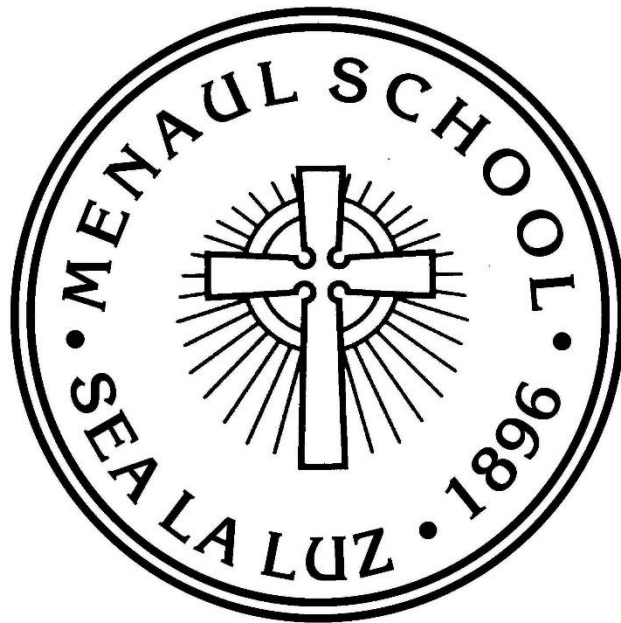


Menaul School

Senior Capstone Project

2020 - 2021



Student Handbook

Name _____

Senior Capstone Project Faculty Advisor: _____

301 Menaul Blvd NE
Albuquerque, NM 87107
505.345.7727

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**Burke County High School
Senior Capstone Project – Student Handbook
1057 Burke Veterans Parkway
Waynesboro, GA 30830
760-554-6691**

THE PURPOSE AND DESCRIPTION OF THE CAPSTONE PROJECT

The Senior Capstone Project at Menaul School is an activity of discovery, exploration, and participation. You will discover a personal topic of interest that requires creativity and curiosity and explores personal competencies, future goals, and personal biases.

The goal is to choose a topic of interest to you and explore it. This might include investigating a topic you have always been curious about or choosing something you know a little about and taking your understanding of it to a new and challenging level. For example, you may wish to design a solar heated home, write and illustrate a children's book, or shadow a physician. You may learn how to write music and compose your own musical compositions, create blueprints to add rooms to your own home, or chronicle your family's presence in Albuquerque. Above all, the Senior Capstone Project requires you to be an independent learner who engages yourself in creating personally meaningful activities.

OBJECTIVES

The Senior Capstone Project seeks to:

1. Equip you with the life-long learning skills of critical thinking, evaluation of ideas, circumspect revision, logical articulation of personal insights, sound mental inquiry, and composition effectiveness.
2. Increase your interpersonal communication skills while engaging faculty, peers, and mentors
3. Develop your ability to identify unifying patterns of meaning
4. Train you to synthesize divergent information
5. Provide you with effective media, sound speech presentation skills, and relevant academic materials to create and present a comprehensive, final presentation.

THE FOUR PHASES OF THE SENIOR CAPSTONE PROJECT

The first step in your Senior Capstone Project is to obtain a mentor to assist in advising you throughout the project. Your mentor cannot be a Menaul School faculty member or a family member and they must be at least 21 years old. A good mentor is someone who is knowledgeable or a professional in the area of your interest. Your mentor will be guiding you and grading your finished product. You MUST spend face time with your mentor (16 hours – 8 hours job shadowing/8 hours for product creation.)

- The first phase of the Senior Capstone Project requires you to apply information you have gained from research to create a "**product**". Your product may be an actual physical product, a performance or demonstration, or a service to the community. There must be a clear relationship between your research and your product. Select a product within your financial budget, keeping in mind that you are not expected to spend money in order to complete the Senior Capstone Project.
- The second phase is an EXPOSITORY **research paper**. You must research and document information on a subject of your choice – a subject in which you have an interest, but are not already an expert. Your research must be a worthwhile stretch beyond what you already know.
- The third phase of the Senior Capstone Project is the **portfolio**. You must keep good records of your progress and preserve everything in a portfolio that demonstrates your journey

throughout the Senior Capstone Project. These documents include personal notes, photographs, time logs with your mentor, journal entries, letters, your research paper, etc. Although components of the portfolio will be graded throughout the year, a committee will grade the entire portfolio for completeness and aesthetics.

- The final phase of the project will be your **presentation**. Presentations are to be between ten to fifteen minutes in length and will be given before a panel of judges. You will be assigned a date and time for your presentation well in advance.

GRADING AND WEIGHTS OF MAJOR PROJECT COMPONENTS

Each of the four phases of the Senior Capstone Project (described above) constitutes 25% of the total Capstone grade. The four phases will be graded according to the rubrics and standards set forth in this handbook.

SENIOR CAPSTONE PROJECT ADVISORS AND THE CAPSTONE COMMITTEE

Students will be assigned a project advisor, and they will meet with that advisor weekly throughout the duration of the project.

The Senior Capstone Committee is comprised of at least four adults from the Menaul School community. The Committee is responsible for overseeing all aspects of the Senior Capstone Project. Any questions, requests, or controversies regarding the Senior Capstone Project will be addressed by the Capstone Committee.

Requirements for the Successful Completion of the Senior Capstone Project

Product

1. Minimum of 16 contact hours (ideally 8 for job shadowing/8 for product creation) with mentor
2. Mentor time log required
3. Product may be tangible, service oriented, or skill-based
4. Product must present a learning stretch, taking you beyond what you have ever done before. In other words, it should be an extension of what you learned while with your mentor.
5. Product related to research
6. Product completed by studentNOT by mentor or parent.

