

CAPSTONE FIELDWORK PROJECT STUDENT HANDBOOK 2022-2023



**MASUK HIGH SCHOOL
MONROE, CONNECTICUT**

Monroe Public Schools

Mission Statement, Goals, and Vision of the Graduate

The mission of the Monroe Public Schools is to create a student-centered environment where all learners maximize their intellectual, creative, social, emotional, and physical potential.

Goals for Student Learning:

I. Learning Culture:

The Monroe Public Schools will foster a culture where shared values and responsibilities create personalized and relevant learning experiences that engage all.

II. Learning Supports:

The Monroe Public Schools will provide learning supports that meet the varied and specific needs of learners.

III. Learning Resources:

The Monroe Public Schools will provide the necessary resources to meet the needs of all learners.

IV. Community Building:

The Monroe School District will collaborate and communicate with the community on an ongoing basis.

Vision of the Graduate:

A MPS Graduate...

- Identifies and addresses authentic problems with creative and research-based solutions. (Critical Thinking and Problem-Solving)
- Listens effectively and expresses ideas for a variety of purposes and audiences. (Communication)
- Explores novel ideas and multiple perspectives to seek information, answers, or change in our world. (Curiosity)
- Serves the community through a collaborative approach that celebrates diversity, unity, and kindness. (Empathy and Compassion)
- Develops integrity, flexibility, and perseverance through goal setting and reflection. (Social-emotional Readiness)

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Dear Senior:

The Capstone Project at Masuk High School builds a bridge between the skills you learn in the classroom and the real world. The three phases of the Capstone Project are:

- Research and fieldwork with a mentor relevant to your selected topic
- Journal entries and a reflection paper
- A formal presentation before a panel of judges in which you will communicate and reflect on your experience as a whole.

The Capstone Project is a very important part of your senior year, and with that in mind, this handbook was created especially for you. It contains all of the information you will need to choose and complete a Capstone Project that will be both successful and fulfilling. As long as it is legal and your parents approve, almost any topic is open to you. **When selecting a topic, think about what you have always wanted to know more about or learn how to do, as well as a career or personal interest you want to explore.** If you choose your topic carefully, your experience should be exciting, challenging, and rewarding.

The element of choice is what really lends meaning to the Capstone Project, and it is what makes your project unique. The Capstone Coordinators will not give you a topic. Instead, we are giving you this handbook that outlines the expectations and requirements your Capstone Project must meet. We will also give you our continuous support and guidance throughout the year to help make your project as successful and engaging as you want it to be. The entire faculty will offer you support and encouragement.

As you know, Capstone is a graduation requirement. This means you must successfully complete a Capstone Project in order to graduate with your class in June in accordance with Monroe Public Schools Board of Education Policy #6146. Successful completion of your Capstone Project will earn you 1 credit. In the event that you do not successfully complete this project, you will be required to do so after your peers graduate and receive your diploma upon its completion.

We will keep you informed and up-to-date on Capstone Project deadlines and requirements throughout the year. You will receive information from your English classes, morning announcements, Advisory meetings, and senior class meetings.

Give serious thought to your Capstone Project, and enjoy the challenges your choices will bring. We are proud to join you and the rest of the Class of 2023 on this journey, and look forward to helping you along the way. If you have any questions or concerns, please see the Capstone Project Co-Coordinators or email us at capstone@monroeps.org. Good luck!

Ken Rider

Laurie Coville

Andrew Townsend

Capstone Project Co-Coordinators

Capstone Fieldwork Project Calendar 2022-2023

<u>Due Date</u>	<u>Responsibility/Event</u>
Tues, Oct. 4, 2022	*Due: Finished Capstone Portfolio <i>for early presenters</i>
Thurs, June 2, 2022 OR Mon, Oct 10, 2022	Due: Letter of Intent, Mentor Information/Parental Acknowledgement Form, Topic Display (in color) *Submitting the initial documents in June <u>does not</u> commit you to the early presentation date.*
Sept. – Dec. 2022	Due: In-person meeting during Flex with your coordinator
Weds, Oct. 26, 2022 (tentative date)	*Capstone Presentations for early presenters
Mon, Dec. 12, 2022	Due: Fieldwork Journal: Hours 1-10
Weds, Feb. 1, 2023	Due: Annotated Bibliography
Weds, Mar. 1, 2023	Due: Fieldwork Journal: Hours 11-20
Weds, Mar. 1, 2023	Due: Capstone Fieldwork Video (can be submitted at point during your fieldwork hours)
Mon, Mar. 20, 2023	Due: Fieldwork Time Log signed by Mentor
Mon, Mar. 20, 2023	Due: Mentor Letter of Recommendation
Mon, Mar. 20, 2023	Due: Thank You Letter to your Mentor
Tues, Apr. 4, 2023	Due: Reflection Paper (**Last required piece of portfolio**)
*** All assignments in need of revision due to spelling and/or grammar mistakes, as well as not meeting the criteria defined in the rubrics will be returned and are expected back within <u>two weeks</u>.***	
Tues, May 2, 2023	*Students who do not have a completed portfolio by this date will not be eligible to present with their peers on Thursday, May 25, 2023.*

Thurs, May 25, 2023	Training Session for first time Capstone Judges. (10:00 a.m. in the Masuk Library for 1 st time judges. 10:45 a.m. for repeat judges (brief refresher)).
Thurs, May 25, 2023	Capstone Presentations (All students must be in attendance on this date. Any student who is absent will still have to present and be required to submit a note from a doctor.)
TBD	Capstone Presentations for students who received a “Not Yet” on May 25 will be individually scheduled.

Appropriate accommodations will be made to meet student learning needs. Through a PPT, modifications will be reflected in the student’s IEP.

***Important Additional Information regarding submissions and deadlines:**

SUBMISSIONS

Capstone Coordinator:	Last Name:
Ms. Coville:	A-F
Mr. Rider:	G-N
Mr. Townsend:	O-Z

***All Capstone Requirements must be submitted through the Capstone – Class of 2023 Google Classroom. Class code: xt5nllu**

*** Your portfolio will be entirely online.***

*** Quarterly report cards will reflect a Capstone Grade throughout your senior year, but will not affect your GPA. They are as follows: **Pass:** all submissions have been submitted and accepted. **Fail:** Student has not met any of the Capstone requirements. **Incomplete:** Some requirements have not been submitted or received a passing grade.**

**** Failure to meet deadlines will result in a lower portfolio grade, which is a category on the Capstone Oral Presentation Rubric.**

Monroe Public Schools

Proposed 2022-2023 School Calendar

July 2022						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022 (5)						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022 (20)						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022 (20)						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022 (19)						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022 (17)						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023 (20)

February 2023 (18)

March 2023 (22)

23	24	25	26	27	28	29	21	22	23	24	25	26	27	25	26	27	28	29	30
30							28	29	30	31									

Teacher Day- No Students
 Holiday- No Students or Teachers
 Early Dismissal-All Schools

Important Dates:

- August 22, 23, 24 -Teacher Development
- August 25 - First day of School
- September 5 - Labor Day
- September 26 - Rosh Hashanah
- October 5 -Yom Kippur
- November 8 - Election Day-Teacher PD Day
- November 23 – Thanksgiving Recess – Early Dismissal
- November 24-25 -Thanksgiving Recess
- December 23 – Winter Recess – Early Dismissal
- December 24– January 2 – Winter Recess
- January 16 -Martin Luther King Day
- February 17-20 – Mid Winter Break
- March 17 – Teacher PD Day
- April 7 – Good Friday
- April 10-14 – Spring Recess
- May 29 - Memorial Day
- June 7 – Projected Last Day of School

Approved at the Board of Education meeting on January 19, 2022

Su	M	Tu	W	Th	F	S
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023 (14)						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22

May 2023 (22)						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

June 2023 (5)						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24

Getting Started

Responsibility

Due Date

**Letter of Intent and Mentor Information/
Parental Acknowledgement Form***

**Thurs, June 2, 2022
or
Mon, Oct 10, 2022**

Topic Display* (in color)

**Thurs, June 2, 2022
or
Mon, Oct. 10, 2022**

Meeting your Capstone Coordinator*

Ongoing: Sept. 1 – Dec. 22, 2022

Reminder: All revisions are due within two weeks of the date the item is returned to you.

