Throughout the course of second semester you will work on your Capstone Research Project, which will be presented to the class at the end of the year during an 8- to 10-minute presentation.
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Capstone Research Project

Overview

Research & Annotated Bibliography

• Research something new to you and NOT something done in another class or school group. This means that the projects for DECA, BPA, Skill Center, Teacher Cadet, and DTV are great for those courses, but do not work for this assignment.

You will curate and investigate various types of sources, creating an annotated bibliography based on what you learn. Sources can be popular or scholarly, but MUST be credible. You need a minimum of four sources which should include at least 1 book, 1 website, and 1 multimedia source OR expert interview.

Project Proposal & Execution

• After your research is complete, propose a related project as a demonstration of or extension of your learning. Your typed, formal proposal will need to be approved by your English 12 teacher before you begin working on your project. See the included list of examples for ideas to alter and make your own.

• Your project proposal should stem from your research. Projects take place outside of the classroom, therefore you must submit a substantial collection of evidence (photos, video, receipts, sign-in sheets, screenshots, products, reviews, etc....) to prove that your project was carried out as you described in your proposal.

• When you require access to a particular venue (classroom, stage, gym, auditorium, etc.), it is unlikely that you will be able to reserve Davison Community Schools facilities due to additional staffing and maintenance requirements. You can consider other options (public access venues, parks, etc.) or revise your project as needed.

• The requirements of the Capstone Research Project can neither be sufficiently met by organizing a fundraiser/drive, nor by publishing informational pamphlets/posters.

TED-Talk Style Presentation

• During the last two weeks of class, you will present your completed project to your classmates in an 8-10 minute TED talk style oral presentation.

Reflection & Personal Growth Essay

• Your final step will be to write an essay in which you reflect on your learning and plan for future growth and enrichment. Essays are written in MLA format and have a 3 page minimum.
Procedures and Grading Summary

Interim Assessment Grades

Interim assessments will vary from classroom to classroom. The following components of the project may be part of your regular semester grade. Not all classes will use all types of interim assessments.

- **Project Pitches**: A short pitch to the class prior to submitting a proposal explaining your idea for a project for feedback and project approval.

- **Formal Project Proposal**: A typed, formal proposal which must follow the guidelines detailed in this handbook. Proposals must be approved by your English 12 teacher before you begin working on your project.

- **Project Journal or Blog**: Briefly update what you are working on/reading and what you accomplished. You can also explain if you had any setbacks or problems, and discuss what your next steps will be.

- **Teacher Conferences**: Informal meetings with your teacher during the semester to talk about your project and how things are going. Research notes may be checked during these conferences.

Summative Assessment Grades (Exam only)

The following components count toward your 2nd semester exam grade, which is 30% of the overall grade.

- **Annotated Bibliography**: This is a formal record of your project, sources, and learning. For each source you will create an MLA citation, and then write 1-2 paragraphs summarizing the source content, detailing the most important ideas from the source, and explaining how it aided your learning process on this topic. A minimum of four sources are required.

- **TED-style Talk**: In 8- to 10 minutes, present to the class what you independently learned and created this semester for your Capstone Research Project. Visual aids are required!

- **Personal Growth Essay**: This is a brief essay in which you will reflect on the process and personal impact of learning, creating, and presenting over the course of the semester.
Capstone Research Project Starter Ideas

The following are examples of topics to jump-start your thinking. This is not meant to be a pick-and-choose list, and not all ideas would be entirely appropriate to complete as written. In the end, your project is limited only by your imagination and individual investment.

