible sources (brainstorm)

2.2 Evaluate the different possible sources to determine priorities (select the best sources)

3. Location and Access

3.1 Locate sources (intellectually and physically)

3.2 Find information within sources

4. Use of Information

4.1 Engage (e.g., read, hear, view, touch) the information in a source

4.2 Extract relevant information from a source

5. Synthesis

5.1 Organize information from multiple sources

5.2 Present the information

6. Evaluation

6.1 Judge the product (effectiveness)

6.2 Judge the information problem-solving process (efficiency)

Fill in this form with your Capstone Teacher.

Capstone Teacher Comments:

Capstone Teacher Signature: _____

Paper Check Sheet

(See Lakeview High School Writing Guide booklet for complete formatting of the Senior Project Research Paper)

I. Set up

- A. Is my paper set up according to *MLA* standards?
 - 1. Does it have a header containing my last name and the page number on all pages including the first set ½ inch from the top of the paper?
 - 2. Is it double spaced
 - 3. Have I capitalized only the first letter of each important word in my title?
Is my title a double space above the first paragraph?
 - 4. Did I use a standard Times New Roman 12 point font
 - 5. Do I have one-inch side and bottom margins?
 - 6. Does my heading include the following—student’s first and last name, Seminar Advisor’s first and last name, Senior Project, and date put in international format (8 June 2004) and are all elements double spaced?

II. Introduction

- A. Did I give a subject, a direction, and the reasons for reading my paper? **Did I do this in my thesis statement?**
- B. Is my introduction a well-developed paragraph instead of one or two simple sentences?
 - 1. Does my introduction have a beginning, a middle, and an end?
 - 2. Is my thesis statement at the beginning or at the end of my introduction?

III. Title

- A. Does my title fit my essay?
- B. Is my title a mini sentence that invites reading?

IV. Body

- A. Have I developed my topic with well-developed paragraphs?
- B. Is my message clear and concise or do I expect too much from the reader?
- C. Does the body follow the outline?
- D. Have I used **examples** to illustrate my ideas?
- E. Have I stayed on the subject?
- F. Have I used at least five (5) sources to back up what I say?
- G. Have I used transitions from one paragraph to the next?
- H. Have I thoroughly covered my topic?

V. Style

- A. Have I said what I intended to say?
- B. Have I varied my sentence beginnings?
- C. Have I used any words too many times?
- D. Did I avoid words like “things” and “lots” and “very?”
- E. Have I refrained from ending sentences with prepositions?

- F. Have I eliminated all awkward sentences?
- G. Have I paragraphed enough to give my reader's eye some breaks?
- H. Do I stay in active voice throughout my paper?
- I. Do I stay in the present tense?
- J. Do my subject and verb agree in every sentence?
- K. Have I written the paper in "third person" where the pronouns "I" "we" "you" are not used at all in the paper?

VI. Editing

- A. Does my paper show that I have proofread by the fact that no typos remain and no necessary words are omitted?
- B. Have I eliminated all spelling errors?
- C. Did I eliminate capitalization and punctuation errors?
- D. Did I repair all fragments?
- E. Did I eliminate all run-on sentences?
- F. Have I made the correct word choice as in (their, there, they're)?
- G. Have I checked my paper for diction?
- H. Is my paper free of trite expressions and overused cliché's?
- I. Is my paper free from sexist language?

VI. Documentation

- A. Does my Works Cited page contain at least five (5) sources?
- B. Is my Works Cited page set up according to *MLA* standards?
- C. Is my documentation done according to *MLA* standards?
- D. Have I cited all sources listed on the Works Cited page in my paper?
- E. Have I carefully documented paraphrased information?
- F. Did I italicize all books, magazines, and play titles?
- G. Did I put quotation marks around magazine articles?
- H. Did I use parentheses around documentation within the text?
- I. Did I put the period following the parentheses except for in blocked text of four or more lines?