***These items are part of your Capstone Project Portfolio (p.36)**

Fieldwork Topic Selection

The topic and fieldwork selection for your Capstone Project deserve a great deal of contemplation and discussion. The only restrictions that apply to your choice are that:

- it's legal and appropriate,
- your parents agree with it,
- and it represents a *learning stretch* for you.

A *learning stretch* means that your Capstone Project will serve to “stretch” your skills and knowledge in a particular area. Your project must be both challenging and achievable for you. Therefore, if you have skills or experience in a topic you are considering, you will have to explore this subject in a genuinely new and more challenging manner, not just repeat what you already know or have already learned.

It is the belief of the committee that if you take great care in this decision and challenge yourself, you will find your Capstone journey much more enjoyable and rewarding than if you make an easy and quick decision. Here are a few suggestions to make your topic selection process more worthwhile:

- ***Choose a topic you are truly interested in!*** From our research, the Capstone committee learned that seniors who completed a Capstone Project and who chose topics of interest to them enjoyed the project more, experienced fewer problems, and got more out of the project. Students who chose topics they weren't really interested in had more difficulty and got less out of the project.
- ***Dare to dream!*** Rather than making quick decisions regarding your project, make a list of the possibilities. Seek advice and input from family and friends. Ask yourself, “What have I always wanted to do or to learn more about?”
- ***Don't get discouraged!*** If you are having difficulty finding a mentor, allow the Capstone Project Coordinators, faculty members, and other interested adults help you locate potential community mentors.
- ***Approach potential community mentors personally!*** Act as though you are preparing for a job interview; dress nicely, give them the facts about your plans, and sell yourself! A personal discussion will be far more effective than a phone call!

- ***Maintain contact with your mentor!*** Once you’ve found a mentor, establish a schedule with him or her that is convenient for both of you. If you do not plan to start your fieldwork for several months, keep the lines of communication open with your mentor. Schedules change, life happens, and accidents occur, so stay on top of the situation.

Letter of Intent and Mentor Information/Parental Acknowledgement Form

Due Date: Thursday, June 2, 2022 or Monday, October 10, 2022

Before you may begin work on your Capstone Project, you must propose the idea you have for your project and receive approval for it. This proposal will be in the form of a Letter of Intent that states how you intend to meet the Capstone Project requirements.

The following items are due on or before Thursday, June 2, 2022 or Monday, October 10, 2022:

- Complete Letter of Intent (signed by you)
- Complete Mentor Information/Parental Acknowledgement Form (signed by you, your parent, and your mentor)
- Topic Display (See page 17)

Your letter of intent is due on or before Thursday, June 2, 2022 or Monday, October 10, 2022. You cannot begin your fieldwork until your Letter of Intent has been approved.

Format for Letters of Intent:

1. Letters must be typed and single-spaced in 12 point Times New Roman font.
2. Follow “Block Letter Style Format,” as shown on pages 13-14. (You will need to know how to write in this format in the professional world.)
3. Letters must be addressed: “Dear Capstone Project Coordinators.” Since we have moved to an online portfolio, you may sign your name by hand or electronically.
4. Each paragraph of the letter must address the following questions as specifically and with as much detail as possible:

Paragraph One:

What is your Capstone Project topic? Why did you choose this topic/area of study?
What previous knowledge or experience do you have in this topic/area?

Paragraph Two:

How does this project represent a “learning stretch” (as defined on page 9)?
What will you do to learn more and/or develop your skills/experience in this area?

Paragraph Three:

What will you do for your Fieldwork? Who will serve as your mentor and what is his/her experience or expertise in your chosen field? Describe your Fieldwork in as much detail as possible, discussing your plans for the project and the involvement of your mentor.

Paragraph Four:

What **Academic, Social, and Civic Expectations** will you have demonstrated through the successful completion of your Capstone Project?

You must choose at least **two** of the five **Academic Expectations** listed below. Explain in detail how the work you will do for your project will satisfy *each* of the expectations you select.

- **Problem-solving:** Each student will think critically and reason effectively to solve complex problems
- **Literacy:** Each student will write effectively, read with understanding a wide variety of texts, and communicate orally in a variety of situations
- **Technology:** Each student will apply technology skills to access information, analyze data, and communicate ideas and information
- **Understanding the World Community:** Each student will demonstrate an understanding of various past and present political, social, and economic systems
- **The Arts:** Each student will create or perform in and respond to one of the arts (musical, visual, dance, or theatre)

You must also choose at least **one** of the three **Social Expectations** listed below. Explain in detail how the work you will do for your project will satisfy the expectation you select.

- **Act responsibly and respectfully toward self and others**
 - respect diversity and the importance of balancing individual freedom with the needs and rights of others
 - accept responsibility for one's own learning and behavior
 - accept and apply constructive feedback
- **Work actively and cooperatively to achieve group goals and resolve issues**
 - use positive interpersonal skills
 - demonstrate a willingness to collaborate
 - monitor behavior as a group member
- **Make appropriate choices affecting your physical, social, and emotional well-being**
 - access support personnel and programs
 - participate in co-curricular activities

You must now choose at least **one** of the two **Civic Expectations** listed below. Explain in detail how the work you will do for your project will satisfy the expectation you select.

- **Demonstrate a personal sense of ethics that includes honesty, integrity, and self-control**
 - adhere to school policies and academic honesty
 - follow the expectations outlined in the school's Code of Conduct
- **Contribute to society as a responsible and skilled citizen**

Paragraph Five:

Review with your parent(s) or guardian(s) the “Letter to Seniors” (page 4) and “Getting Started” materials in this section. Then, retype this paragraph word-for-word into your own letter, understanding that **this letter is a contract**. Be sure to *italicize* this entire paragraph as you see it written here!

“I understand that I am required to successfully complete a Capstone Project in order to graduate with my class in accordance with Monroe Public Schools Board of Education Policy #6146. If I fail to meet this graduation requirement, I will have the opportunity to do so after my classmates graduate and receive my diploma at a later date. Furthermore, I understand that honesty and integrity are highly valued elements of the Masuk High School Community. As such, I will demonstrate these qualities by being honest in all aspects of my Capstone Project. I know that if I decide to be dishonest on any component of my fieldwork, portfolio, or reflection paper, I will have to complete an entirely new project and submit a new portfolio no later than May 2 in order to be eligible to graduate with my classmates.”