Paper

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

Portfolio

1. Title/Cover page
2. Table of Contents
3. Letter of Introduction
4. Resume
5. Final copy of the Annotated Bibliography and Research Paper
6. Mentor Logs
7. Handwritten Thank you note to mentor
8. Reflective journal
9. Life Skills/College Seminar assignments
10. Supplemental items including pictures, letters, plans, notes, etc.

Presentation

1. Between 10 and 15 minutes long
2. Judged on content and delivery
3. Appropriate business-style dress
4. Visual to enhance understanding of product
5. Portfolio available to panel

Senior Capstone Project

Pacing Guide/Due Dates

2020-2021

Important Dates	Event
August	Introduction of Senior Capstone Project
September 18	1 st Draft of Capstone Proposal Due (Including Proposed Mentor)
September 25	Feedback from Capstone Committee RE: 1 st Draft
October 2	Approval of Research Topic, Product and Mentor by Capstone Committee
October 9	Mentor/Student Agreement Form Due
October 9	Consent and Expectation Forms due
October 9	Formal Proposal of Capstone Project Due (Deadline)
October 30	Mentor Log Check (minimum met with mentor once)
October 30	Annotated Bibliography Due (at least 6 sources) (Deadline)
November 20	Mentor Log Check (Minimum of 8 hours completed)
November 20	Rough Draft of Paper Due (Deadline)
December 11	Initial Portfolio check for feedback
December 17	Final Draft of Paper Due (Deadline)
March 31	Mentor Hours Completed – Log Due, Thank you note to Mentor delivered
March	Practice Presentation Days
March 31	Memo 1 Due (Deadline)
March 31	Product Due for initial evaluation
March 29–April 1	Portfolio reviews for feedback
April 6 - 9	Project Presentations – Portfolio & Memo 2 Due at time of presentation

*Dates are tentative and subject to change. Due dates can be adjusted based on the needs of the project, but must be approved by the Capstone committee.

Student/Mentor Responsibilities

The senior student is responsible for:

- Securing an appropriate Mentor.
- Completing and submitting all required Mentor forms.
- Being prepared and punctual for all appointments with Mentor.
- Obtaining transportation to and from Mentor meetings/location.
- Communicating with Mentor, as needed, in a timely manner.
- Spending a minimum of 16 contact hours (8 hours for job shadowing/8 hours for product creation) with the Mentor.
- Absorbing any costs associated with the Senior Capstone Project. (Funding may be available in special circumstances.)

Mentor qualifications:

- Cannot be a member of the student's family.
- Cannot be a member of Menaul School's faculty or staff.
- Must be an adult (at least 21 years of age).
- Must be an expert or professional in the field/area of mentoring.

A Senior Capstone Project Mentor is responsible for:

- Advising and assisting student in the planning and development of his/her Senior Capstone Project product.
- Providing input to the Capstone Committee regarding the student's participation in the Senior Capstone Project.
- Returning final Mentor Verification Form.
- Faxing, emailing, or mailing the required evaluation sheet to the Capstone Committee by the deadline given.

Suggested resources student can use to find a mentor:

- Family members
- Friends of family
- Friends and their family members
- Menaul School faculty/staff
- Employers and co-workers
- Associations through religious, civic/community, professional or athletic organizations
- Internet searches, businesses, newspaper, etc.

How to make the initial mentor contact:

- A mutual friend or acquaintance may arrange for the initial introduction
- Telephone (be prepared to leave an appropriate message)
- Letter
- E-mail

Initial mentor contact is the responsibility of the student. No one on Menaul's faculty or staff will make the initial contact with your mentor for you!

Topic Selection Guidelines

The topic of your Capstone Project should be one in which you are highly interested, but not yet an expert. If you have been a licensed ski instructor for several years, you probably already know a lot about teaching people to ski and this would NOT qualify as a “learning stretch”.

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

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

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

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

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

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

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

Use good judgment when selecting your topic. Not only must your topic be approved by your parents/guardians and the Capstone Committee, your ultimate presentation must be appropriate for a broad community. Select a topic that is complex enough to warrant your time and one that you will be proud to share with others. Do not waste time investigating topics that will be rejected.

Guidelines for Choosing a Product

A product is something you physically make, a specific skill you learn, or a service you perform for the community. A few examples follow with the minimum requirements for each example given:

Coaching a sport:

- Work with the team for an entire season (even if it's more than 15 hours)
- Watch at least one game early in the season and find 2 to 3 skills the team needs to work on
- Create practices which address improvement of each of these skills
- Watch at least one game following your practices and reflect on how those practices affected the team's performance.

Teaching a class:

- Work with the teacher to discuss what skills you will teach.
- Create a lesson plan that addresses those skills.
- Create an assessment for the students to judge how they perform the skills.
- Reflect on what you did well and what you need to improve upon.

Medical Field:

- Due to patient confidentiality and product guidelines, the medical field is a more difficult area to work in. What can you create or teach? Most likely, a service to the community is your best bet. Proceed with caution.

Personal Training:

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

Learning to play an instrument:

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

Business or Real Estate:

- Again, consider what your product will be before committing to this idea. A business plan? A marketing study?
- Remember, job shadowing is not a product.