- Study on effectiveness of Accutane (acne treatment) with personal video log and interviews with patients and a dermatologist
- Create own comic book featuring lemurs in a post-apocalyptic world
- Write a serial novel/Indiana Jones fan-fiction
- Learn to crochet and document the steps on a YouTube “How To” series
- Learn basics of Latin language roots and create a board game or study tool
- Film a short movie parody of The Red Pyramid
- Create a photography blog on different uses of perspective
- Promote and host a book club for high school students (They read Marie Lu’s Legend)
- Experience different disabilities (blindness, deafness, immobility, etc.) and create a video series documenting the process/lessons learned
- Research Salvador Dali and create original works inspired by his style
- Launch “Humans of Amador Valley” Instagram photography channel
- Perform a trombone solo and film a tutorial video for kids
- Write a biography of a recently deceased grandfather based on family interviews
- Create a lacrosse blog and YouTube channel showing different stick moves
- Choreograph a ballet, write a program with dancer biographies, and document the rehearsal/performance process
- Choose a Pinterest craft each week to make and post results on a blog
- Make a “Do You Believe in Aliens?” YouTube channel
- Write articles and design an original fashion magazine using Adobe InDesign software
- Build an app game to help students learn their vocabulary words
- Create illustrations of all of the planets and write poems to accompany each piece of art; post the entire project in an online gallery
- Launch a teen tutoring volunteer service to help low-income elementary students
- Create a family recipe book with a vignette detailing a happy memory connected to each recipe; book will be given as Christmas gifts
- Film a short documentary on finance for teens, focusing on how to avoid college debt
- Write a short story based on the Biblical story of Esther
- Host free dance classes for children with special needs held on Saturday mornings at a local dance studio
- Write and publish an iBook on community farming
- Create a YouTube channel showing how to make different polymer clay animals and charms
- Launch a small business performing for children’s parties as storybook characters; all proceeds donated to our local childrens’ hospital
- Write, perform, and film a rap music video
- Create a solar panel phone charger and design packaging and advertising materials
- Write an article for the city newspaper advocating bicycle-friendly roadways
- Research spoken word poets; write and perform own original spoken word piece
- Create a stop-motion, hand-illustrated video on the harmful effects of pollution
- Turn a chapter of a book into a movie script
- Write a cookbook for kids with food allergies
- Create a video game based on characters from Greek mythology
• Build a blog explaining weekly NASA satellite findings to a teen audience
• Raise money to buy soccer balls for kids in Guatemala
• Design a hide-a-cube storage system that could be placed under floor tiles in new home construction
• Create a weekly newspaper following the Golden State Warriors
• Write and record a weekly podcast on bioethical issues
• Build games to help a 3-year-old child develop communication skills
• Collect eyeglasses to send to a hospital in India
• Compose, perform, and record 10 original songs for an album to be posted on iTunes
• Create a YouTube channel that demonstrates proper form of 25 wrestling moves
• Design and sew a dress; document the efforts in a YouTube video and model the final product
• Create cartoon sketches for all of our fall semester vocabulary words; post and make available as a study tool for future classes
• Interview/photograph all your classmates and create an interactive class yearbook
• Watch 12 classic films (two per decade from the 1940s to 1990s) and blog to a teen audience about each film’s importance/influence
• Rewrite/redesign a menu for a locally owned restaurant.
• Learn a new song and perform it before an audience. Maybe post it on YouTube, too.
• Create a graphic novel/comic book based on a famous short story.
• Create a stop-motion animation video based on a famous short story.
• Write a stand-up comedy routine and perform it before an audience. Maybe post it on YouTube, too.
• Research and write a magazine-style feature article on an interesting local person or event.
• Research a local issue of importance to you and speak on the issue at a school board or city council meeting.
• Read and post reviews of the California Young Reader Medal (Young Adult) winners for the past five years.
• Make a documentary showcasing a local issue that suggests solutions or next steps, including photos and other images, interviews, etc. and show through DTV
• Write lyrics, composing parts for all instruments, then singing, recording and distributing copies of an original song
• Create a true Hollywood-style film short, then host a film premiere
• Restore a truck or other vehicle, recording the process as an informational video for auto classes
• Train an animal and document their progress, including a class demonstration.
• Create a small “senior picture” business, including photo shoots and editing services
• Create, print and distribute a cookbook with original recipes, including a tasting demonstration and reviews from an area chef
• Write and direct a play, then donate the proceeds to a charity.
• Design a computer program that teaches math skills to elementary students
• Create and hold a showing of a documentary about the important of music education in high school
• Develop an architectural design for a combined city hall and library with input from city officials and experienced architects
• Create a 5 day mini-unit for a class of students covering a math topic, with a mentor teacher evaluation and student assessment
• Create and distribute an instructional video on how to play an instrument
• Design and sell Autism Awareness t-shirts, donating proceeds to a special needs summer camp
Interim Assessments

These will vary from classroom to classroom. Generally speaking, these or similar assignments will count in your semester grade as an interim assessment.