Your Letter of Intent must be submitted to the Capstone Project Coordinators along with a completed Mentor Information/Parental Acknowledgement form. Please include a stamped envelope addressed to your mentor along with this form and be sure that you and your parent/guardian and mentor have read and signed the form.

*Letters not conforming to these guidelines or those about which the coordinators have questions or concerns will not be approved and will be returned for revision.

****If you do not hear from the Capstone Coordinators after submitting your Letter of Intent, your project is approved and you are free to contact your mentor to begin your fieldwork hours.***

Sample Letter of Intent in Block Letter Style Format

159 Sedgwick Road
Monroe, CT 06468
September 21, 2022

Capstone Project Coordinators
Masuk High School
1014 Monroe Turnpike
Monroe, CT 06468

Dear Capstone Coordinators

In this paragraph, explain what your topic is and why you selected it. Indicate what background you have related to this topic as well. Obviously, your paragraph will be longer than this one in order to meet the Capstone Coordinators' expectations.

Paragraph 2 addresses your "learning stretch" for this topic. In this paragraph, explain how your Capstone topic will extend your learning and expertise on this topic. Obviously, your paragraph will be longer than this one in order to meet the Capstone Project Coordinators' expectations.

This is the fieldwork paragraph. This is where you will discuss your fieldwork in detail, introduce your mentor, and explain what you have planned for fieldwork. Obviously, your paragraph will be longer than this one in order to meet the Capstone Project Coordinators' expectations.

You're already up to paragraph 4. Here, you will list and explain how your project and fieldwork will fulfill your Academic, Social, and Civic Expectations. Remember to select 2 Academic, 1 Social, and 1 Civic Expectation from the choices provided in your handbook. After this, your last paragraph will be exactly the same as every other junior, written in italics exactly as shown here:

I understand that I am required to successfully complete a Capstone Project in order to graduate with my class in accordance with Monroe Public Schools Board of Education Policy #6146. If I fail to meet this graduation requirement, I will have the opportunity to do so after my classmates graduate and receive my diploma at a later date. Furthermore, I understand that honesty and integrity are highly valued elements of the Masuk High School community. As such, I will demonstrate these qualities by being honest in all aspects of my Capstone Project. I know that if

Capstone Project Coordinators
Page 2

I decide to be dishonest on any component of my fieldwork, portfolio, or reflection paper, I will have to complete an entirely new project and submit a new portfolio no later than May 2 in order to be eligible to graduate with my classmates.

Sincerely yours

***Andrew Venture**

Andrew Venture

***Note:** Please sign your letter by hand **or** electronically, using a font that resembles cursive.

Mentor Information/Parental Acknowledgement Form

Please submit a stamped, business envelope addressed to your mentor with this form.

Senior's Name _____

MENTOR INFORMATION

Name: _____

Date of Birth: _____

Occupation: _____

Street Address: _____

City/State/Zip Code: _____

Day Phone: _____

*Email Address (required): _____

TO THE MENTOR

I have agreed to serve as mentor for the senior named above and hereby state that the information provided is correct. I am at least 21 years of age and I am not related to this student.

Mentor Signature: _____ Date: _____

TO THE PARENT OR GUARDIAN

As parent/guardian of a student at Masuk High School, I am aware that my son/daughter is required to successfully complete a Capstone Project in order to graduate with his/her class in June in accordance with Monroe Public Schools Board of Education Policy #6146. If he/she fails to meet this graduation requirement, he/she will have the opportunity to do so after his/her classmates graduate and receive his/her diploma at a later date.

I fully understand that this project selection decision is made independently of the staff and administration of the high school, but is subject to approval. I understand that if the fieldwork is a product, it must be physically present at school as part of the Capstone Project presentation. If the fieldwork is a service or activity, it must be documented by photos or a video. This project selection and approval is student and parent-centered.

Finally, I know that if my son/daughter decides to ignore Masuk High School's academic honesty policy on any component of his/her Capstone Project, he/she will have to complete an entirely new project and submit a new portfolio no later than May 2 in order to be eligible to graduate with his/her classmates and receive his/her diploma, in accordance with Monroe Public Schools Board of Education Policy #6146.

We recommend that the parent/guardian accompany their son/daughter to meet the mentor in person before their child begins their fieldwork experience.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Email (Optional): _____

Student Signature: _____ Date: _____

Letter to Prospective Community Mentors

Your mentor will receive a copy of this letter via email once your Letter of Intent is approved. If your mentor has any questions about his/her role or responsibilities, you may want to share this information with him/her ahead of time.

Dear Capstone Project Community Mentor:

You have been asked by a Masuk High School senior, to be a Capstone Project Community Mentor because you possess expertise in an area of interest to him/her. The Capstone Project at Masuk High School seeks to build a bridge for students between the real world and the skills they learn in the classroom. The Capstone Project includes twenty hours of fieldwork related to a topic of the student's choice, a reflection paper, and an eight to twelve minute presentation before a board of judges to synthesize and summarize the experience.

As a mentor, you will serve as both a guide and teacher for the student during his/her fieldwork. A mentor's role is an active one. However, it is important that the student become *actively* involved with the project as well. The ownership of the project should come from the student. The student must present you with a working plan/schedule for his/her fieldwork project. Once you and the student have agreed to this plan/schedule, your role as a mentor is to:

1. Work with the student to fine-tune the plan to develop a challenging but achievable fieldwork experience.
2. Guide, encourage, and oversee the student as he/she works to complete the fieldwork project.
3. Verify the time the student spends on the fieldwork (minimum of 20 hours) by signing the Fieldwork Time Log. (Due on or before Monday, March 20, 2023.)
4. Write a letter of recommendation for the student based on the quality of work, interest, and involvement in the fieldwork. (Due on or before Monday, March 20, 2023.)

We appreciate your willingness to work with one of our students and to serve as a mentor for him/her. We hope you find this experience to be a rewarding one. For additional information, please visit the Capstone website and review the Capstone Project Student Handbook, by going

to www.monroeps.org. Under Schools, click on Masuk High School. Under Students, you will see a Capstone Project link.

If you have any questions or concerns about your role as a mentor, please do not hesitate to contact us. You may call us at Masuk High School at (203) 452-5823 and leave a message for us on our voicemail at extension 7809. In addition, our email address is capstone@monroeps.org.

Topic Display

Due Date: Thursday, June 2, 2022 or Monday, October 10, 2022

Along with your Letter of Intent, and Mentor Information/Parent Acknowledgement Form, you will submit a **Topic Display (in color) to the ‘Capstone – Class of 2023’ Google Classroom.** Your Topic Display will be displayed in the school and is one way of informing the school community of your choice for your Capstone Project.

Type your topic and a simple description of your fieldwork in a 24 point font. Start your description of your fieldwork with an action verb that truly defines what you will be doing for your fieldwork. Include your name and a picture, drawing, or clipart that relates to your topic.