Event Planning/Charity Drives:

- Event must take place before Senior Capstone Project hours are due
- Be conscientious about what event you plan. The date should be something that is set and will not change. Last minute changes causing your event to take place after hours are due is not an excuse.
- You should attend the event to take pictures and reflect on what worked and what needs improvement.
- Events must be large scale. Birthdays, baby showers, and wedding showers are important, but they don't lend themselves to a Senior Capstone Project.

Student Name:
Topic:

Due to the variety of possible products for the Capstone project, specific criteria for each area will be individually determined. Students are responsible for planning and discussing the criteria for their Capstone product with their mentor and faculty advisor.

Exceeds Standard (23-25)	Meets Standard (20-22)	Approaching Standard (15-19)	Below Standard (0-14)
Exceeded expectations due to high quality of work and superior effort is evident.	Quality of work overall was excellent and consistent effort is evident.	Failed to meet expectations in one or more areas but effort is still evident.	Did not meet expectations in most areas and lack of effort is evident.

		Possible Points	Score
Implementation	Did you complete the product and apply it to your Capstone Project? Did you invest an appropriate amount of time and effort into your product? Could your product be enhanced by further development and revision?	25	
Focus	How relevant is your product to your topic?	25	
Informed Choices	Did you research your product and make informed choices based on your research?	25	
Product Evaluation	How effective was your product at producing desired results? Is your product beneficial to others?	25	
Total			

COMMENTS FOR STUDENT	
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Annotated Bibliography

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

The Annotated Bibliography should include:

- A minimum of six (6) sources
- A proper MLA citation for each work along with a summary of the work and how you foresee using it in your final paper in a short paragraph of about 4-5 sentences (100-200 words each).

Formatting

- Proper MLA format with the title Annotated Bibliography
- Alphabetized entries
- Single-spaced focus paragraph; double space everything else.

Rubric for Annotated Bibliography

Sources	Number of appropriate sources	30	
MLA Formatting	Formatting: header, pagination, 1" margins, TNR 12	5	
	Accuracy of citations	20	
	Hanging indents, alphabetical order, spacing	5	
Text	One summary per citation	10	
	Length of summaries	10	
	Grammar/Writing	20	
Total Points		100	

Final Paper Overview

Your capstone paper requirement is split into three distinct portions, each due at a different time in the year, but all counting towards the 25% percent of your total grade for the project. The first part is a research paper of 4-6 double-spaced pages. The next is a memo that informs the committee of your mentor and their credentials, as well as the details of your actual shadowing/mentorship. The final part of your paper requirement describes your product and a reflection on what you would do differently, could you start your Capstone over again.

Requirements

- 1) Your research paper should be 5-6 pages (not including Works Cited) and should follow MLA guidelines listed below. The paper is due Monday December 17, 2020, and should include detailed, written descriptions of the following components:
 - a) A well-researched background on the historic and contemporary issues surrounding your selected Capstone topic. This is where you will demonstrate the knowledge, background information, and nuanced understanding of your topic that you have gained through your months of research and self-study. This is where you will most likely quote and cite from your six sources.
 - b) A reflection on your personal reasons for selecting this topic. Why are you concerned and/or passionate about this topic? If you made any adjustments to your topic in the course of research and mentorship, this is where you will discuss those adjustments, how they came about, and why you think they occurred? For example, did actually working with someone who is an expert on this topic clarify your thinking or goals?
- 2) The memo on your mentor and mentorship experience should follow business memo format (see below) and be 1.5-2 pages in length. This memo is due Monday January 13, 2020, and should include detailed, written descriptions of the following components:
 - a) The credentials and experience of selected mentor. This is where you will describe your mentor's experience and education as an explanation for what makes them an expert on your topic. This is also the section where you will reflect on your process of finding a mentor, the challenges or things you experienced as you searched for the right mentor.
 - b) The nature and rationale of the practicum activities. This is where you will describe the learning and experiential activities you performed during your practicum, under the supervision and tutelage of your mentor. You should also explain how these activities helped you progress on and achieve your capstone project, especially the final product. Finally, describe how you grew and learned professionally, vocationally, academically, and/or personally from your practicum experience/capstone project.
- 3) The third and final component of your paper is another memo. It should also be 1.5-2 pages. It is due at the time of your presentation and should include written detailed descriptions of the following components:
 - a) The nature of the actual Capstone product. Here is where you will describe and explain in sufficient detail what you have actually produced as a result of your Capstone project. You should also account for changes that occurred in your product as you worked on your Capstone project. What things did you find you had to adjust or change as your topic and experience became clearer?
 - b) Finally, if you were beginning your Capstone project again, what would you do differently this time to improve the project and the experience? Be specific and move beyond generalities such as, "I would

manage my time better?” How would you do this exactly? Also address what you have learned about embarking on a long-term, large-scale project that may help you in the future?

Notes on Sources

1. Sources: Research paper must accurately use at least 6 sources in correct MLA 8th edition citation format.
2. Parenthetical (in-text) citations: at least 6 used within the paper for paraphrased and directly quoted material. **Any paper without parenthetical citations will not be accepted.**
3. Quotations must be seamlessly integrated/blended within the paper and cited correctly.

General Formatting:

Please follow MLA 8th edition formatting specifics for your research paper.