Notebook Requirements

Your notebook must include all of the following in the order presented in the list below. Each item in your notebook will be labeled exactly as it is named in the numbered list below.

You will create three notebooks and give one to each of your judges. Notebooks need to be delivered to judges at least seven (7) days prior to the presentation. If the student fails to do this, he/she will be rated lower on the judges rating sheets.

1. Advisor's letter to judges (To be supplied to you by your senior project advisor)
2. Notebook attention-getting cover
3. Table of contents
4. Introductory letter to the judges
5. The senior project overview
6. Final copy of research paper with Works Cited page
7. Paper grading rubric
8. Student log
9. Mentor verification form
10. Project self-evaluation
11. Advisor grading rubric
12. Project grading rubric
13. Presentation grading rubric
14. Notebook grading rubric
15. Any additional materials that support the presentation, such as drawings, charts, graphs, and interview notes.

The notebook should be neat and clean and enclosed in a paper or plastic binder or folder.

The Presentation

The presentation represents the ultimate step in the process. It is a self-evaluation and reflection of all that you have accomplished.

What it entails:

- An **eight to ten minute** presentation given before a panel of community members who are considered experts in the field.
- Followed by a five-minute question and answer period.
- Describes what has been learned from conducting the research, writing the paper, and fulfilling the requirements of the project.
- **No more than two minutes of the presentation may involve slides, videotape, audiotape, or computer display without the student speaking and describing what is happening.**
- Should include whom you contacted, what worked, what didn't work, and how problems were solved.
- Should include a description of what was learned from the total experience.

Evaluation of the project will be based on:

- Your preparedness
- Your ability to communicate and think on your feet
- The overall quality of your project

The presentation should cover the following areas:

- Have an introduction
- Present main points and details
- Contain "I learned" or "I never knew" statements
- Be well organized and flow logically
- Tie in the relationship between the paper and the project
- Have good oral communication skills
- Have a conclusion
- Use good eye contact
- Use good presentation techniques
- Student should be dressed for success
- Should use visual aids
- Be able to answer judges' questions

Proposal for Judge Selection

The judges you select must meet the criteria listed below.

1. Must have experience in the area of your project
2. Must be at least 21 years old or you need special permission from your Capstone Teacher & the Principal.
3. Must be unrelated to the student
4. Must not be your mentor

The three people I would like to be my judges are:

- 1.
- 2.
- 3.

Capstone Teacher recommendations or rejections:

Letter to the Judges

One of the first impressions the judges will have of you will come from this letter. The purpose of writing it is:

- To give the judges an introduction to you as a whole person beyond the work you've done on the project
- To give them an overview of you as a young adult with goals, interests, and opinions.

When they hear you speak at the presentation, they will most likely bring these insights into their understanding and consequent assessment of your presentation. This letter, therefore, must be in your best writing and must be a sincere expression of how you perceive certain aspects of yourself. Be sure that you let YOU shine through.

The letter may include any of the following topics:

- Family background
- Schooling
- Hobbies
- Goals
- Individual talents
- Handicaps or unusual circumstances
- High school years
- Views on any subject you think will give the judges useful information about you as you graduate.

The list above is only to give you some suggestions. You can write on other topics or only choose one or two to develop in detail.

This letter must be typed as a personal/business letter in block style with open punctuation. See the next page for the proper personal/business letter format.

Sample Letter to Judges

Top margin 2.5 inches, all other margins 1 inch

Your street address

Your city, state ZIP

Date (format should spell out name of the month: example April 10, 2005)

(4 enters)

Dear Judge

(2 enters)

Paragraph 1 – Thank them for agreeing to be a judge for your senior project. Tell them when and where the presentation will take place. Add a sentence showing your excitement to be able to present your senior project to them.

(2 enters)

Paragraph 2 – Tell a few things about yourself—what you like to do, what you are involved in here at school, what your future plans are.

(2 enters)

Paragraph 3 – Tell them a bit about your project—what it is and why you chose the project you did.