A sample Topic Display might look like the one below:

Topic: Yoga

Fieldwork: Practice Yoga & Work towards Becoming an



Instructor

By: Andy Venture

In-person meeting with a Capstone Coordinator

Due Date: Ongoing: September 1 – December 22, 2022

Each student is responsible to schedule a meeting with his/her assigned Capstone coordinator during Flex between the dates of September 1 through December 22, 2022. You will not be requested. *It is up to you to schedule the meeting!* The meeting will be student-directed, so think about what you want us to know about you and your project, and bring any questions you may have. It is our hope to get to know you and your project on a more personal level.

Capstone Coordinator: **Last Name:**

Ms. Coville: **A-F**

Mr. Rider: **G-N**

Mr. Townsend: **O-Z**

Fieldwork

<u>Responsibility</u>	<u>Due Date</u>
Fieldwork Experience Journal: Hours 1-10*	Mon, Dec. 12, 2022
Research/Annotated Bibliography*	Weds, Feb. 1, 2023
Fieldwork Experience Journal: Hours 11-20*	Weds, Mar. 1, 2023
Fieldwork Video*	Weds, Mar. 1, 2023
Fieldwork Time Log signed by Mentor*	Mon, Mar. 20, 2023
Letter of Recommendation written and signed by Mentor*	Mon, Mar. 20, 2023
Thank You Letter to your Mentor*	Mon, Mar. 20, 2023

Reminder: All revisions are due within two weeks from the date the assignment is returned.

*These items are part of your Capstone Project Portfolio (p. 36)

What is Fieldwork?

Fieldwork is an opportunity to extend your learning beyond the classroom by working with an expert in the area of interest you have selected. For your Capstone Project, you are required to

complete a *minimum of 20 hours* of fieldwork *with* your mentor. Fieldwork can take many forms and is not required to result in a physical product. *Your fieldwork may build upon previous knowledge or experience but must represent a “learning stretch.” If you stretch to apply your current skills and knowledge, your project should be challenging but achievable.

Fieldwork *cannot* simply be a continuation of a current job or extracurricular activity. You must be actively involved and do something as opposed to merely observing. For example, simple job shadowing is not acceptable for fieldwork. If your fieldwork objective is to learn a new skill or talent, you must then extend or apply this talent. Simply taking a class does not satisfy the fieldwork requirements. Fieldwork should not be so easy and/or beneath your skill-level that there is no challenge for you. In addition, **you cannot be paid for your fieldwork hours.**

Who can be a Mentor?

A mentor is a member of the community who has professional expertise or considerable experience and knowledge in the field of study you have selected. In addition to this requirement, your mentor must:

- Be at least 21 years of age.
- Not be a family member or relative.
- Not be a current employer.

Faculty members may be approached as potential mentors.

What is a Mentor’s Role?

Before you begin, you will develop a plan for your fieldwork. Next, you will discuss it with your mentor and fine-tune your plan so that your project is both challenging and achievable. Your mentor will oversee your project; guiding, advising, and encouraging you throughout. It is **your responsibility** to stay in contact with your mentor before and during the fieldwork process. Ultimately, this is *your* project, and the mentor is there to assist you along the way.

How is Fieldwork Documented?

As you work with you mentor on your project, keep track of the hours, dates, and individual tasks you complete using your Fieldwork Time Log. When your project is complete, your mentor must sign your time log to verify your hours. Your mentor must also write and sign a Letter of Recommendation describing his/her overall impression of your involvement in the fieldwork.

*If your project results in a tangible product, you must bring it with you to your Capstone Presentation. In addition, all students should take photographs of you involved in your fieldwork, and will be required to submit a 2-5 minute video. All will be a wonderful addition to your presentation.

Fieldwork Journal and Video

Your project journal is a personal record of your learning experience during your Capstone Project. It is your first person account of your project from its beginning. Your journal is an opportunity for you to share your unique experiences. Your journal, as well as your reflection paper (pages 32-33), will serve as the judges' first impression of both you and all the hard work you put into choosing a topic and successfully completing your fieldwork. It also allows you to show your organizational skills.

Your journal will have two separate entries, which will be submitted by the due dates below. Each entry will reflect your thoughts, decisions, and/or observations. You will write an entry for each of the following phases of your Capstone Project:

- **Fieldwork Journal: Hours 1-10 Due Date: Monday, December 12, 2022**
- **Fieldwork Journal: Hours 11-20 Due Date: Wednesday, March 1, 2023**

Each journal should be two full pages in length.

All entries should be typed, double-spaced, and in 12-point font. Begin by stating your name and the assignment title, such as: Fieldwork Journal: Hours 1-10. Journals may be written in 'journal' style, where you record your thoughts and experiences at different points throughout your Capstone Project, **OR** you may choose to write a two page paper encompassing the ten hour fieldwork experience.

Fieldwork Video

Due Date: By Wednesday, March 1

Each student is required to film a short 2-5 minute video segment where you are on camera during your fieldwork. This requirement can be submitted during any part of the fieldwork, but is due no later than the March 1 deadline for Journal Hours: 11-20. *The Google Classroom App is required to upload a video directly from your phone.

The presentation scoring rubric has a media component, where you can insert pictures and/or video (no more than 2 minutes) into the presentation, as well as bring in items from your fieldwork. Using clips from your video is a great way to enhance your presentation!

Name

Fieldwork Journal: Hours 1-10

Tuesday, October 10: Hours 1-2: I had a meeting with my mentor Sandy for thirty minutes tonight. We talked about the class she was about to teach and decided that I would be a student in the 75 minute Hot Yoga class. It was incredibly difficult! I'm glad I practiced a little bit at home with a yoga for beginner's video I found on Youtube. Sandy is a really incredible teacher, who really encouraged her students to get the most out of their experience.

Saturday, October 14: Hours 2-4: As I walked up the stairs to the studio this morning I could still feel the stiffness in my legs! Today was an advanced Vinyasa class. Before class, Sandy went through a lot of the moves with me and told me about Vinyasa, but I still looked it up when I went home. I tried my best and took Sandy's advice to go to child's pose for the more difficult moves. I was really impressed with how flexible some of the advanced students' are and afterwards spent a half hour talking to some of the people in the class. Tom, a sixty year old retired police officer and father of three girls has been practicing for five years. He said that he usually practices two to three times a week and said that since he began he has felt better in all areas of his life and has never been in better shape. Cathy, a forty year old teacher has been practicing for eight years and is beginning to work towards becoming an instructor herself. I went home feeling really positive about my experience so far.

Saturday, October 21: Hours 4-7:

***Make sure you adhere to the page requirements for each journal entry.**

Masuk High School: Capstone Project Fieldwork Experience Scoring Rubric

Each of your 2 journal entries will be graded individually and must receive a passing score for you to move forward. A ‘Meets Standard’ or passing journal entry must have a score of 10 or more points. In addition, 3 or more points must be earned under the standard for Support & `Elaboration.