Project Pitches

- In the business world, an “elevator pitch” is a quick, passionately delivered description of a product that an inventor/business owner has created—like the TV show Shark Tank. You never know when you'll be standing in line or sharing an elevator ride with a rich and powerful investor. To make the most of such an opportunity, an inventor must have an elevator pitch ready to roll at a moment's notice.

You will “pitch” your Project idea to the full class with a 60-second elevator pitch/mini-presentation.

Your pitch may include:

- Your name
- What you want to create during your Project
- Why you chose this project (Tell a little story, perhaps?)
- What materials/resources you’ll need
- What obstacles you anticipate and your plan to navigate those obstacles
- Why this project is worthy of a significant investment of time
- Graciously thank the audience for our time/consideration of your idea

Be organized with your thoughts and ready to speak passionately about your proposal. You will also participate in a full-class question/answer session after your pitch (a kinder, gentler Shark Tank experience of sorts), so be ready to further explain/defend your idea.

Capstone Research Project Proposal

This typed document will include the overview, reasoning, relative research, action plan, and other project management skills required to complete the endeavor you are proposing. This proposal must be continuously revised until it is approved by your English 12 teacher. Once approved, you may begin executing your project.

Project Journal or Blog

Student will regularly compose a short piece of writing (i.e. journal entry or blog) updating the reader on your progress during the past week. This is the formal record of your progress and learning over the course of the semester.

Example: Your First Entry

- What is the title of your project?
- What are your goals for this project?
- Why did you choose this project?

Example: All Other Entries

- Discuss your progress, discoveries and setbacks this week
- What have you learned about your topic and/or yourself this week?
- Where do you go from here? What is your plan for next week?

Teacher Conferences

Periodically during project work days, your teacher may do a “check-up” to see where you are at in your work that may or may not be graded.
Part One:

Topic Brainstorm & Selection

Annotated Bibliography (40% - Summative: Exam Grade)

An annotated bibliography is a works cited page that includes an annotation: a short paragraph that informs the reader of the relevance, accuracy, and quality of the sources cited. Your annotated bibliography will include an entry for each of your research sources for your project. Note: Do not include a source that you decided, after review, was not going to be a helpful or interesting source for your topic. Find a new source!

You will curate and investigate various types of sources, creating an annotated bibliography based on what you learn. Sources can be popular or scholarly, but MUST be credible.

You need a minimum of four sources which should include at least 1 book, 1 website, and 1 multimedia source OR expert interview. Examples of an interview or multimedia source include:

- Take an online class, attend a community lecture, interview an expert, watch a documentary, watch an online tutorial, etc.

General Guidelines

- Citations should follow the normal MLA format.
- The annotation should be written in third person. Do not use statements that begin with, “I thought...” “I feel...” etc.
- Length can vary depending on the source you are evaluating, but 150-200 words is a reasonable average.
- An annotated bibliography generally includes an explanation of the following criteria:
  - Content (topics included in the source)
  - Purpose and intended audience of the work
  - Credibility of the author or source (authority, timeliness, etc.)
  - Useful features (illustrations, maps, references, timelines, glossary, index, multimedia components)
  - Usefulness for the project—description of what you learned from this source

Formatting examples are on the following page. To see a completed example annotated bibliography look at the example from OWL Purdue Online Writing Lab.

https://owl.english.purdue.edu/owl/resource/614/03/
Annotated Bibliography


This site is an organization dedicated to donating handmade goods such as crocheted and sewn blankets to a number of organizations. This organization is run by the Crochet Guild of America (CGOA) and has been around since 1994. The main point of this blog is to give out information on different charities that are in need of donations of blankets for a number of various causes.