(2 enters)

Paragraph 4 – Thank them again and that you look forward to them participating in your senior project presentation.

(2 enters)

Sincerely

(4 enters. After letter is printed you will sign your name in this space)

Your name

Dress for Success

As you present your Senior Project the image you portray to your judges is very important. Much research has gone into studying the impact of first impressions. It is important that you give your judges a good impression from the moment they see you.

Keep in mind that you are the presenter of a project that you have worked many hours to complete. Judges will look to you as “the expert” on your project. You need to dress and look like the expert. The following is important to follow when you present.

Grooming: Be sure you have showered with soap, have clean hair (do not come to the presentation with wet hair), brushed your teeth, cleaned your fingernails, wear freshly laundered clothing, including clean shoes.

Gentlemen:

Preferred dress – nice slacks, dress khakis, dress shirt, tie, dress shoes with matching socks, shirt and sweater, polo style shirt

Unapproved attire – jeans, t-shirts, baggy pants, hats, shorts, coats, sandals, ragged clothing, athletic wear

Ladies:

Preferred dress – business suit or business dress, skirt with coordinated blouse and/or sweater, dress slacks with coordinated blouse and/or sweater, coordinated slack outfit, modest make-up

Unapproved attire – jeans, t-shirts, coats, shorts, too-short skirt/dress, too-low shirt/blouse (no cleavage showing), halter tops, tank tops, tube tops, ragged clothing, hats, athletic wear, slippers, thong shoes, midriff tops, spandex.

Senior Project Paper Grading Rubric

	Excellent	Good	Average	Fair	Poor	Points Earned
Writing is original	5	4	3	2	1	
	Writing is original, exceptionally clear, focused and well developed.	Writing is original, clear, focused and well developed.	Writing is clear, focused and well developed.	Writing has some focus and support.	Writing has little focus or development.	
Detail and support	5	4	3	2	1	
	Ideas and content have an abundance of detail and examples for support.	Ideas and content have lots of detail and examples for support.	Examples and details support ideas where appropriate.	Ideas have limited details and examples.	Few, if any, details and examples.	
Organization	5	4	3	2	1	
	Paper is extremely well organized and follows the outline.	Paper is well organized and follows the outline.	Paper is organized and follows the outline.	Paper is somewhat unorganized and fails to follow the outline.	Paper is very unorganized and fails to follow the outline.	
Grammar usage	5	4	3	2	1	
	Good techniques and good grammar is present throughout 100% of the paper.	Good techniques and good grammar is present throughout 90% of the paper.	Good techniques and good grammar is present throughout 80% of the paper.	Good techniques and good grammar are only present in 50% of the paper.	Paper lacks good techniques and good grammar throughout the paper.	
Documentation	5	4	3	2	1	
	Correct usage of MLA in-text citations are used throughout 100% of the paper.	Correct usage of MLA in-text citations are used throughout 90% of the paper.	Correct usage of MLA in-text citations are used throughout 80% of the paper.	Correct usage of MLA in-text citations are used in only 50% of the paper.	Correct usage of MLA in-text citations are used in less than 50% of the paper.	
Sources	5	4	3	2	1	
	More than 7 sources are properly cited on the Works Cited page.	More than 5 sources are properly cited on the Works Cited page.	Five sources are properly cited on the Works Cited page.	Only 4 sources are cited on the Works Cited page.	Less than 4 sources are cited on the Works Cited page.	
Typographical errors	5	4	3	2	1	
	Paper is error-free.	Paper has no more than 2 errors.	Paper has no more than 4 errors.	Paper has no more than 8 errors.	Paper has more than 8 errors.	
Research vs. personal essay	5	4	3	2	1	
	Paper is clearly a research paper and not a personal essay.	Paper shows a fair amount of research has clearly been done.	Paper shows that research has been done.	Paper has too much personal essay and not enough research.	Paper is clearly a personal essay and not a research paper.	
MLA standards - Page header, heading information, title, double spacing, outline, Works Cited (see MLA standards guidebook)	5	4	3	2	1	
	Paper contains all MLA elements and all are formatted correctly.	Paper contains all MLA elements and only one element is not formatted correctly.	Paper contains all MLA elements and all but two are formatted correctly.	Paper contains most MLA elements and most are formatted correctly.	Paper is missing several MLA elements and most elements are not formatted correctly.	
Total Points						

Total points possible is 45, with 27 as a passing grade.