	MEETS STANDARD 2	BELOW STANDARD 1
PURPOSE/FOCUS Score =	<ul style="list-style-type: none"> ● Clear focus on fieldwork experience 	<ul style="list-style-type: none"> ● Lacks a clear focus on fieldwork experience
*SUPPORT & ELABORATION Score (___x2) Total =	<ul style="list-style-type: none"> ● *Journal exhibits exceptional and/or effective connections between personal experience and fieldwork 	<ul style="list-style-type: none"> ● Journal lacks adequate connections between personal experience and fieldwork
DEVELOPMENT Score =	<ul style="list-style-type: none"> ● Journal entries show a logical progression of thoughts/ideas 	<ul style="list-style-type: none"> ● Journal entries have an underdeveloped progression of thoughts/ideas
CONVENTIONS Score =	<ul style="list-style-type: none"> ● Appropriate use of mechanics ● Appropriate sentence structure and variety ● Effective use of transitions 	<ul style="list-style-type: none"> ● Limited competency in grammar & usage ● Limited use of mechanics ● Weak transitions within or between paragraphs
PRESENTATION Score =	<ul style="list-style-type: none"> ● Adequate timeliness, neatness, legibility, and proper format ● Entry meets page requirements 	<ul style="list-style-type: none"> ● Inadequate timeliness, neatness, legibility, and proper format ● Entry does not meet page requirements

Student Name _____

Journal Entry # _____

Total Score _____

Pass: Yes No

FIELDWORK TIME LOG

Senior's Name: _____

Description of Fieldwork: _____

Mentor's Name: _____

Mentor's Occupation: _____

Date	# of hours	Description of Fieldwork

TOTAL _____

As a mentor, I assure the Capstone Coordinators that the student spent a minimum of twenty hours on fieldwork with me.

Mentor Signature: _____

Date: _____

*I am interested in serving as a Capstone mentor to future students:

Annotated Bibliography

Due date: Wednesday, February 1, 2023

By Wednesday, February 1, you will be required to submit an annotated bibliography with **at least three sources** you used to aid you in your topic selection process and during your fieldwork experience. These sources, or additional sources you consult along the way, will be referenced in your Capstone Board Presentation in May.

The grade for this will be reflected in the Annotated Bibliography Scoring Rubric (page 27).

Requirements of the **Annotated Bibliography**:

- 3 sources
- Two typed paragraphs (double spaced) for each source. The first paragraph will be a summary of the source. The second paragraph will be the connection to your topic and/or fieldwork.
- Try to avoid Internet sites ending in .com

On the following page, a sample annotated bibliography has been provided for you.

*For help with proper MLA format for writing your sources, you may go to <http://owl.english.purdue.edu/owl/resource/747/05/>. This link provides you with the basic format for MLA Works Cited. On the left tool bar you will see links to MLA Works Cited: Books, MLA Works Cited: Periodicals, MLA Works Cited: Electronic Sources, and MLA Works Cited: Other Common Sources. www.easybib.com is also an effective resource.

***Keep in mind: During your presentation your judges will be expecting to hear you speak knowledgably about each of your sources. Choose valid and effective sources!**

Annotated Bibliography Sample:

***Note:** This sample contains 1 source. Your own annotated bibliography should contain no less than 3 sources in this format.

Your Name

Annotated Bibliography

Krucoff, Carol. "Yoga Stretches into the Mainstream; More Americans are Becoming Flexible in Body and Mind." *The Washington Post* 25 May 2021, sec. Z: 16. Web. 21 Oct. 2021.

Summary:

Yoga, which comes from India, is catching on among millions of Americans who want to stretch their bodies and minds. More and more gyms and studios are offering numerous forms of yoga as a way to reduce stress, increase flexibility, calm the restless mind, and produce balance in all aspects of life. Yoga has even been found to combat heart disease. As Chuck Miller, director of a Santa Monica yoga studio says, yoga helps people to “grow young,” and “is like the operator’s manual for the human body.”

Connection:

For my Capstone Project, I have decided to begin practicing yoga at a local studio, with the possibility of becoming a yoga instructor in the future. This article connects to my topic selection because it confirms my belief that yoga is becoming more and more mainstream amongst people from all walks of life. It provided me with some research and statistics to support my interest in the continuing growth of yoga, as well as the benefits of practicing. Next, I think it will be a good idea to find information on the history of yoga, various types, and what it is required to become an instructor.

Annotated Bibliography Scoring Rubric

Your Annotated Bibliography will be graded based on the following rubric and must receive a passing score for you to move forward. A **‘Meets Standard’ or passing journal entry must have a score of 6 or more points.**

	Meets Standard 2	Below Standard 1
SOURCES Score =	<ul style="list-style-type: none"> ● Sources are relevant, varied, and credible ● Source info is in proper MLA format 	<ul style="list-style-type: none"> ● Sources are not relevant, varied, or credible ● Source info is not written in proper MLA format
ELABORATION & DEVELOPMENT Score =	<ul style="list-style-type: none"> ● Summaries include an account of the main points and details ● Effective connections between sources and fieldwork/Capstone topic 	<ul style="list-style-type: none"> ● Summaries are limited in the account of the main ideas and details ● Lacks adequate connections between sources and fieldwork/Capstone topic
CONVENTIONS Score =	<ul style="list-style-type: none"> ● Appropriate use of spelling, grammar, and mechanics ● Appropriate sentence structure and variety ● Effective use of transitions within paragraphs 	<ul style="list-style-type: none"> ● Limited competency in grammar and usage ● Lacks sentence structure and variety ● Weak transitions within paragraphs
PRESENTATION Score =	<ul style="list-style-type: none"> ● Adequate timeliness, neatness, and legibility ● Entry includes required number of sources in proper format 	<ul style="list-style-type: none"> ● Inadequate timeliness, neatness, legibility, and proper format ● Entry does not include the required number of sources ● Format is incorrect

Student Name _____

Total Score _____

Pass: Yes No

Letter of Recommendation

A letter of recommendation from your community mentor is a requirement for your Capstone Project. The following is an example you can share with your mentor if needed. This recommendation letter may be used later to apply for school or future employment. **Please make sure that your mentor signs the letter!**

Paragraph One: Introduction

Paragraph Two: Involvement of student in activity

Paragraph Three: Overall impression of student

Paragraph Four: Did the student fulfill the requirement?

Yoga Tree
5 Weekapaug Terrace
Trumbull, CT 06611

Judges, Capstone Project Board
Masuk High School
1014 Monroe Turnpike
Monroe, CT 06468

Dear Judges

I was approached by one of your students, Andrew Venture, and was asked to mentor him for his Capstone Project. Andy explained that he is considering becoming a yoga instructor. It was my intention to provide him with as many opportunities to participate in classes, and talk with other instructors and students as often as possible to give him a clear picture of the wonder of the both the benefits of yoga as a student and the practical reality of the work involved to become an instructor.

During Andy's ten visits to my studio, in which he spent a minimum of twenty hours, he was asked to do a myriad of things. In the initial stages, I met with him individually to talk with me about yoga, and also had him speak to some of my students and participate in classes. Andy found my students to be very fascinating, and I was impressed with his eagerness to learn. By the end of his project, Andy worked expanded greatly upon his knowledge and skill. After a period of time he became a student teacher in a few of my beginner classes.

I found Andy to be a very serious apprentice of yoga. I think Andy's initial caution was replaced by a genuine enthusiasm for the students he came in contact with and for yoga itself.

I was very impressed by Andy Venture and the attitude and effort he put into his Capstone Project. I applaud the idea behind the concept. This experience has provided Andy with practical information regarding his future as a yoga enthusiast and possibly an instructor.