These groups in need of donations include anything from dealing with infants, children, and elderly people. This quote, “Each individual is encouraged to select a local individual or charity to support (e.g. homeless shelter, child with AIDS or cancer, a child living in a group home)” is very relevant to this source because it opens up the different options people have when it comes to donating their homemade goods to charity. This source has been very useful due to the fact of how informational it is when it comes to the number of different charities that are out there as well as other options listed on the website. Some of these options include the ability to become a member and even participate on upcoming events listed on the calendar. This source is also very useful due to the way it is set up. It contains many different tabs that hold information, as well as images, updates, and contact information.
### CAPSTONE RESEARCH PROJECT: Annotated Bibliographies Rubric

Student: ___________________________________________ Hr. _________

| Annotations: Credible, reliable source appropriate for the purpose of your Project |
|---------------------------------------------------------------|---|---|---|---|
| Citations: The citation entry is correct in accordance with MLA format. |
| Summary: The summary exhibits a logical progression of sophisticated ideas that support the focus of the original source. |
|   • Focuses on main points and support |
|   • Summarizes clearly and concisely |
|   • Provides a specific context |
| Evaluation of Source: |
|   • Indicates whether sources are good or bad |
|   • Details strengths and/or weaknesses |
|   • Clearly explains how all sources are relevant for your topic |
|   • Presents an evaluation of source’s credibility, reliability and/or biases |
| Reflection: |
|   • Draws a direct, explicit connection to research topic |
| Quote: Includes a useful, relevant quote that is warranted. |
| Writing/Mechanics: |
| The writing is appropriate- (formal writing voice, appropriate writing style, attention to grammar, spelling, punctuation) |

### OVERALL AVERAGE FOR EACH ANNOTATED BIB

<table>
<thead>
<tr>
<th>Bib #1</th>
<th>Bib #2</th>
<th>Bib #3</th>
<th>Bib #4</th>
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</thead>
</table>

| Annotations: Credible, reliable source appropriate for the purpose of your Project |
|---------------------------------------------------------------|---|---|---|---|
| Citations: The citation entry is correct in accordance with MLA format. |
| Summary: The summary exhibits a logical progression of sophisticated ideas that support the focus of the original source. |
|   • Focuses on main points and support |
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| Writing/Mechanics: |
| The writing is appropriate- (formal writing voice, appropriate writing style, attention to grammar, spelling, punctuation) |

### OVERALL AVERAGE FOR EACH ANNOTATED BIB

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<tr>
<th>15-16</th>
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<th>12</th>
<th>10-11</th>
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<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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</table>

### OVERALL GRADE FOR ANNOTATED BIB: /16
**Part Two:**

**Capstone Research Project Proposal (Interim Grade)**

The capstone research project proposal is a formative assessment. All responses should be typed and submitted before the project begins. Include the following headlines in your proposal to organize your response accordingly. Size 12 font, 1” margins, use the headings/formatting as shown below.

*****************************************************************************************************************

**Reasoning:** Briefly describe your interest topic and explain why you chose it.

**Annotated Bibliography:** Highlight some of the main findings of your annotated bibliography. Comment on anything that you still need to learn or research about this topic.

**Action Plan:** Describe what you will create or do to share information about your interest.

1. Summarize what your project will involve.
2. Explain why you selected this project and how complex you expect it will be to complete (easy, moderate, challenging).
3. What goals do you have for this project? How will you know when it is successfully completed?

**Documentation:** Explain how you will record the events and experiences from your action plan to include in your final presentation.

**Resources:** What resources (video camera, art supplies, equipment, etc.) will you need to complete the action plan and documentation? Consider any human resources you may need as well, for example, if you need a second person to film while you complete a task.

*Optional: Include another paragraph with any additional information that is needed for someone to read and understand your proposal and project goal.