Senior Project Advisor Grading Rubric

	Excellent	Good	Average	Fair	Poor	Points Earned
Attendance	5	4	3	2	1	
	Student was never tardy and attended all seminars.	Student was only tardy once and/or attended all but one seminar.	Student was only tardy twice and/or attended all but two seminars.	Student was tardy three times and/or missed three seminars.	Student's tardiness and absenteeism from seminar was unacceptable.	
Research Paper Deadlines	5	4	3	2	1	
	Student was ahead of schedule on all research paper deadlines.	Student was on time with all research paper deadlines.	Student missed only one research paper deadline.	Student missed 2 or 3 research paper deadlines.	Student missed more than 3 research paper deadlines.	
Notebook Deadlines	5	4	3	2	1	
	Notebook met all deadlines, contained all necessary components and was error-free.	Notebook met all deadlines, contained all necessary components and was nearly error-free.	Notebook met most deadlines, contained all necessary components and had very few errors.	Notebook did not meet deadlines but did contain all necessary components and had many errors.	Notebook did not meet deadlines, did not contain all necessary components and had many errors.	
Organization	5	4	3	2	1	
	Student took his/her senior project very seriously and remained exceptionally well organized throughout the process.	Student took his/her senior project seriously and remained well organized throughout the process.	Student took his/her senior project seriously and was organized throughout the process.	Student took his/her senior project seriously but was disorganized throughout the process.	Student did not take his/her senior project seriously and was disorganized throughout the process.	
Total Points						

 Student Signature

 Advisor Signature

Total points possible is 20, with 12 as a passing grade.

Senior Project Project Grading Rubric

	Excellent	Good	Average	Fair	Poor	Points Earned
Exploring the topic	5	4	3	2	1	
	Shows extensive evidence of planning and endeavoring to completely explore the topic.	Shows adequate evidence of planning and endeavoring to completely explore the topic.	Shows some evidence of planning and endeavoring to completely explore the topic.	Shows minimal evidence of planning and endeavoring to explore the topic.	Shows a lack of evidence of planning and endeavoring to explore the topic.	
Time and effort	5	4	3	2	1	
	Shows superior effort and time (at least 25 hours) was expended in completing project.	Shows considerable effort and time (at least 20 hours) was expended in completing project.	Shows some effort and time (at least 15 hours) was expended in completing project.	Shows minimal amount of effort and time (10-14 hours) was expended in completing project.	Shows a gross lack of effort and time (1-9 hours) was expended in completing project.	
Involvement and learning	5	4	3	2	1	
	Shows extensive evidence of the student's involvement and learning.	Shows much evidence of the student's involvement and learning.	Shows some evidence of the student's involvement and learning.	Shows little evidence of the student's involvement and learning.	Does not show any evidence of the student's involvement and learning.	
Degree of difficulty	5	4	3	2	1	
	Shows an extensive degree of difficulty, variety and number of components.	Shows a high degree of difficulty, variety and number of components.	Shows some degree of difficulty, variety and number of components	Shows a minimal degree of difficulty, variety and number of components.	Lacks even a minimal degree of difficulty, variety and number of components.	
Stretch into new learning	5	4	3	2	1	
	Involved a high risk factor for the student which stretched him/her into new learning.	Involved a considerable risk factor for the student which stretched him/her into new learning.	Involved some risk for the student which stretched him/her into new learning.	Involved a minimal risk factor for the student which slightly stretched him/her into new learning.	Did not involve any risk for the student and did not stretch him/her into new learning.	
Neatness and correctness	5	4	3	2	1	
	Components are neatly done and have no errors.	Components are neatly done and are nearly error free.	Components are neatly done but have several errors.	Components are shabbily done and have only a few errors.	Components have too many errors and are shabbily done.	
Total Points						

Total points possible is 30, with 18 as a passing grade.