1. Double-space throughout the paper including the outline and Works Cited pages
2. Use Times New Roman, 12 point font
3. Use one inch margins on all sides of paper; ½ inch for page numbers flush with right hand margin
4. Do not underline, italicize, quote, or change font and size of title
5. Include a Works Cited page in MLA format. Alphabetize each entry by the first item citation and not by “a,” “an,” or “the”
6. Use first person point of view.
7. Avoid unanswered questions
8. Proofread accurately to avoid errors in grammar, punctuation, and content

Student Name:	Subtotal Front:	TOTAL:
Topic:	Subtotal Back:	

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	Score	Comments
Quality of Information/ Evidence	<input type="checkbox"/> Paper is exceptionally researched, extremely detailed, and historically accurate. <input type="checkbox"/> Information clearly relates to the topic. <input type="checkbox"/> Six or more sources used.	<input type="checkbox"/> Paper is well-researched in detail and from a variety of sources. <input type="checkbox"/> Information relates to the main topic. <input type="checkbox"/> Five or six sources used.	<input type="checkbox"/> Information relates to the main topic, few details and/or examples are given. <input type="checkbox"/> Shows a limited variety of sources. <input type="checkbox"/> Only three to four sources used.	<input type="checkbox"/> Information has little or nothing to do with the thesis. <input type="checkbox"/> No or very few sources used.		
Organization	<input type="checkbox"/> Paper is well-organized and easy to follow. <input type="checkbox"/> Paper captures all of the requirements detailed in the final paper overview in clear and exceptionally detailed way.	<input type="checkbox"/> Clear and logical order that aids overall organization. <input type="checkbox"/> Paper captures all requirements of final paper overview varying levels of detail and explanation.	<input type="checkbox"/> Somewhat clear and logical development throughout paper. <input type="checkbox"/> Some requirements of final paper overview may be lacking sufficient detail or explanation.	<input type="checkbox"/> Lacks development of ideas, is unorganized and hard to follow, and may not sufficiently detail or explain all requirements of final paper overview.		
Style/ Voice	<input type="checkbox"/> Style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity. <input type="checkbox"/> Word choice is specific, purposeful, dynamic and varied.	<input type="checkbox"/> Style and voice appropriate to the given audience and purpose. <input type="checkbox"/> Word choice is specific and purposeful, and somewhat varied throughout.	<input type="checkbox"/> Style and voice somewhat appropriate to given audience and purpose. <input type="checkbox"/> Word choice is often unspecific, generic, redundant, and clichéd. <input type="checkbox"/> Sentences are somewhat unclear	<input type="checkbox"/> Style and voice inappropriate or do not address given audience, purpose, etc. <input type="checkbox"/> Word choice is excessively redundant, clichéd, and unspecific. <input type="checkbox"/> Sentences are very unclear.		
Grammar/Usage /Mechanics	<input type="checkbox"/> Control of grammar, usage, and mechanics. <input type="checkbox"/> Almost entirely free of spelling, punctuation, and grammatical errors.	<input type="checkbox"/> May contain few spelling, punctuation, and grammar errors.	<input type="checkbox"/> Contains several spelling, punctuation, and grammar errors which detract from the paper's readability.	<input type="checkbox"/> So many spelling, punctuation, and grammar errors that the paper cannot be understood.		

Formatting	<input type="checkbox"/> Conforms to 8 th edition of MLA rules for formatting, Works Cited page, and in-text citation of sources.	<input type="checkbox"/> Conforms to 8 th edition of MLA rules for formatting and citation of sources with minor exceptions.	<input type="checkbox"/> Frequent errors in 8 th edition MLA format.	<input type="checkbox"/> Lack of 8 th edition MLA format/numerous errors.		
					Total:	Multiply by five:

ADDITIONAL COMMENTS:	
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Memo Formatting:

Memorandum

To: Wagner Students
From: The Writing Tutors
Date: August 19, 2010
Re: Memo-Writing Guidelines

The purpose of this memorandum is to provide you with some guidelines for writing effective memos. Writing a professional memo is very different from writing a research paper. Although the details may vary somewhat depending on the memo's purpose and intended audience, these general guidelines should serve you well in virtually any context.

Begin by stating the purpose of your memo. The first sentence should identify the problem you are trying to solve or remind the reader of your assigned task. Effective ways to begin the first sentence include: "The purpose of this memo is..." or "In response to your request, this memo provides recommendations on..."

Summarize your conclusions in the introductory paragraph. A memo is not a mystery novel, nor is it a joke—do not wait until the end to deliver the punch-line! Since your reader may be too busy to read the entire memo, you must get your main point across immediately. Journalists refer to this style of writing as an "inverted pyramid"—the most important information appears at the top and is followed by less important details, so that the reader can leave the story at any time and still understand the main point.

State the basis for your conclusions in the introductory paragraph. Briefly summarize the considerations you took into account or the methodologies you used to arrive at your conclusions. For example, you might explain that your recommendations are "based on analysis of leading theories on education policy as well as empirical evidence on student performance in charter schools."

Memo Rubric 1

Memo Format: Single spaced, double space between heading and paragraphs, 12 point, Times New Roman, proper heading	/20
Memo content (mentor): Memo details the credentials and experience of selected mentor. This is where you will describe your mentor’s experience and education as an explanation for what makes them an expert on your topic. This is also the section where you will reflect on your process of finding a mentor, the challenges or things you experienced as you searched for the right mentor.	/30
Memo content (mentorship details): Memo details The nature and rationale of the practicum activities. This is where you will describe the learning and experiential activities you performed during your practicum, under the supervision and tutelage of your mentor. You should also explain how these activities helped you progress on and achieve your capstone project, especially the final product. Finally, describe how you grew and learned professionally, vocationally, academically, and/or personally from your practicum experience/capstone project.	/30
Grammar/Usage/Mechanics/Punctuation/Spelling	/20
Total:	/100