*Remember: Check out the rubric for guidance in creating your project proposal. The rubric will show target criteria for all components of the project proposal.*
# Capstone Research Project Proposal Rubric

<table>
<thead>
<tr>
<th>Completion</th>
<th>4</th>
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<tbody>
<tr>
<td>All 5-6 headings are included with thorough responses.</td>
<td>1 heading is missing OR 1-2 sections do not contain thorough responses.</td>
<td>2 headings are missing OR 3 or more sections do not contain thorough responses.</td>
<td>3 or 4 headings are missing OR all sections are lacking in thoroughness of response.</td>
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<thead>
<tr>
<th>Accuracy</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>All 5-6 areas directly relate to the topic and comprehensively describe the anticipated project.</td>
<td>All 5-6 areas directly relate to the topic and mostly describe the anticipated project.</td>
<td>All 5-6 areas directly relate to the topic and partially describe the anticipated project.</td>
<td>Some areas are off topic or the project is described in an incomplete way.</td>
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<tr>
<th>Language &amp; Mechanics</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Student uses language appropriate for the assignment, including proper capitalization, punctuation, sentence structure, etc. as needed.</td>
<td>Student mostly uses language appropriate for the assignment, and generally has proper capitalization, punctuation, sentence structure, etc. as needed.</td>
<td>Student sometimes uses language appropriate for the assignment, with lapses in proper capitalization, punctuation, sentence structure, etc.</td>
<td>Student does not use language appropriate for the assignment. There is a general lack or proper capitalization, punctuation, complete sentences, etc.</td>
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<tr>
<th>Organization &amp; Format</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>All 5-6 areas are in the outlined order with given headings. Text size and font are consistent throughout the body of the paper.</td>
<td>1 of the following elements is missing: Heading, Correct Order, Consistent Font, Consistent Text Size</td>
<td>2 of the following elements are missing: Heading, Correct Order, Consistent Font, Consistent Text Size</td>
<td>3 or more of the following elements are missing: Heading, Correct Order, Consistent Font, Consistent Text Size</td>
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### Additional Comments:

<table>
<thead>
<tr>
<th>Score</th>
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<tr>
<td>15-16</td>
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<td>13-14</td>
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<td>0-9</td>
<td>E</td>
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- **Proposal**: ☐ Accepted
- **Proposal**: ☐ Needs Revision

Score /16
Part Three:

Carry Out the Project Plan

**TED-style Talk (40% - Summative: Exam Grade)**

This is your final presentation to the class over both the Research and Project Management components of your Capstone Research Project. This will be an 8 to 10-minute multimedia presentation that contains the following content and follows all standard formal speech requirements for attire and speaking style:

- Introduction of the subject and topic of the project, including relevant research. Explain what you learned during the course of the semester about your subject.

- Thorough and detailed explanation of your project.
  - What you did, why you chose it, and how it was a learning stretch for you
  - The goals you had for your project at the beginning
  - Descriptive timeline you followed as you completed your project and resources used along the way
  - Any problems you encountered and solutions you discovered
  - Evaluation of how successful it was compared to the goals you set

- Brief reflection on the whole experience, including the following:
  - Skills used during the process, including time management and initiative
  - How you grew as a person and a leader
  - Your after-high school plans and how this project, subject knowledge, or skills learned could tie into those plans
  - How you plan to continue developing those skills

**Other Notes:**

- During your presentation, you must show ample evidence of your project.

- Send or share your presentation with your English teacher at least one day before your presentation. Make them aware if there is audio or video. It is a good idea to also bring your multimedia files on a flash drive on the day of your presentation.

- If you are including a video, please upload it to YouTube and either embed it in your presentation or include the URL hyperlink.

- Turn in all additional evidence at the end of your presentation. This should not just show the end result, but should show your evidence and progress throughout the semester. This will be different for each individual but might include your original proposal, monthly checks, receipts, verification letters, pictures, copy of video, etc.
TED Talk Planning Page for Capstone Research Presentation

Briefly write about each of these components to include in your final TED Talk presentation. This is just a notes page for developing your final presentation. You do not need to write in complete sentences or paragraphs, but include enough detail that you are able to begin practicing your presentation after completing this page.