Sincerely

Sandy Steiner

Sandy Steiner

Following Up After Your Fieldwork: Thank You Letter

Due: Monday, March 20, 2023

We cannot emphasize enough the importance of a follow-up thank you letter to your mentor. A well-written and timely letter will leave a positive impression of your professionalism, work ethic, and interpersonal skills with your mentor. It also reflects positively on the Masuk High School Community.

When writing, here are some general guidelines to consider:

1. During your fieldwork, remember to ask for a business card from every person who helps you. If he/she doesn't have one, write his/her information down. Be sure that all titles and spellings are correct.
2. Send your letter **AS SOON AS POSSIBLE** once you've completed your fieldwork.
3. Be as brief as possible! This shows respect for your mentor's time.

A hand-written note on letterhead paper is a great option. Typically, hand-written notes are more effective, as they are not very common anymore and they show your thoughtfulness.

If you choose to remain professional, thank you letters may be typed in block-letter format and hand-signed.

The body of the letter should include statements:

- Thanking your mentor for his or her time
- Expressing your feelings from your reflection
- Highlighting experiences, accomplishments, or roadblocks that your mentor helped you through.

As always, be sure to proofread the letter before you send it.

On the following page, you will find a sample thank you letter that may help as you write yours.

159 Sedgwick Road
Monroe, CT 06468
(Today's Date)

Yoga Tree
5 Weekapaug Terrace
Trumbull, CT 06611

Dear **Sandy (1)**

Thank you for serving as my mentor and guiding me through this process. My Capstone fieldwork taught me so much and I am so grateful to you for your support, advice, and time. I know that you are very busy, and the fact that you allowed me to help you and were open to sharing your knowledge with me means more than I can express.

My fieldwork experiences have further encouraged me to continue my yoga practice and work towards becoming an instructor. Even though I didn't feel so confident at the beginning, your encouragement and hands-on teaching have helped me see that I am capable of one day reaching my goals. (2)

I most enjoyed learning about the various types of yoga and eventually focusing on Vinyasa. **(3)** My friends and family members are very impressed with my passion for yoga and the positive benefits that have impacted all areas of my life. Thanks again for helping me begin this lifelong journey! Please also pass my appreciation on to **your students (4) who were more than willing to talk to me and assist me in my practice.**

Again, I am very appreciative for your time and mentorship. **I promise to keep you updated on my achievements once I'm away at college. I wish you the best and hope to keep in touch. (5)**

Sincerely yours

Andrew Venture

Andrew Venture

(1): Be sure to address the letter using the name you called your mentor by during fieldwork. This might be the first name, but if the mentor prefers to be called by a title, you'd address it (in this example) "Sandy."

(2): Notice that in addition to showing the student's appreciation, it also recaps the gist of your fieldwork journal/reflection realizations.

(3): Highlighting experiences during fieldwork is important.

(4): Here is where collecting those business cards comes in handy!

(5): This is called networking. Not all students and/or mentors will want to keep in touch, but making an effort is always encouraged. Just remember...if you promise to keep in touch, DO WHAT YOU SAID YOU'D DO!

Reflection Paper & Vision of the Graduate

Responsibility

Due Date

Reflection Paper*

Tuesday, April 4, 2023

Reminder: All revisions are due within two weeks from the date the assignment is returned.

***This item is part of your Capstone Project Portfolio (p. 36)**

Reflection Paper & Vision of the Graduate Requirements

Your reflection paper is where you will look back at the entire Capstone process thus far, beginning with the topic selection process and ending with the culmination of your fieldwork experience. Reflection allows you to assess what you have accomplished and what perhaps you wish you had done differently. The reflection paper also allows you to truly add your personality into the evaluation process, and to express your creativity and problem-solving ability. It serves as a valuable self-assessment of your Capstone Project experience and is a place where you can demonstrate your growth as a young adult and lifelong learner. In addition, in a separate section at the end of your paper, you will address the five competencies of a Monroe Public Schools graduate that are outlined by the Vision of the Graduate.

***Overall Requirements:**

- 2-3 typed pages in MLA (double-spaced, 12 font, Times New Roman)
- Include your name and the title of the assignment
- Address all 5 questions related to the Vision of the Graduate

Please familiarize yourself with the Capstone Project Reflection Paper Scoring Rubric before you write your paper. **In addition to scoring 18 or more points, pay special attention to the Support and Elaboration category, as you must meet or exceed this standard to pass.**

***If you do this well, much of your reflection paper will become the talking points in your Capstone Project Presentation.**

Reflection Paper: Section 1

Some questions you might want to consider are:

- What went right? What went wrong? How did I solve the problems I encountered?
- Am I proud of my project? Why or why not?
- What led me to my topic?
- What did I initially set out to do?
- In what ways did my goals change along the way?
- What gave me the biggest sense of accomplishment?
- What would I have done differently?
- What was the most difficult part of my fieldwork?
- How similar is my impression of myself to the impression others seemed to have of me?
- What did I expect this project to do for me? Did it meet my expectations?

- Could this project have future implications for me at college or in my choice of employment?

Reflection Paper: Section 2

*Title this section of the Reflection Paper: **Vision of the Graduate**, and respond to each of the following five questions.

A Monroe PS graduate identifies and addresses authentic problems with creative and research-based solutions (Critical Thinking and Problem-Solving)

- How has the Capstone experience allowed you to identify and address a real life issue with creative and research based solutions?

A Monroe PS graduate listens effectively and expresses ideas for a variety of purposes and audiences (Communication)

- In the process, what did you learn about effective communication from the people who advised you?

A Monroe PS graduate explores novel ideas and multiple perspectives to seek information, answers, or change in our world (Curiosity)

- How did your Capstone experience allow you to explore new ideas and multiple perspectives?

A Monroe PS graduate serves the community through a collaborative approach that celebrates diversity, unity, and kindness (Empathy and Compassion)

- During your project how did you learn to appreciate the work and life experience of others?

A Monroe PS graduate develops integrity, flexibility, and perseverance through goal setting and reflection (Social-emotional Readiness)

- How did your Capstone experience require you to be flexible and what challenges did you have to overcome?

Masuk High School: Capstone Project Reflection Paper Scoring Rubric

Using the rubric as a guide, assign the score that best describes the paper with respect to each standard. Standards that share the characteristics of more than one level of proficiency should be awarded the score that lies between these two levels (i.e. 3.5, 2.5, or 1.5). A “passing” paper must have a total score of **18 or more points**, and **must score 6 or higher on Support & Elaboration**.