Senior Project Presentation Grading Rubric

	Excellent	Good	Average	Fair	Poor	Points Earned
Introduction	5	4	3	2	1	
	Introduction is well prepared, states the purpose of the presentation and offers an interesting attention getter.	Introduction is adequately prepared, states the purpose of the presentation and offers an interesting attention getter.	Introduction implies the purpose of the presentation and attempts to offer an attention getter.	Introduction fails to indicate the purpose of the presentation and has no attention getter.	There is no noted introduction to the presentation.	
Main idea and points	5	4	3	2	1	
	The main idea and points are supported by extensive accurate and appropriate details.	The main idea and points are mostly supported by accurate and appropriate details.	The main idea and points are supported by some accurate and appropriate details.	The main idea and points are minimally supported by accurate and appropriate details.	The main idea and points are not supported by accurate and appropriate details.	
"I learned" statements	5	4	3	2	1	
	Presentation is filled with self-discovery clues such as "I learned," or "I never knew" statements.	Presentation includes many self-discovery clues such as "I learned," or "I never knew" statements.	Presentation includes some self-discovery clues such as "I learned," or "I never knew" statements.	Presentation includes at least one self-discovery clue such as "I learned," or "I never knew" statement.	Presentation includes no self-discovery clues.	
Flow is well organized	5	4	3	2	1	
	Presentation is original, extremely well organized and flows logically from beginning to end.	Presentation is well organized and flows logically from beginning to end.	Presentation is organized and flows logically from beginning to end.	Presentation shows some organization but lacks a logical flow from beginning to end.	Presentation is unorganized and lacks a logical flow from beginning to end.	
Relationship between paper and project	5	4	3	2	1	
	Research paper topic strongly relates to the project.	Research paper topic adequately relates to the project.	Research paper topic relates in some way to the project.	Research paper topic has minimal correlation to the project.	Research paper topic does not relate to the project in any way.	
Oral communication skills	5	4	3	2	1	
	Student enunciates well, makes appropriate word choices, uses transitions, and speaks with great enthusiasm and conviction.	Student enunciates, makes appropriate word choices, uses transitions and speaks with much enthusiasm and conviction.	Student enunciates, makes good word choices, uses transitions and speaks with enthusiasm and conviction.	Speaking techniques show a definite weakness in appropriate word choice, use of transitions, and speaking with enthusiasm and conviction.	Speaking techniques show inappropriate word choice, lack of transitions and a lack of enthusiasm and conviction.	
Conclusion	5	4	3	2	1	
	Conclusion effectively summarizes the presentation and generates interest.	Conclusion adequately summarizes the presentation but does not promote the desire to know more.	Conclusion summarizes the majority of the presentation.	Conclusion is minimal in summarizing the presentation.	Conclusion is either absent or fails to summarize presentation.	
Eye Contact	5	4	3	2	1	
	Student uses very good eye contact throughout the presentation and is thoroughly familiar with the speech that note cards are not necessary.	Student uses good eye contact throughout the presentation and is familiar enough with the speech that note cards are used very little.	Student uses some eye contact throughout the presentation but uses note cards often.	Student uses little eye contact throughout the presentation and uses note cards most of the time.	Student uses no eye contact and simply reads from note cards.	