**Topic**
- Introduce your subject and topic.
- Briefly summarize relevant research.
- Explain a discovery you made.

**Explanation**
- Introduce the reason for choosing the topic.
- Explain how the project is different from anything you have previously done.
- Explain the goals of the project.
- Outline the timeline of the project.
- Mention resource used.
- Describe problems encountered and solutions found.
- Evaluate the overall success of your project.

**Reflection**
- Outline skills used, such as time management and initiative, giving examples as proof.
- Explain how you grew as a person and a leader.
- Discuss your plans for the future related to the topic.
- Mention how you plan to continue to develop your skills.
**Rubric: Capstone Research PRESENTATION**  
You must present on your assigned day, even if you are not prepared!

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<tbody>
<tr>
<td><strong>Vocal Delivery</strong></td>
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<tr>
<td>Loud enough to be easily heard, speaks clearly, and uses appropriate pauses without stumbling or stalling. Rate of speech is varied and effective. No evidence of vocal disruptions such as &quot;uh&quot; or &quot;um.&quot; Material appears well-rehearsed. Speaker's inflection and emphasis makes them sound enthusiastic and passionate.</td>
<td>Adequate volume, rate, and clarity. Few vocal disruptions. Attempts inflection and emphasis.</td>
<td>Quiet and at times hard to understand. Rate of speech is too slow or quick. Significant presence of vocal disruptions.</td>
<td>Difficult to understand because of volume, clarity, or rate. Numerous vocal disruptions. The presentation appears to be made-up on the spot or unrehearsed.</td>
<td></td>
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<tr>
<td><strong>Physical Delivery &amp; Style</strong></td>
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<td></td>
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<tr>
<td>Excellent eye contact with the whole audience. Moved freely and effectively during presentation. Incorporates the characteristics of a TED-talk style presentation.</td>
<td>Adequate eye contact with little reliance on notes or visuals. Speaker employed gestures and/or platform movement. Incorporates many of the characteristics of a TED-talk style presentation.</td>
<td>Inconsistent eye contact and gestures. Several characteristics of a TED-talk style presentation are missing.</td>
<td>Did not engage the audience with eye contact. Movements are distracting or not present. Does not incorporate the characteristics of a TED-talk style presentation.</td>
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<tr>
<td><strong>Visual Aids/Documentation of the Project</strong></td>
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<tr>
<td>Visual aids used effectively to expose the documented progression and results of the project. If using a slideshow, it is highly professional—the font and colors were appropriate in size and readability with minimal text per slide (the speaker does not simply read from slides). All visual aids edited with precision and professional quality.</td>
<td>The visual aids are not as high quality as Level 4. They are present but need to be polished a bit more, or the content seems a bit murky. The slides may be too plentiful or vague.</td>
<td>The visuals did not add anything extra to the presentation and seemed more like a script than a supportive device. The visual aids do not expose much detail about the actual project.</td>
<td>The visual aids are basic or unprofessional in appearance. Speaker used visual aids as a script. The visual aids add nothing to the project.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All elements of project discussed in-depth using specific detailed examples and clear descriptions which provide a complete picture of the Project experience.</td>
<td>Most of the content discussed in depth but may have omitted some elements and/or lacked the extra attention to detail of a level 4 presentation.</td>
<td>Speaker addressed some but not all of the elements of the Project.</td>
<td>Speaker had serious deficiencies discussing elements of their Project.</td>
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**Rubric: Capstone Research PROJECT**