	Exceeds Standard 4	Meets Standard 3	Near Standard 2	Below Standard 1
PURPOSE & FOCUS Score: ____	<ul style="list-style-type: none"> ● Clear focus on entire Capstone Project ● Exceptional awareness of audience is evident 	<ul style="list-style-type: none"> ● Focus on entire Capstone Project is evident ● Demonstrates a clear awareness of audience 	<ul style="list-style-type: none"> ● Focus on entire Capstone Project is limited ● Demonstrates a limited awareness of audience 	<ul style="list-style-type: none"> ● Does not focus on entire Capstone Project ● Demonstrates no awareness of audience
SUPPORT & ELABORATION Score: (____x2) Total: ____	<ul style="list-style-type: none"> ● *Exceptional reflective thinking with concrete examples from fieldwork experience ● *Reflects on entire Capstone process from initial planning to fieldwork completion ● *Exceptional reflective thinking in response to all 5 VOG competencies 	<ul style="list-style-type: none"> ● *Effective reflective thinking with concrete examples from fieldwork experience ● *Reflects on entire Capstone process from initial planning to fieldwork completion ● *Effective reflective thinking in response to all 5 VOG competencies 	<ul style="list-style-type: none"> ● Limited reflective thinking with limited examples from fieldwork experience ● Reflects on most of Capstone process from initial planning to fieldwork completion ● Limited reflective thinking in response to VOG competencies 	<ul style="list-style-type: none"> ● Little or no reflective thinking. Lacks examples from fieldwork experience ● Inadequate reflection on Capstone process from initial planning to fieldwork completion ● Neglects to adequately respond to the VOG competencies
DEVELOPMENT Score: ____	<ul style="list-style-type: none"> ● Extremely logical progression of paragraphs ● Exceptional use of transitions 	<ul style="list-style-type: none"> ● Logical progression of paragraphs ● Effective use of transitions 	<ul style="list-style-type: none"> ● Underdeveloped paragraphing ● Weak transitions within or between paragraphs 	<ul style="list-style-type: none"> ● Little or no organizational pattern ● No transitions within or between paragraphs
CONVENTIONS Score: ____	<ul style="list-style-type: none"> ● Exemplary use of mechanics ● Exemplary sentence structure and variety ● Exceptional use of transitions 	<ul style="list-style-type: none"> ● Appropriate conventions of grammar & usage ● Appropriate use of mechanics ● Effective use of transitions 	<ul style="list-style-type: none"> ● Limited competency in grammar & usage ● Limited use of mechanics ● Weak transitions within or between paragraphs 	<ul style="list-style-type: none"> ● Lack of competency in grammar & usage ● Lack of competency in mechanics ● No transitions within or between paragraphs

<p>PRESENTATION Score: ____</p>	<ul style="list-style-type: none"> ● Exemplary timeliness, neatness, and legibility ● Follows MLA format 	<ul style="list-style-type: none"> ● Appropriate timeliness, neatness, and legibility ● Follows MLA format 	<ul style="list-style-type: none"> ● Inadequate timeliness, neatness, and legibility ● Mostly follows MLA format 	<ul style="list-style-type: none"> ● Poor timeliness, neatness, and legibility ● Fails to conform to MLA format
--	--	--	--	---

Student Name: _____

Total Score: _____

Pass _____

Portfolio and Capstone Presentations

Responsibility

Due Date

Capstone Project Portfolio (When you submit your Reflection Paper, your portfolio should be complete.)

Tuesday, April 4, 2023

FINAL deadline to have a completed portfolio in order to present on May 25

Tuesday, May 2, 2023

Capstone Presentations

Thursday, May 25, 2023

Capstone Project Portfolio

If you are up to date with your requirements, your Portfolio should be completed by April 4, 2023. If you were required to revise your reflection paper, your portfolio should be completed no more than two weeks from the date the assignment was returned to you. At this point the coordinators will complete a final review of your Portfolio in preparation for your presentation and review by the judges.

A completed Capstone Portfolio includes:

1. Topic Display
2. Letter of Intent
3. Mentor Information/Parental Acknowledgement Form
4. In-person meeting with a Capstone coordinator
5. Annotated Bibliography *and* corrected rubric
6. *Two* Fieldwork Journals *and* corrected rubrics
7. Fieldwork video
8. Fieldwork Time Log Signed by Mentor
9. Reflection Paper (including Vision of the Graduate) *and* corrected rubric
10. Letter of Recommendation from Mentor
11. Thank You Letter to your Mentor

Capstone Presentations

Presentation Date: Thursday, May 25, 2023

The final phase of your Capstone Project is the Oral Presentation. Each senior must deliver his/her Capstone Presentation before a panel of judges. Panels will be composed of adults from both the faculty and the community. Before listening to your presentation, panel members will read through your Capstone Portfolio, familiarizing themselves with your project. After listening to your presentation, each panel member will judge the quality and validity of your presentation using the standards of the Capstone Project Oral Presentation Rubric as a guide. Please familiarize yourself with the specific requirements of these standards (see pages 39-40), as it is **your responsibility** to be able to meet them.

You must receive a passing score (40 or higher) on your Capstone Presentation in order to successfully complete your Project and graduate. Students who do not receive a passing score on their Capstone Presentation will need to deliver subsequent presentations in an effort to pass.

You are encouraged to use notes to help organize and deliver your presentation as well as emphasize speaking from memory rather than reading your presentation to the judges.

Your Capstone Presentation must:

- Be 8 to 12 minutes long and have a recognizable introduction and conclusion.
- Describe what you did for your Fieldwork. Include information about how you decided on your Capstone Project. What insights did you gain from your fieldwork experience?
- Describe your learning stretch. How was your project a challenge for you and how did it “stretch” your skills and knowledge? What types of problems did you have to solve?
- Discuss your growth as an individual through the entire Capstone Project. Use information gleaned from your reflection paper to aid you.
- Include information on a minimum of 2 Vision of the Graduate competencies.
- Provide references to at least three of the sources you used to research your Capstone Project.
- Include an audio/visual aid (poster, recording, video, etc.) that will serve to help your audience better understand what you did and what you learned from your Capstone Project. **This aid must be integrated into your speech and should not take up more than two minutes of your time.** Clips from your fieldwork video would work great! If your project resulted in an actual product, this product or pictures of the product should be part of your presentation. (NOTE: Google Slides are not considered to be audio/visual aids but, rather organizational tools. Original photographs, artwork, videos, etc., may be incorporated into a Google Slides presentation, and are considered appropriate audio/visual aids.)
- Include information about how your Capstone Project did/might change your life and/or professional goals.

Guidelines for Capstone Presentation Attire

This will be a category on the Capstone Project Oral Presentation Rubric

Presentation Attire for Females:

Females should wear one of the following along with dress shoes:

- o Suit
- o Dress
- o Skirt and Blouse

*Dress in today's styles, but keep the hemline close to the knee length and keep blouses modest.

*Shoe heel height should be moderate and comfortable.

*Jewelry, nails, and make-up should be modest and professional.

Presentation Attire for Males:

Males should wear one of the following along with a collared dress shirt, a tie, dress shoes and socks:

- o Dress pants
- o Dress pants with a sport coat or sweater
- o Suit

- In addition, facial hair should be clean-shaven. Beards and mustaches should be neatly trimmed.

Student Name: _____

Topic: _____

Score: _____

Masuk High School: Capstone Project Oral Presentation Rubric

Using the rubric as a guide, assign the score that best describes the presentation with respect to each standard. Standards that share the characteristics of more than one level of proficiency should be awarded the score that lies between these two levels (i.e. 3.5, 2.5, or 1.5). A passing presentation must have a total score of **40** or more points.

CRITERIA	Exceeds Standard 4	Meets Standard 3	Near Standard 2	Below Standard 1
<p style="text-align: center;">LANGUAGE & DELIVERY</p> <p>Score: (___ x2) = ___</p>	<ul style="list-style-type: none"> ● Maintains meaningful & consistent eye contact with the audience ● Speaks clearly, effectively, and confidently (volume, pace, articulation) ● Creatively engages the audience ● Appears calm and confident throughout the presentation (speaks clearly and uses body language effectively) 	<ul style="list-style-type: none"> ● Maintains eye contact ● Speaks clearly and confidently (volume, pace, articulation) ● Engages the audience ● Appears calm and confident throughout most of the presentation (speaks clearly and uses body language effectively) 	<ul style="list-style-type: none"> ● Maintains some eye contact ● Speaks clearly and somewhat confidently (volume, pace, articulation) ● Attempts to engage the audience ● Appears calm and confident during some of presentation (speaks clearly and uses body language effectively) 	<ul style="list-style-type: none"> ● Avoids eye contact ● Neglects to speak clearly at times (volume, page, articulation) ● Does not engage the audience ● Demonstrates a lack of confidence throughout most of the presentation (may lack clear speech and/or effective body language)
<p style="text-align: center;">ORGANIZATION & PREPARATION</p> <p>Score: (___ x2) = ___</p>	<ul style="list-style-type: none"> ● Introduces the topic clearly and creatively ● Maintains a strong focus ● Includes smooth transitions between key points ● Concludes with compelling applications/implications ● Organizes the presentation in a creative, coherent way appropriate to its purpose 	<ul style="list-style-type: none"> ● Introduces the topic clearly. Avoids "Hello, my name is..." ● Maintains a focus ● Includes transitions between key points ● Concludes with coherent applications/implications ● Organizes the presentation in a logical way appropriate to its purpose 	<ul style="list-style-type: none"> ● Introduction of topic is ineffective ● Occasionally loses focus ● Sometimes includes transitions between key points ● Concludes with a summary ● Attempts to organize the presentation to its appropriate purpose; occasionally hard to follow 	<ul style="list-style-type: none"> ● Neglects to introduce topic ● Does not maintain a focus ● Rarely includes transitions between key points ● Ends too abruptly ● Ineffectively organizes the presentation appropriate to its purpose

<p>MEDIA</p> <p>Score: ____</p>	<ul style="list-style-type: none"> • Uses well-crafted audio/visual supports to enhance audience understanding 	<ul style="list-style-type: none"> • Uses audio/visual supports to convey desired information 	<ul style="list-style-type: none"> • Ineffectively uses audio/visual supports to convey desired information 	<ul style="list-style-type: none"> • Does not use audio/visual supports to convey desired information
<p>CONTENT</p> <p>Score: (____x2)</p> <p>= ____</p>	<ul style="list-style-type: none"> • Defines topic or main idea in a clear, engaging manner • Provides substantive, relevant, and compelling information throughout the presentation • Synthesizes & evaluates the experience to form insight(s) • Provides evidence of complex problem-solving and a significant learning stretch • Provides effective references to at least 3 sources used to research Capstone Project • Highly effective integration of at least 3 sources • Provides substantive information pertaining to at least 3 VOG competencies 	<ul style="list-style-type: none"> • Clearly defines topic or main ideas • Provides sufficient and relevant information throughout most of presentation • Synthesizes the experience to form insight(s) • Provides evidence of problem-solving and a learning stretch • Provides references to at least 2 sources used to research Capstone Project • Effectively integrates at least 2 sources • Effectively addresses at least 2 VOG competencies 	<ul style="list-style-type: none"> • Attempts to define topic or main ideas • Provides some relevant information during part of presentation • Analyzes experience to form insight(s) • Attempts to provide evidence of problem-solving and a learning stretch • Attempts to provide evidence of research used during Capstone Project. Uses less than 2 sources • Attempts to effectively integrate research • Addresses less than 2 VOG competencies or information provided is limited 	<ul style="list-style-type: none"> • Ineffectively defines topic or main ideas • Neglects to use any relevant information during the presentation • Neglects to analyze the experience • Neglects to provide evidence of problem-solving and a learning stretch • Neglects to provide evidence of research used during Capstone Project • Neglects to provide information pertaining to the VOG competencies
<p>QUESTIONS & ANSWERS</p> <p>Score: ____</p>	<ul style="list-style-type: none"> • Exceptionally addresses each question, answering knowledgeably, coherently, and confidently 	<ul style="list-style-type: none"> • Addresses each question, answering knowledgeably, coherently, and confidently 	<ul style="list-style-type: none"> • Attempts to answer each question but does not do so with desired knowledge and confidence 	<ul style="list-style-type: none"> • Answers questions incoherently and/or incompletely, may provide irrelevant information
<p>APPEARANCE</p> <p>Score: 1 or 2</p>			<p>Meets Standard:</p> <ul style="list-style-type: none"> • The student's dress is appropriate 	<p>Below Standard:</p> <ul style="list-style-type: none"> • The student's dress is inappropriate

LENGTH OF PRESENTATION Score: ____	<ul style="list-style-type: none"> ● Presentation is 10-12 minutes 	<ul style="list-style-type: none"> ● Presentation is 8–10 minutes ● (Presentation exceeds 12 minutes) 	<ul style="list-style-type: none"> ● Presentation is 6–8 minutes 	<ul style="list-style-type: none"> ● Presentation is less than 6 minutes
PORTFOLIO Score: (____x4) (This category is out of 16 pts) = ____	The completed portfolio has: <ul style="list-style-type: none"> ● professionally organized exhibits ● correct language use throughout ● *All requirements submitted on or before deadlines 	The completed portfolio has: <ul style="list-style-type: none"> ● neat-well organized exhibits ● mostly correct language ● *Adequate timeliness in meeting deadlines 	The completed portfolio has: <ul style="list-style-type: none"> ● neat or well-organized exhibits ● language use errors do not interfere with reader's understanding ● *Some deadlines not met in a timely manner 	The completed portfolio has: <ul style="list-style-type: none"> ● unorganized exhibits ● frequent language use errors interfere with reader's understanding ● *Lack of adequate timeliness in meeting deadlines

Deadline Extensions and Extenuating Circumstances

Requests for deadline extensions *must* be submitted to the Capstone Project Coordinators *at least one (1) week* prior to the deadline. This may be done in person or via email. When requesting an extension, please describe your reasons for needing a particular deadline extended.

Students Who Do Not Complete Their Portfolio by The Final Deadline

In the event that a student does not have a completed portfolio by Tuesday, May 2, 2023, he/she will not be allowed to present with his/her peers on May 25, 2023. Students who fail to meet the portfolio requirements prior to graduation will have to contact the Capstone advisors and administration in order to schedule a presentation date.

Contacting the Capstone Project

All questions or comments regarding the Capstone Project should be directed to the Capstone Project Coordinators. You may reach us by telephone at (203) 452-5823 X7809, or email us at capstone@monroeps.org.

Accessing the Capstone Website

How to access Capstone documents online:

1. Go to www.monroeps.org
2. Under Schools, click on Masuk High School
3. Under Students, you will see ‘Capstone Project.’

In addition to contact information, you will find links to the:

- Capstone Handbooks
- Mentor Information & Parent Acknowledgement Form
- Letter to Community Mentors
- Fieldwork Time Log for Students
- Capstone Project Oral Presentation Rubric
- 3 samples of completed portfolios
- 3 sample videos of Capstone Presentations
- 4 sample Google Slide presentations

***Most importantly, information will be made available on the Capstone – Class of 2023 Google Classroom. Class code: xt5nllu**