Memo Rubric 2

Memo Format: Single spaced, double space between heading and paragraphs, 12 point, Times New Roman, proper heading	/20
Memo content (product): Memo details the nature of the intended or actual Capstone product. Here is where you will describe and explain in sufficient detail what it is you will produce as a result of your Capstone project. You should also account for changes that occurred in your product as you worked on your Capstone project. What things did you find you had to adjust or change as your topic and experience became clearer? While the committee realizes that things may change from the time you submit your paper to when you present on your project, please try to be as detailed and specific as possible in describing your product.	/30
Memo content (changes): Memo details what you would do differently to improve the Capstone project and the experience if you had it to do over again? What have you learned about embarking on a long-term, large-scale project that may help you in the future?	/30
Grammar/Usage/Mechanics/Punctuation/Spelling	/20
Total:	/100

The Portfolio

Your Senior Capstone Project Portfolio is a compilation of information that documents your work in a professional manner. It should clearly document your project from the initial stages to the ending. You will be graded based on the following criteria: completeness, neatness, attention to detail, grammar and writing, use of graphics and color, skill level presented, creativity, and use of materials. Your final documents, including your research paper, must be error free and in final format. The time spent on the portfolio is in addition to the sixteen (16) hours required for the job shadowing and product.

Cover:

The cover of your portfolio introduces your topic and the subject of your research paper. Make it neat, eye-catching, and professional. Color and graphics are an excellent way to make your cover attractive. Include your name and your small group facilitator's name.

Table of Contents:

Include a list of the items included in your Portfolio in order of appearance. Numbering pages is optional.

Letter of Introduction:

Write a self-reflective piece that describes your individual qualities and goals to the panel judges or a future employer. Explain how these qualities and goals relate to your project and possible future employment. The letter should also introduce the various components of the project, including the significance of the work included.

Résumé:

You will prepare a professionally formatted résumé.

Research:

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

Capstone Project Mentor Log:

Include a log that was completed and verified throughout the process.

Mentor Thank You Note:

Include a copy of your Thank you Note that was sent to your mentor. Ideally, your Thank you Note is handwritten on a card or stationery.

Reflective Journal:

Include the weekly reflection writings you did with your faculty advisor/small group. You should also include a final reflection about your Capstone Project experience. A well-done final reflection is at least one-page in

length using 12 point Times New Roman font, double spacing, and 1-inch margins. Your final reflection should address the following:

- What were the easiest and hardest parts of the project (include aspects that were rewarding or frustrating)?
- What have you learned about time management? About yourself?
- What personal satisfaction have you gained from the project experience?
- What advice would you give to future seniors?

Life Skills/ College Seminar Assignments:

An important aspect of your portfolio is to demonstrate that you have participated in and completed the variety of Life Skills and College Seminar workshops and assignments throughout the semester. A list of these items will be provided at the end of the semester.

Supplemental Items:

This section of your portfolio contains pictures, certificates, diagrams, notes, and any other visual documentation. Pictures of your shadowing experience as well as the creation of your tangible product should be included. This section should catalog the time spent with your mentor. Ideally, you would include at least 5 pieces of evidence from your practicum experience.

MENAUL SENIOR CAPSTONE PORTFOLIO RUBRIC

Student Name:
Supervising Faculty:

The rubric below is used to grade the final Portfolio presented at the time of your presentation. The Portfolio portion of your final Capstone grade (25%) includes the grades of additional assignments assessed in Small Group meetings and College Seminar.

	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard	Score
Organization	Presented in a binder or electronic format. All documents are arranged in logical fashion. (10 points)	Presented in a binder or electronic format. All documents are included. (8-9 points)	Presented in a format. Most documents slightly disorganized. (6-7 points)	Includes sloppy and/or illegible items. (5 points)	
Professional Appearance	Neat, appealing, and creative. Reflects the students' professionalism and outstanding effort. (10 points)	Neat and shows some creativity. Reflects the students' desire to meet the standards. (8-9 points)	Neat and reflects the students' desire to meet the minimal effort standards. (6-7 points)	Messy and incomplete. (5 points)	
Content	Includes all required content including significant supplemental items. (50 points)	Includes all required content including supplemental items. (40 points)	Missing one or two required items and includes limited supplemental items. (30 points)	Missing multiple required item and does not include supplemental items. (20 points)	
Cover	The cover page is professional and visually appealing. It has a unique and creative aspect. (10 points)	The cover page is professional and visually appealing. (8-9 points)	The cover is professional with little attention to uniqueness. (6-7 points)	The cover lacks visual appeal and has missing information (5 points)	
Letter of Introduction	Successfully conveys the qualities of the student and introduces the project. (10 points)	Conveys the qualities of the student and introduces the project with minor grammatical errors. (8-9 points)	Meets criteria but further development and revision could enhance the letter. (6-7 points)	The letter does not successfully convey the qualities of the student or introduce the project. (5 points)	
Reflections	Includes 8 or more weekly reflections. The final reflection demonstrates the student's ability to think critically about learning and there is evidence of growth. (10 points)	Includes 8 or more weekly reflections. The final reflection shows evidence of growth through the Capstone process. (8-9 points)	Includes 6-7 weekly reflections. The final reflection could benefit from further development and revision. (6-7 points)	Includes 5 or less weekly reflections. The final reflection is weak and did not demonstrate growth. (5 points)	
Portfolio Grade:					____/100

The Presentation

Three areas of consideration for your presentation should be:

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

I. Visual

- A. The visual should be something that helps the audience understand the content of your presentation as well as a device to keep your speech organized and on track.
- B. The visual should focus on “substance,” not “show”. Since it functions to help guide both you and the audience, it should not in itself be distracting, nor should it take attention away from you.
- C. The visual could be in any number of forms including (but not limited to):
 - a. A flip-chart outline (minimal text)
 - b. A hand-out to be given to the judges to help them follow your speech
 - c. A poster
 - d. A PowerPoint or Prezi or ??? presentation (limited in number of slides, with minimal text on each slide). When using presentation software, remember:
 - i. Be very familiar with the program so as to use it with ease.
 - ii. Visuals should not distract from the speech itself.
 - iii. Use a minimal number of slides (10-15ish), and slides should contain graphs, charts, photographs, etc. and should not serve as a script for your presentation.
- D. A secondary visual may include your own photographs documenting the creation of your product, a video (appropriate length – remember the entire presentation is to be 10 to 15 minutes), a demonstration of a skill, or display of a tangible product.
- E. Be aware that any type of technology used in your presentation (TV, computer, overhead, etc.) may fail, so reliance on such should be minimal.

II. Content/Talking Points

- A. Your speech should attempt to anticipate questions that might be asked about your Senior Capstone Project, and to answer those questions before they are asked. Certain questions should be answered by ALL presenters; other questions depend upon your particular Senior Capstone Project.
 - 1. Questions to be answered by all presenters
 - Why did you pick this topic for your research?
 - What did you hope to gain by researching this topic?
 - What DID you gain from your research?
 - How did you tie in your product to your research topic?
 - What was your “stretch” in doing this particular product?

- What role did your mentor play in your product? Explain the process you went through in doing your product.
 - What challenges did you face in doing your Senior Capstone Project?
 - What were the benefits you derived (if any) from doing this project?
2. Considerations for presenters with specialized topics
- Be certain to define any technical or important terms to your audience.
 - What equipment did you need for producing your product?
 - What components made up this particular product that the audience should know?
 - Discuss the benefits of your product or the attributes that attracted/helped you.
- B. Imagine being in the audience for your presentation. Address the points that would be confusing or unusual, so that the audience fully understands your topic, your challenges, your triumphs, and your achievements. Be mindful that your audience may not be familiar with your topic; avoid using technical or topic-specific terminology without explaining it first.

III. DELIVERY & APPEARANCE

A. Delivery

1. Notecards may be used, but they should not be read; use your visual outline as you proceed through your presentation (by pointing to items as you speak).
2. Feel free to walk around a bit, within a defined area.
3. Use your hands to gesture for emphasis if you are comfortable enough to do so.
4. Use voice inflection and repetition to highlight important points and to keep interest.
5. Make eye-contact with all of the panel members – not just one.
6. Face the audience at all times! Do not turn your back on your audience to look at a screen.

B. Appearance

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

Final Presentation Suggested Outline

Presentations should be 10 to 15 minutes in length and should be centered on or culminate in the presentation of your Capstone product. Multimedia presentations may accompany your presentation but are not considered the product itself (although, in the case of a video clip, your product can be embedded in a multimedia accompaniment).

The following outline can be considered. You may add or delete information from the following outline to meet your specific needs.

- I. Introduction
 - A. Opener- (story, intriguing quote, etc.)
 - B. Self-Introduction
 - C. Why did you chose your topic?
 - D. What's your background knowledge and experience relating to your topic?
 - E. What was your project goal?
- II. Background
 - A. What did you research?
 - B. Short summary of your research findings
 - C. How did the research tie in with your project overall?
 - D. Necessary steps taken to fulfill Capstone requirements
- III. Results
 - A. Essential aspects of your product
 - B. Resources used
 - C. Mentor description
 - D. Description of Practicum with Mentor
 - E. Demonstration of your product
 - F. Challenges you faced and how you faced them
 - G. Change of ideas concerning selected topic
 - H. Surprises encountered with practicum
- IV. Learning
 - A. What was learned?
 - a. About topic
 - b. About self
 - c. About topic as a possible career or future study
 - B. What is the central message that you would like to illustrate related to your topic?
- V. Lasting Impression (create a clear and meaningful ending)
 - A. What would you like to audience to do, think, or understand? How does your experience relate to anything the audience should consider?

MENAUL SENIOR CAPSTONE PANEL PRESENTATION RUBRIC

Student Name:	Speech Start Time:	Speech End Time:
Topic:	Total Speech Time (mins.): <small>(does not include questions)</small>	
Panelist Name:		
Subtotal Front:		TOTAL: ____/24
Subtotal Back:		

Please evaluate the student's presentation based on the criteria listed below.

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	Score	Comments
CONTENT	Project Explanation	<input type="checkbox"/> Provides a complete sense of the project's scope <input type="checkbox"/> Details mentor's role <input type="checkbox"/> Clear explanation of the passion behind this project	<input type="checkbox"/> Provides essential details of the project <input type="checkbox"/> Includes information on mentor's role <input type="checkbox"/> Explains what led to this project	<input type="checkbox"/> Provides only a cursory look at the project itself <input type="checkbox"/> Leaves some questions about the exact nature of the service	<input type="checkbox"/> Project remains unclear. <input type="checkbox"/> Reasoning behind project unclear	
	Knowledge Depth/Research	<input type="checkbox"/> Exemplary, detailed understanding of topic <input type="checkbox"/> Shows meaningful connection between all research and project <input type="checkbox"/> Responses to questions are to the point, accurate, and delivered confidently	<input type="checkbox"/> Research evident <input type="checkbox"/> Shows clear connection between research and project <input type="checkbox"/> Responses to questions are appropriate	<input type="checkbox"/> Minimal evidence of understanding and/or research <input type="checkbox"/> Shows minimal connection between research and project <input type="checkbox"/> Responses to most questions are appropriate	<input type="checkbox"/> Understanding of topic limited. <input type="checkbox"/> Connection to research not evident <input type="checkbox"/> Responses to questions are vague and unprepared	
	Personal Reflection	<input type="checkbox"/> Shows new insight about self, gained by working in this setting <input type="checkbox"/> Highlights meaningful experiences/challenges	<input type="checkbox"/> Shows knowledge gained from project <input type="checkbox"/> Intrapersonal learning evident	<input type="checkbox"/> Evidence of personal learning not convincing	<input type="checkbox"/> No evidence of personal learning	
	Subtotal					