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<tr>
<td><strong>Creativity &amp; Complexity</strong></td>
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<td>Deeply complex. Level of difficulty goes beyond standard &quot;unit project.&quot; Proves student’s sense of independence and initiative. Highly original.</td>
<td>Somewhat complex. Incorporates leadership and independent thinking but is not wholly original. Not the “pizzazz” of a Level 4 project.</td>
<td>Standard and shows no higher level of difficulty or complexity. While the requirements and guidelines are met, there is little evidence of creativity or original thought.</td>
<td>Not complex and does not showcase the student’s ability to be an independent thinker. Basic project with no sense of creativity or ownership. It shows lack of preparation &amp; critical thinking skills.</td>
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<td><strong>Learning Stretch/Significance/Commitment</strong></td>
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<td>Documentation shows a significant step outside the student’s learning comfort zone while highlighting existing strengths and skills. Requires the acquisition of new skills to complete project.</td>
<td>Skills and knowledge for showcase shows some independent learning beyond the student’s current capability. Shows student’s strength in a limited area of focus only.</td>
<td>Relies mainly on knowledge &amp; skills already in the student’s comfort zone. Little attempt to stretch potential through independent learning and skills building.</td>
<td>No evidence that the student sought to improve existing skills or knowledge to complete project. Project does not appear to demonstrate the full existing potential of the student</td>
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<tr>
<td><strong>Time Management &amp; Problem-solving</strong></td>
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<tr>
<td>Completed a thoughtful &amp; realistic plan and followed it successfully. Successfully navigated problems that occurred in the execution of a plan early and as they occurred. Evidence in timeline shows the student did not procrastinate or wait until the last minute.</td>
<td>Completed a plan that may have been either not well thought-out or was unrealistic. Slight procrastination is evident. Difficulty using problem solving skills to navigate obstacles but final project was completed in the end.</td>
<td>Completed a plan that was late or not thought out. Plan may have not been put in place through procrastination. Lack of problem-solving skills shown.</td>
<td>Did not make or follow a plan, changed projects without notice, waited until the last minute to attempt the project, or let problems encountered prevent the completion of the project.</td>
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**PROOF OF PROJECT:** No proof/documentation of project will result in no more than a “D” for Project/Presentation

**TIME:** 8-10 minutes in length

**Time=_____________**

**Minus_______**

*Deduct 1 point for every 10 seconds (6 points per minute) over or under the 8-10 minute window*

**PROFESSIONALISM IN ATTITUDE & ATTIRE:** Business professional attire & maturity required **Minus_______**

*Deduct up to 25 points for unprofessional attitude, language, OR attire (jeans, tennis shoes, etc.)*

**FINAL GRADE:**_____________
**Personal Growth Essay (20%- Summative: Exam Grade)**

This is a 3-page minimum essay in which you will reflect on the process and personal impact of learning, creating, and presenting over the course of the semester. Include an attention getter and overview in your introduction. Your conclusion should be designed to leave a final impression on your reader.

Answer the following questions in your essay (not necessarily in this order):

- What new things did you learn about yourself and your subject through the completion of your Capstone Research Project?

- Was your project successful? How do you know? Did you achieve the goals you set and why/why not? What could you have done differently to make it better?

- Generally, how have you grown over the course of the year? What personal strengths and weaknesses did this project highlight? What impact did completing this project have on you as a learner?

- Specifically, criticize your communication and presentation skills. How have you improved as a speaker over the course of the year? What strengths as a speaker have you developed and what are some weaknesses that you can continue improving? How have you improved your interpersonal and professional communication skills?

- Specifically, criticize your research learning skills. How have you improved as a researcher over the course of the year? What strengths have you developed and what are some weaknesses that you can continue improving?

- What new skills have you developed or refined through the process of independent learning? How will you continue learning and developing the skills you used beyond high school?

- How can you use your talents and skills to create opportunities for yourself and/or others? How can you make a contribution to the world you live in?

This paper will be typed in MLA format. It will be scored based on the quality of the writing as well as the thoughtfulness/insightfulness of the content.
### Capstone Research Project Reflection Rubric

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<tr>
<td><strong>Ideas and Content</strong>&lt;br&gt;(x3)</td>
<td>The focus of this paper is clear and appropriate, and covers all areas required by the checklist. The level of analysis is mature and sophisticated and supporting details/evidence are relevant, logical and convincing.</td>
<td>The focus of this paper is clear and appropriate. The level of analysis is appropriate and supporting details are relevant and adequate for the purpose. May be missing a very small amount of required content, but the overall effect is adequate for the assignment.</td>
<td>The focus of this paper is unclear and/or ideas to be covered are missing. The analysis is shallow and supporting details are not all relevant or claims lack evidence. Missing content confuses the reader.</td>
<td>There is a lack of focus in this paper and/or several major ideas are missing. There is little to no analysis and there are minimal details to support the points made—may be low quality, irrelevant or off-topic.</td>
</tr>
<tr>
<td><strong>Organization</strong>&lt;br&gt;(x3)</td>
<td>This paper has a sophisticated beginning, middle and end, with transitions that easily and fluently move the reader through the text. Paragraphing is complete and logical, and it is easy to understand and make meaning from what the writer is discussing.</td>
<td>The structure of the paper is standard and appropriate, with an appropriate beginning, middle and end. Transitions are present to aid reader understanding and paragraphing is complete. Few difficulties understanding meaning.</td>
<td>The structure is unclear or lacking due to problems with paragraphing or ordering of ideas. There may be a lack of transitions, or a clear beginning and end. At times it may be difficult to understand the author’s ideas.</td>
<td>The structure is very unclear or is lacking a beginning or end. Transitions are likely not present and paragraphing needs a lot of work. It was difficult to understand the author’s meaning.</td>
</tr>
<tr>
<td><strong>Writing Style/Voice</strong>&lt;br&gt;</td>
<td>Sentence structure is engaging, sophisticated and varied. Mature word choice.</td>
<td>Sentence structure is complete and appropriate, although not necessarily advanced or mature. Word choice is appropriate.</td>
<td>Sentence structure is mostly complete, but naive and simple. Some fragments or run-on sentences may exit. Word choice is mostly simple.</td>
<td>Sentence structure is simple and many fragments/run-ons exist. Difficult to make meaning because of poor fluency. Word choice is simple or incorrect.</td>
</tr>
<tr>
<td><strong>Conventions</strong>&lt;br&gt;</td>
<td>This paper is free from grammatical and mechanical errors, including spelling, usage, capitalization and punctuation.</td>
<td>This paper has very minor grammatical or mechanical errors.</td>
<td>This paper has several errors in grammar and mechanics that begin to cloud understanding.</td>
<td>This paper has many errors in grammar and mechanics that cloud meaning.</td>
</tr>
<tr>
<td><strong>Presentation</strong>&lt;br&gt;</td>
<td>This paper is 100% correctly formatted in MLA format, with a neat and polished presentation.</td>
<td>Few minor errors in MLA formatting and presentation.</td>
<td>Several minor errors in MLA format and presentation.</td>
<td>Major formatting and presentation problems according to MLA format.</td>
</tr>
</tbody>
</table>

**Content Checklist**

- Introduction grabs attention and gives general overview.
- What new things did you learn about yourself and your subject through the completion of your Capstone Research Project?
- Was your project successful? How do you know? Did you achieve the goals you set and why/why not? What could you have done differently to make it better?
- Generally, how have you grown over the course of the year? What personal strengths and weaknesses did this project highlight? What impact did completing this project have on you as a learner?
- Specifically, critique your communication and presentation skills. How have you improved as a speaker over the course of the year? Discuss your strengths and weaknesses. Have you improved your interpersonal and professional communication skills?
- Specifically, critique your research learning skills. How have you improved as a researcher over the course of the year?
- What new skills have you developed or refined through the process of independent learning? How will you continue learning and developing the skills you used beyond high school?
- How can you use your talents and skills to create opportunities for yourself and/or others? How can you make a contribution to the world you live in?
- Thoughtful conclusion leaves a final impression on reader.

**MLA Checklist**

- Last name-page number in upper left corner
- 1 inch margins, 12-point font, Double-spaced
- Proper double-spaced heading top-left page
- Creative title centered

**Comments**

**Deductions** Page Length (3 pages):
- Minus 15 for each page short or fraction thereof
- **Minus 10 pts per day late**

**Grading** Deductions: _______ Final Grade: _______