Continued on next page

Senior Project Presentation Grading Rubric (Continued)

Presentation techniques	5	4	3	2	1	
	Student consistently uses effective presentation techniques such as poise, posture, rate/volume and gestures.	Student often uses effective presentation techniques such as poise, posture, rate/volume and gestures.	Student attempts to use effective presentation techniques such as poise, posture rate/volume and gestures.	Effective presentation techniques such as poise, posture rate/volume and gestures are used very little.	Effective presentation techniques such as poise, posture rate/volume and gesture do not exist.	
Student dress	5	4	3	2	1	
	Student is dressed neatly in professional business attire.	Student is dressed neatly in clothing a step above regular school clothing.	Student is dressed in regular school clothing, but avoided wearing jeans and t-shirts.	Student is dressed in jeans and/or t-shirts.	Student is dressed sloppily and inappropriately for school.	
Visual aids	5	4	3	2	1	
	Student uses an impressive selection of audio and/or visual aids, including modern technology.	Students uses a good selection of audio and/or visual aids, including modern technology.	Students uses some audio and/or visual aids, including some form of modern technology.	Student uses few audio and/or visual aids.	Student uses no audio or visual aids.	
Judges' questions	5	4	3	2	1	
	Student impressively answers all questions fluently and confidently.	Student answers all questions fluently and confidently.	Student answers most questions fluently and confidently.	Student answers some questions but lacks fluency and confidence.	Student answers some questions but is vague and unprepared.	
Total Points						

Total points possible is 60, with 36 as a passing grade.

Senior Project Notebook Grading Rubric

The notebook should contain the following components:

1) Advisor's letter to the judge	2) Attention getting cover	3) Table of Contents	4) Introductory letter from student	5) Senior Project Overview	6) Final paper with Works Cited page	7) Paper Grading Rubric
8) Student Log	9) Mentor Verification Form	10) Self-Evaluation	11) Advisor Grading Rubric	12) Project Grading Rubric	13) Presentation Grading Rubric	14) Notebook Grading Rubric

	Excellent	Good	Average	Fair	Poor	Points Earned
Notebook Components	5	4	3	2	1	
	All components are present and in the order listed.	All components except one are present and in the order listed.	All components are present except two and in the order listed.	Most components are present but not in the correct order.	Several components are missing and are not in the correct order.	
Notebook is typed error-free	5	4	3	2	1	
	The notebook has no typos.	The notebook has no more than 2 typos.	The notebook has no more than 4 typos.	The notebook has no more than 6 typos.	The notebook has more than 6 typos.	
Delivery to judge	5	4	3	2	1	
	Notebook was received over 7 days prior to presentation date.	Notebook was received 7 days prior to presentation date.	Notebook was received 6 days prior to presentation date.	Notebook was received 2-5 days prior to presentation date.	Notebook was received only 1 day prior to presentation date.	
Cover	5	4	3	2	1	
	Notebook cover is extremely creative.	Notebook cover is very creative.	Notebook cover is creative.	Notebook is adequate but lacks creativity.	Notebook cover has no creativity.	
Student letter to Judge	5	4	3	2	1	
	Letter is informative, well written and has no errors.	Letter is informative, well written and has only one error.	Letter is informative and has more than one error.	Letter does not give much information about the student but has few errors.	Letter lacks information about the student and has many errors.	
Time Log	5	4	3	2	1	
	Log has an impressive amount written to cover the development of the project.	Log thoroughly covers the development of the project.	Log gives adequate coverage of the development of the project.	Log minimally covers the development of the project.	Log fails to cover the development of the project.	
Mentor Verification Form	5	4	3	2	1	
	Includes thorough documentation of at least 3 meetings.	Includes adequate documentation of at least 3 meetings.	Includes some documentation of at least 3 meetings.	Includes minimal documentation of at least 3 meetings.	Has only minimal documentation of less than 3 meetings.	
Self-Evaluation	5	4	3	2	1	
	The student thoroughly answered all questions.	The student adequately answered all questions.	The student answered all questions.	The student minimally answered most questions.	The student minimally answered very few questions.	
Total Points						

Total points possible is 40, with 24 as a passing grade.