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	Score	Comments
ORGANIZATION	Structure <i>Organization; Sequencing; Time</i> <ul style="list-style-type: none"> <input type="checkbox"/> Unique attention getter <input type="checkbox"/> Insightful and engaging <input type="checkbox"/> Organized in logical sequence with smooth transitions <input type="checkbox"/> Makes a lasting impression on the audience <input type="checkbox"/> 10-15 minutes long 	<ul style="list-style-type: none"> <input type="checkbox"/> Attention getter is appropriate <input type="checkbox"/> Organized in logical sequence with smooth transitions <input type="checkbox"/> Good sense of completion <input type="checkbox"/> 10-15 minutes long 	<ul style="list-style-type: none"> <input type="checkbox"/> Attention getter lacks spark <input type="checkbox"/> Somewhat organized & logical with transitions inconsistent or missing <input type="checkbox"/> Conclusion somewhat irrelevant or inconsistent <input type="checkbox"/> Close to 10-15 minutes 	<ul style="list-style-type: none"> <input type="checkbox"/> Attention getter lacks spark <input type="checkbox"/> Not organized & logical with transitions inconsistent or missing <input type="checkbox"/> Conclusion irrelevant or inconsistent <input type="checkbox"/> Time is too short or long due to lack of preparation 		
	Visuals <i>Quality; Appropriateness</i> <ul style="list-style-type: none"> <input type="checkbox"/> Effective and creative use of visuals <input type="checkbox"/> Attractive design <input type="checkbox"/> Use of technology enhances the presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Visuals may be language-heavy, but conveys necessary information clearly <input type="checkbox"/> Uses technology appropriately 	<ul style="list-style-type: none"> <input type="checkbox"/> Visuals are language-heavy with minor information errors. <input type="checkbox"/> Overall design is simple but appropriate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Visuals do not effectively support presentation or lacks key information <input type="checkbox"/> Design shows lack of effort 		
PRESENTATION	Poise/ Delivery <i>Attire; Body language; Attitude; Eye contact; voice quality</i> <ul style="list-style-type: none"> <input type="checkbox"/> Dressed in professional attire <input type="checkbox"/> Dignified body language <input type="checkbox"/> Enthusiastic and confident in speaking <input type="checkbox"/> Consistent effective use of eye contact. <input type="checkbox"/> Projects expressive voice well <input type="checkbox"/> Even/calm pace 	<ul style="list-style-type: none"> <input type="checkbox"/> Dressed in appropriate attire <input type="checkbox"/> Good posture <input type="checkbox"/> Calm delivery and somewhat enthusiastic <input type="checkbox"/> Eye contact with minimal note reading or looking away <input type="checkbox"/> Appropriate voice <input type="checkbox"/> Mostly even pace 	<ul style="list-style-type: none"> <input type="checkbox"/> Dressed in somewhat appropriate attire <input type="checkbox"/> Some distracting body language <input type="checkbox"/> Shows some discomfort in speaking. <input type="checkbox"/> Eye contact with some note reading or looking away <input type="checkbox"/> Decent voice <input type="checkbox"/> Somewhat even pace 	<ul style="list-style-type: none"> <input type="checkbox"/> Not dressed appropriately <input type="checkbox"/> Distracting body language <input type="checkbox"/> Lacks enthusiasm and shows great discomfort in speaking <input type="checkbox"/> Limited eye contact <input type="checkbox"/> Difficult to hear or mumbles <input type="checkbox"/> Too fast and uneven pace 		
	Subtotal:					

QUESTIONS/COMMENTS FOR STUDENT

Senior Capstone Initial Project Proposal

Due September 18, 2020

Please type your responses and be as thorough as possible. You should be able to write at least 2 complete sentences for each prompt. If you are considering a couple of topics, you can turn in more than one proposal to the committee.

Student Name: _____

1. Topic Description:
2. Do you have a mentor in mind? Or where will you look for a mentor?
3. Why do you wish to pursue this topic?
4. What are your **goals** for this project (i.e., what do I **intend** to do)?
 - 4a) What do you intend to do that will benefit you personally and be a stretch for you?
 - 4b) What do you intend to research and learn more about related to this topic?
 - 4c) How might your project benefit other people or give back to the community?
5. List the specific steps you will need to take to accomplish the goals you listed.

Formal Proposal

Due October 9, 2020

You will prepare a formal, essay (2-3 pages) in which you confirm your intentions to the Capstone Committee. . Your essay must include the following:

- A description of your Senior Capstone Project topic. Your description should include what you intend to research, what you plan to do with your mentor, and the specific goals you have in mind for your topic.
- Your reasons for selecting your topic.
- Mentor's name, contact information, and credentials.
- Discuss any research already completed related to your topic.
- The specifics on what you intend to do as a product. Be descriptive. State the connection between the time spent with your mentor, the product, and the research. Explain how your product can be used to benefit other people or give back to the community.

Parent Consent for Senior Capstone Project

As the parent/guardian of _____, who is a senior at Menaul School, I am aware that the Senior Capstone Project is a graduation requirement worth 0.5 credit towards the 24.5 credits needed for graduation from Menaul School. I am aware that the Senior Capstone Project is comprised of four different phases: a “product”; a research paper; a portfolio; and a presentation; and that each of the four phases constitutes 25% of the total Senior Capstone Project grade. I understand that to successfully complete the Senior Capstone Project, my son/daughter will be working closely with a mentor who is an expert in the field my child has chosen for their Capstone Project.

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

For the “product” related to this final paper, my son/daughter is planning to do the following:

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

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

_____ has my permission to complete this product.

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

Finally, both I and my son/daughter understand that plagiarism is using another author’s words or ideas without giving credit. I am aware that if my son/daughter plagiarizes ANY part of the final paper, he/she will receive a zero on the entire paper and will not be allowed to continue with the remaining phases of the Senior Capstone Project. This will result in a failing grade for the Senior Capstone Project, the loss of 0.5 required credit, and most importantly, the inability to graduate.

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

Mentor/Student Agreement Form

Mentors:

You will receive an overall statement of the basic philosophy of the Capstone Program. Beyond the basic idea, you will likely want to consider some specifics. The most important requirement is that the projects should be active; students should be actively engaged in serving, creating, building, experiencing. You will be their teacher.

The Senior Capstone Project is a graduation requirement. In order to ensure effective communication among everyone involved, we ask you to fill out a time sheet and a brief narrative each time you are with the student. Each sheet has room for more than one meeting report. Use the same sheet until it is complete. If you prefer to develop the narrative portion more fully than the space allotted and if it is simply easier to do so, feel free to write the narrative on a separate sheet. A more formal evaluation will come at the end of the project. For that final evaluation (the form will be given to you), please provide a more thorough narrative evaluation of the student's progress.

One of the most difficult gauges to determine will be exactly how much time your student should spend with you. Specifying amounts of time will be based on many factors including the concepts, methods, and values they must learn from you in order to produce a finished project of merit. Students need not spend the same amount of time with you each session, but once they begin working for you, you need to spend some time together to monitor progress. Please be at liberty to make the determination according to your best judgment.

We understand that serving as mentor is a demanding undertaking. Thank you for taking time to read these guidelines. We are indebted to your willingness to mentor a youth of today. Your comments, guidelines, and evaluations are valuable measures that help students mature and progress.

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

Mentor: _____ Title: _____

Business Name: _____

Address: _____ City _____ State/Zip _____

Phone Number: (w) _____ (c) _____ Email: _____

Mentor Signature _____ **Date:** _____

Students:

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

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Senior Capstone Project Mentoring Log

Date	Time Spent Hours/Minutes	Activities	New Things Learned	Mentor Comments	Mentor Signature

Mentor Name & Title: _____

Phone #/Email: _____

Mentor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Senior Capstone - Weekly Report and Reflection

Name: _____

Date: _____

I. Weekly Record

	Description of Activity:
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

II. Brief description of progress

III. Personal Reflection *(What did you learn this week about yourself, others? Describe any feelings of frustration or accomplishment.)*

Capstone Practicum: Leave Campus Request

Senior Capstone student _____ requests permission to leave campus to attend his or her Capstone Practicum field experience.

Date: _____ Leave Time: _____ Expected Return Time: _____

Location: _____

Mentor: _____ Phone: _____

Student's contact information: Cell phone: _____

Menaul School Capstone Facilitator Signature: _____

Capstone Practicum: Leave Campus Request

Senior Capstone student _____ requests permission to leave campus to attend his or her Capstone Practicum field experience.

Date: _____ Leave Time: _____ Expected Return Time: _____

Location: _____

Mentor: _____ Phone: _____

Student's contact information: Cell phone: _____

Menaul School Capstone Facilitator Signature: _____

Capstone Practicum: Leave Campus Request

Senior Capstone student _____ requests permission to leave campus to attend his or her Capstone Practicum field experience.

Date: _____ Leave Time: _____ Expected Return Time: _____

Location: _____

Mentor: _____ Phone: _____

Student's contact information: Cell phone: _____

Menaul School Capstone Facilitator Signature: _____

Menaul School Senior Capstone Mentor Evaluation

Thank you for your time and for creating an invaluable experience for our student. Please provide the following information to aid in our evaluation of the student's Capstone project. You can contact Troy Williamson if you have any questions at twilliamson@menaulschool.com.

1. Your Name: _____

2. Student's name: _____

3. Total hours spent with this student: _____

4. Briefly describe your role as mentor for this project (How did you help? What was asked of you? How were your talents used?)

5. Please rate the student in the following areas:

	Excellent	Good	Fair	Poor
Quality of work				
Attitude and level of commitment				
Dependability				
Cooperation				
Punctuality				
Communication				
Willingness to accept new ideas or criticism				
Completion of goal				

6. Please feel free to comment about any of your responses above:

7. In your opinion, what were this student's strengths and weaknesses as they relate to this project?

8. What specific problems did this student encounter and overcome? What successes have you seen this student achieve?

9. Assign a letter grade evaluation of the student's cumulative service:

- A: Excellent in all areas
- B: Strong performance
- C: Average performance
- D: Below average performance
- F: Not satisfactory

10. Please provide any additional information that would aid the teacher in evaluating this student: