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What is the Senior Capstone Project?
The Senior Project is composed of three sections: the project, the portfolio and the presentation. All of the sections must meet the standards in order to pass. This handbook will help guide you through your project from idea to final presentation.

Idaho State law requires that all graduates from Idaho must complete a senior project that includes a portfolio and an oral presentation in order to graduate. When you successfully pass this project, it will meet the Idaho State Department of Education requirement.

The Project
The project is the core of the Senior Project experience. You will choose a project that extends your learning, encourages you to be a productive citizen and problem solver, stretches your potential, challenges your abilities and relates to your post high school plans. What that becomes is up to you. You could choose an interest and act on it by finding a problem you would like to solve and doing so in such a way that you leave an amazing legacy behind at your school or in your community. You could do this by finding a solution to the problem and implementing it, by leading a community service project, completing an internship, leading a fundraiser, being a youth leader, building a project that will help out someone in the community, being a teacher, developing a publication, or obtaining a license/certification that will help you in future career opportunities.

You should create a quality project. You cannot turn in posters or projects that clearly show that you have not extended and stretched your learning to accomplish.

The Annotated Bibliography
After you have decided on a project, you will need to know more about how to complete the process. With the approval of your teacher, you will select a research topic that will help you learn more about whatever it is you’ve decided to do.

The Portfolio
As you work on your project, you will need to document your work in a neat and professional record. You will need to keep accurate records of the time you devoted, how much money you spent, where you went, who you talked to, research resources you used, what you learned and the goals that you accomplished. Write all of this down. Log all of the hours that you spend on those activities and keep a record of the interviews that you conduct, even if that interview is a conversation that you have with someone important that you might not think of as an interview.

The Reflective Essay
After you have completed the project, but prior to presentation of your project, you will write a reflection essay. In this essay, you will record the things that went well, challenges that you had, experiences you found interesting and the new knowledge that you acquired. Please also reflect on the impact your project has had on you and those around you.

The Presentation
Finally, you will present your project to your US Government teacher in front of the peers in your class. You will share with them your project and portfolio, the process you followed, what you learned along the way, problems that you solved, the solutions you explored and selected. You will also share your personal growth, as a result of your ambitious project. If you choose a project that you feel excited or passionate about you will enjoy it more and you are more likely to do something that will make a real impact on the world.
# The Senior Capstone Project Checklist

<table>
<thead>
<tr>
<th>In Progress</th>
<th>ACTIVITY</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read the Senior Capstone Project Handbook with your parents</td>
<td></td>
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<tr>
<td></td>
<td>Complete the Teacher Check-in sheet as you begin working on your project</td>
<td></td>
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<tr>
<td></td>
<td>Parents read Parent Letter</td>
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<tr>
<td></td>
<td>Secure a project mentor and give that individual the Mentor Letter</td>
<td></td>
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<tr>
<td></td>
<td>Submit project proposal to your teacher</td>
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<tr>
<td></td>
<td>Mentor completes the Mentor Agreement Form (copy to teacher and copy in portfolio)</td>
<td></td>
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<tr>
<td></td>
<td>Parents complete the Parent Permission Form (copy to teacher and copy in portfolio)</td>
<td></td>
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<tr>
<td></td>
<td>Fill out the Contact Information Form (copy to teacher and copy in your portfolio)</td>
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<td></td>
<td>Read the Plagiarism and Misrepresentation Pledge (initial the Parent Agreement form confirming that you read it)</td>
<td></td>
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<tr>
<td></td>
<td>Research your topic</td>
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<tr>
<td></td>
<td>Create Annotated Bibliography</td>
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<tr>
<td></td>
<td>Work on your project: take pictures and complete an Activity Log to document your work</td>
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<td></td>
<td>Complete Step Pages if using a problem solution format for your project</td>
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<tr>
<td></td>
<td>Mentor completes Mid-term Report (copy to teacher and copy in your portfolio)</td>
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<tr>
<td></td>
<td>Complete your project product/performance, Activity Log and Reflective Essay</td>
<td></td>
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<tr>
<td></td>
<td>Mentor completes Final Evaluation Form</td>
<td></td>
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<tr>
<td></td>
<td>Write your Mentor a Thank You Letter (place a copy in your portfolio)</td>
<td></td>
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<tr>
<td></td>
<td>Write Letter of Introduction</td>
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<tr>
<td></td>
<td>Complete your portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit project and portfolio to your teacher</td>
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<tr>
<td></td>
<td>Submit Presentation Needs Survey to your teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice presentation</td>
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<tr>
<td></td>
<td>Give presentation when scheduled</td>
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</tbody>
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Dear Parents/Guardians:

The purpose of this letter is to inform you of a major project that is being assigned to all seniors through the Senior Capstone Project Course. This assignment, the Senior Capstone Project, has far-reaching potential for positively affecting students, not only while in high school, but well into the future. The objective is to bring together all of the skills that students have developed throughout their education, offer them an opportunity to expand that learning through a project which they choose and develop, and to assist them in a presentation to their class at Rigby High School.

The Senior Capstone Project has three components: the Project, the Portfolio and the Presentation. The first component is the Project. The student begins by researching a topic related to his/her project. The purpose is to give the student solid background knowledge needed in completing the project. The student will create an Annotated Bibliography summarizing his/her sources and explaining how the sources will aide in the project. The student will take advantage of the information gained during research, choose someone who is highly knowledgeable in that particular field to serve as a mentor and then spend a minimum of 20 hours pursuing some activity for which there will be a final result or product. There is a broad range of topics that may be pursued, ranging from providing vital service to the community, solving real life problems in their community, building something that could benefit the community or a group in the community and many more. The student’s own desire and interest determines the topic. One essential part of the portfolio is the Reflective Essay. Here the student reflects on the goals of the project, challenges and successes, describes the experiences and their impact and discusses the impact of the project on the student.

The second component is the Portfolio. The student collects and records evidence of his/her efforts related to the project. All related forms, project related communications, photos and the Reflective Essay will be kept here.

The third component is the Presentation. This is a multi-media oral report of four to six minutes before their US Government A class.

All of the guidelines for the Senior Capstone Project will be distributed through the Senior Capstone Project Handbook and the Rigby High School Senior Capstone website. One of the most important features of the Senior Capstone Project is the lesson it teaches in self-discipline, responsibility, integrity, and time management. Your son or daughter has already been given access to the handbook that includes advice, directions and examples. Due dates will be determined each school year, as deemed appropriate. We expect this to be a challenging yet extremely rewarding project, one which will be a crowning culmination of your teen’s entire school experience. We invite your involvement.

Sincerely,

Senior Capstone Project Coordinator
Rigby High School
General Policies and Information

Senior Capstone Project Teacher and the Senior Capstone Project Evaluation

Government teachers will serve as the teacher AND evaluator for the Senior Capstone Project students. The Teacher’s role is to monitor student progress on the project and preview all components. The Teacher will also meet often with Senior Capstone Project students in order to provide information regarding project components and to answer student questions. Students will be required to complete project through their US Government teachers in Government A.

Students are expected to follow directions and to meet deadlines in order to fulfill the requirements of the Senior Capstone Project. If special circumstances arise, your Teacher should be able to resolve most problems. If not, your teacher may refer you to Mrs. Mickelsen the Senior Capstone Project Supervisor to resolve Senior Capstone Project issues.

Grading of Project Components
Each student will be graded by the rubrics and standards set forth in this handbook. Students must score “Meets Standard” on each rubric description in order to receive a score of “Meets Standard” for the given component (Project, Portfolio and Presentation). Students must receive a score of “Meets Standard” for each component in order to receive a grade of “Meets Standard” for the Senior Capstone Project Course. Only those students receiving a grade of “Meets Standard” will receive the course credit necessary for graduation. The US Government teacher will score the Project, Presentation and Portfolio components. Students may revise and resubmit components that receive “Doesn’t Meet Standard” scores. If necessary, students may appeal a “Doesn’t Meet Standard” course grade by making a formal appeal in writing to the Senior Capstone Project Supervisor. See the Appeals Protocol.

Presentations
All Rigby High School Senior Capstone Project students are required to attend and give an oral presentation at the scheduled time. Any student failing to appear at the scheduled time will receive a score of “Doesn’t Meet Standard” for the presentation component. Special circumstances may be presented to the Senior Capstone Project Committee in a written appeal.

Late Policy
Assignments are due in class on the assigned school day given for the Project Checkpoints and Deadline. If a student is absent or signs out, the assignment is due on the day the student RETURNS to school. If a student does not complete work that “Meets Standard” by the day of the due date, he/she will be required to make necessary revisions and meet other requirements for the next deadline. The specific requirements are explained below. The Project and the Portfolio must all receive scores of “Meets Standard” at the Project Deadline.

Students that do not submit a Portfolio that “Meets Standard” and a Project Product/Performance that “Meets Standard” at the Final Due Date will be required to revise the component(s) that “Doesn’t Meet Standard” and resubmit it. The revised component(s) are due at the Revision Deadline.

At the time of the Revision Deadline, students who have any components receiving a “Doesn’t Meet
“Standard” score will not be allowed to schedule an oral presentation, will receive a “Doesn’t Meet Standard” grade for the Senior Capstone Project. The student will need to complete the project on their own time. **Students that do not submit a finished Senior Capstone Project that “Meets Standard” will not receive their diploma from Rigby High School. If a student does not “Meet Standard” on their project by the Revision Deadline they will not be allowed to walk at RHS Graduation.**

**Visual Recording**
A student whose project involves the participation of anyone under the age of 18 must receive written permission from the participant’s parent/guardian before taking photographs or making video recordings that include the participant. Photographs and/or video recordings that include participants under the age of 18 must be kept confidential and may not be distributed. The purpose of the photographs and/or visual recordings is only for the documentation of the student’s Senior Capstone Project. No other use is allowed. Please use the Visual Recording Permission Form to obtain permission for participants under the age of 18.

**Advisory Periods**
Students are responsible for organizing their time and work for the Senior Capstone Project. Students must check in by due dates and may schedule conferences with their US Government teacher. A Senior Advisory will be offered for seniors to receive additional assistance on their Senior Capstone Project. Weekly Advisory classes may be taken and will facilitate the formal check-ins with Project Teachers. These will be scheduled once per week from September through May. However, projects will be completed by March. Teachers will remind students of upcoming deadlines, monitor progress and provide assistance. Seating is limited so students will need to enroll quickly.

**Students Receiving Special Services**
Students receiving Special Services may require accommodations and/or adaptations to complete their Senior Capstone Project. Accommodations required for students on IEP, 504, or LEP Plan will be discussed with the appropriate Case Manager and will be described in the student’s Senior Capstone Project Proposal.

**Transfer Students**
Students transferring into Rigby High School from another high school will be required to complete a Senior Capstone Project, unless that student is able to show through transfer of records that they have already completed a senior project at another high school.

Students who are a transfer student who has NOT completed a senior project must make a formal project proposal to the school’s Senior Capstone Project Supervisor. The proposal may be for a project that the student has not yet begun or had approved at another high school. If a student has already begun a project in another high school, he/she must submit a project proposal that includes details regarding how the previous work meets Rigby High School’s Senior Capstone Project Requirements and any modifications the student plans to make in order to meet those requirements.

Students transferring into Rigby High School after the start of their senior year may propose modifications to the project in consideration of the shortened time frame. Formal Senior Capstone Project proposals, with or without modifications, must be approved by the school’s Senior Capstone Project Supervisor.
Online Students: Online students must meet the requirements of their chosen online course for Senior Project. The information contained in this packet is only for Rigby High School Students that are completing their Senior Capstone Project through US Government class.

**Eagle Projects:** Students frequently ask if they may use their Eagle Scout Project. Students may use the work that they completed on their Eagle Scout Project, however, it does need to be configured to fit the format of the Rigby High School Senior Capstone Project.

**Appeals Protocol**
A student participating in the Senior Capstone Project may formally appeal the decisions of the Senior Capstone Project Teacher by following the procedure described in the Appeals Protocol. If the procedure is not followed, via the protocols established, the appeal will be summarily dismissed. A student may appeal “Doesn’t Meet Standard” scores for project components, missed deadlines, not attending his/her Presentation, allegations of plagiarism/misrepresentation and to change his/her Senior Capstone Project Mentor. An appeal will be submitted to the Senior Capstone Project Supervisor. The student may appeal the decision of the Senior Capstone Project Supervisor to the Senior Capstone Project Appeals Committee, which will be comprised of those teachers who teach US Government at Rigby High School.

**Project Costs**
Students are responsible for any and all costs associated with the Project. Be mindful when choosing your project what costs may be associated with that choice, including transportation, supplies and appropriate dress (in the case of internships).
Teacher Check-in Form

These sheets will document your one-to-one time with your teacher. Each checkpoint is a moment that you will need to either speak with your teacher or turn in an item to your teacher. Your teacher will need to also offer feedback and comments on the sheet.

1. Check in to ask your teacher about your project idea. Is it a challenge? Could your topic turn into a career for you? How can you take your idea and ‘step-it-up’? What will you research? What will your goal be? Do you have or need an idea for a mentor? Who could you access?

Date:_________________________ Teacher’s signature:_____________________________________
Comments:________________________

2. Check in to show your teacher your proposal letter. Your teacher will make sure it includes proper format, a signature, three research questions, and three skills you hope to acquire through this process, challenges to the project and of course, your WHY. If your letter is not okay, you will re-write for the teacher.

Date:_________________________ Teacher’s signature:_____________________________________
Comments:________________________

****Check in for those working with a mentor or community leader****

3. Check in to share your mentor information with your teacher. Your teacher will maintain contact with the mentor to make sure that BOTH you and your mentor are in contact with one another consistently. A good mentor will guide you and provide support. You cannot meet with your mentor only once. Your teacher only needs to see the contact sheet, the parent permission form, and the mentor agreement form. YOU will need to keep these forms safe--in your binder or use an online storage file like Dropbox.

Date:_________________________ Teacher’s signature:_____________________________________
Comments:________________________

****Check in for those working with a mentor or community leader****
4. Check in to share your mentor mid-term evaluation. Again, your teacher will only need to see it and discuss your progress. YOU will need to keep these forms safe--in your binder or use on online storage file like Dropbox.

Date:_________________________ Teacher’s signature:___________________________________
Comments:

5. Check in to share your final mentor evaluation and a general sense of your progress on your project. Again, your teacher will only need to see it and discuss your progress. YOU will need to keep these forms safe--in your binder or use on online storage file like Dropbox.

Date:_________________________ Teacher’s signature:___________________________________
Comments:

6. Last check in to show your teacher your portfolio- have your teacher make sure you have it collected and organized correctly and that it meets the criteria. If it all looks good, your teacher can turn it in for you, or you can give it to Senior Capstone Project Coordinators. Make sure to include this sheet in your ‘Forms’ section.

Date:_________________________ Teacher’s signature:___________________________________
Comments:

**I have contacted the mentor and verified that he/she is at least 21 and has the expertise necessary to guide the student in this project. The mentor also knows that he/she can call/email me if there are any concerns about this student’s progress on the project.

Teacher’s signature: __________________________________________________

10
Project Proposal

The Senior Capstone Project can be one of the most rewarding assignments of your high school career and it is required for graduation. Since you will be spending a great deal of time working on your project, choose a topic that is genuinely interesting to you and that you feel will prepare you for your future careers.

Pre-planning

Think about all of the things you are interested in—things you would like to fix, do, learn, understand, see, improve, create, experience or own. Brainstorm your ideas as they come to you; don’t edit yourself at this point. You can always eliminate ideas later if they turn out to be impractical or too expensive. Narrow your ideas down to three or four ideas which are “do-able” and prioritize them. In deciding whether or not a particular project idea will work, take into consideration whether or not research information is available and whether the project is one you can afford. Your project should take you at least twenty working hours to complete, should maintain your interest for an extended period of time and meet the approval of your parents and your Senior Capstone Project Teacher. Also, remember that in order to qualify as a Senior Capstone Project, your plan needs to be one which will stretch your abilities and challenge your limitations.

Minimum Requirements of the Project

Your project must…

- be a personal stretch and challenge,
- take a minimum of twenty hours outside of research time to complete (time spent writing proposal letter, your reflective essay, or doing any work on the portfolio does not count towards the 20 hours required),
- be approved by your Senior Capstone Project Teacher and by your parents,
- Solve a problem – unless you are doing an internship
- be individual—no group or collaborative projects
- be legal

Unacceptable Projects

These projects will cause problems and will not be acceptable for your Senior Capstone Project.

- Illegal or inappropriate activities.
- Group or collaborative projects: you may be reliable, but your friends and colleagues may let you down. No collaboration or joint projects will be allowed.
- Unfinished work: If you state in your proposal letter that you will write a novel, we will not accept three chapters. It is not a finished product.
- No stretch or challenge as determined by your teacher

Project Considerations Note

INL: Students considering a project that might involve a mentor or internship at the Idaho National Laboratory or federal agency should be aware that it can take time to complete the proper procedures and obtain the security clearances sometimes necessary to visit a DOE facility or work federally. Students should address those issues with an employee they’re working with, and employee should be able to make the necessary arrangements.

Health Care Fields: Students hoping to find mentors or do an internship in the medical profession can face some challenges. Patient confidentiality and patient safety is a critical concern for hospitals, doctor’s offices, and other medical centers. There are usually very specific protocols that students must follow in
order to visit or job shadow at these facilities. Students should speak to their mentor or the proper authorities about available opportunities, rules that are in place, and how students can comply with them.

Types of Projects/Criteria for Specific Projects

The product must meet the following criteria. If you have a product that does not fit one of these categories, you will need to submit a plan that outlines your intentions.

**Problem Solution:**

*The student must…*

- Find a problem in their school, community, state, nation or globe, that they would like to fixed
- Research to learn more about the problem
- Explain and analyze the problem: what the problem is, how prevalent the problem is and what laws or policies are written about the problem or cause the problem.
- Generate solutions, including alternative solutions that may be solutions that are found to be not suitable or unworkable.
- Propose a change and how you would implement that change, including laws or policies that might need to change to facilitate the proposed change/solution.
- Implementation: how would you go about making the change? Is there work to be done, people who will need to help? How will you generate support for your solution/action plan?
- DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating.

**Technical products:**

*Video:*

*The student must…*

- create a video or documentary film demonstrating mastery of all the elements of production, including music (if appropriate) and text (title, credits, etc.)
- provide documentation that details all phases of production, including planning, scripting, filming, editing and final production
- keep a typed log with a thorough description of all activities
- work with a mentor and have times, dates and activities verified by the mentor
- DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating

*Website:*

*The student must…*

- use the website to solve a problem in their community or meet a need within their community, school or nation.
- extend beyond classroom work or his/her current level of expertise
- create a website that is appropriate for his/her topic
- show mastery of graphics and text
- use information that relates to the research and presents ideas in a new and useful manner
- use text that is original with appropriate documentation of sources
- use text that is grammatically correct and worthy of review in the community
- create a website that is well developed, includes different pages and links to other useful site
• keep a typed log with a thorough description of all activities
• work with a mentor and have times, dates and activities verified by the mentor
• DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating.

**Computer programming:**

*The student must…*

- Create a program to solve a problem in their community or meet a need within their community, school or nation.
- extend beyond classroom work or current level of expertise
- keep a typed log with a thorough description of all activities
- DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating

**Internships:**

*The student must…*

- Student must be the organizer and leader of organizing the internship. They are an active worker, not an observer.
- intern with a mentor for at least 20 hours
- be responsible for all the arrangements related to the internship experience
- document work (through video, photographs, audiotapes, etc.)
- keep a typed log with a thorough description of all activities
- create a tangible, concrete visual that demonstrates what you have learned during the required 20 hours. Ideas: create a business proposal based upon Small Business Administration guidelines, build a product needed for the business, create a product showing the process that you learned (paint a car door, make a mold of teeth, perform a demonstration using tools from your study etc.)
- DO NOT record or video anyone without their permission. Individuals under the age of 18 must have a form for participating.

**Community service:**

*The student must…*

- Student must be the organizer and leader of all aspects of community service. They may not be just a participant or helper, unless it includes work for five (5) separate and unrelated organizations.
- provide service or volunteer for at least 20 hours
- be responsible for all the arrangements related to the service/volunteer experience
- document his/her work (i.e. video, photographs or audiotapes)
- keep a typed log with a thorough description of all his/her activities
- create a tangible, concrete visual that demonstrates what you have learned during the required 20 hours. This “physical evidence” should demonstrate or extend your learning experience and be informational, educational and professional in quality.
- DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating.
Fundraising:
The student must...
- Student must be the organizer and leader of all aspects of fundraising. They may not be just a participant or helper.
- spend at least 20 hours actively marketing the event/cause
- set a dollar amount as a goal (min. amount $250)
- employ a variety of marketing strategies (i.e. social media, flyers, posters, Public Service Announcements, websites, door-to-door, booths, etc.)
- document all donations from various marketing tactics and identify sources of donations larger than $25
- Use and prove use of standard accounting procedures/forms for accounting for money received and money paid out (including money donated to a special cause or to purchase equipment)
- DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating
- keep a typed log with a thorough description of all his/her activities

Youth Camps:
The student must...
- Student must be the organizer and leader of all aspects of the coaching or the camp. They may not be just a participant or helper.
- work with youth for a minimum of 20 hours
- camp must be independent from school extra-curricular programs
- student must be registered as the head coach (or Camp Director). Other coaches and volunteer helpers cannot be working on a Senior Project. All projects must be completed as individuals.
- keep a typed log with a thorough description of all his/her activities
- turn in tangible products associated with coaching (i.e. practice plans, skill drill lists, game win/loss records, data on players etc.)
- DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating

Building a product: costumes, computer programs, set designs, building/repairing or building something that has a clear benefit for the community (example: organizing and painting a mural for the community).
The student must...
- create a log and pictorial account of the steps in creating the invention or product
- create a product that reflects attention to detail and application of research
- create a product that is of greater quality than just a model or superficial design
- keep a typed log with a thorough description of all activities
- DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating

Teaching experiences, presentations to groups or performances: The student must...
- teach a class, clinic or workshop; this also includes organizing and conducting assemblies (they may not be pep rallies or school based assemblies), seminars or shows
- student should submit all plans, lesson plans, handouts, power points and all other teaching materials
- submit a typed log detailing the planning and organization of the product
- submit a tangible product such as a video of the product. If no video is provided, the teacher must be present during the product
• be responsible for ensuring that he/she has an audience
• keep a typed log with a thorough description of all activities
• DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating

Publications: short story, novella, children’s book (no term papers)
The student must…
• show a substantial mastery of graphics and text
• follow the publication guidelines that relate to the genre of his/her product
• include original writing and not just copies of existing materials in the product
• discuss specific guidelines with his/her teacher before starting work
• keep a typed log with a thorough description of all his/her activities
• DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating

Job Certification: obtain a license/certification related to the profession which the student plans to enter into as a career
The student must…
• have a learning experience that adds up to at least 20 hours
• organize all certification processes
• keep a typed log with a thorough description of all activities and details of meeting dates
• create a tangible, concrete visual that demonstrates what you have learned during the required 20 hours. This “physical evidence” should demonstrate or extend your learning experience and be informational, educational and professional in quality.
• DO NOT record, photograph or video anyone without their permission. Individuals under the age of 18 must have a form for participating

CTE (PTE)
Students in the following courses: CNA, Culinary Arts, Early Childhood, etc. can use the hours from their work and the subsequent job internships to apply to a senior project. However, students must create a tangible product separate from any product created in the class for a grade. Students must also keep a detailed time log of activities with commentary about what was learned throughout the process along with the evidence required in the portfolio.
The Senior Capstone Project Sample Proposal

Formally declare your project in a business letter addressed to your Advisor teacher. Once you have discussed your proposal with your teacher, you are now committed to your topic and product. Your letter must follow block format (1” side-margins and centered vertically on page) according to the instructions below. Your letter must be no longer than one page. Use proper organizational strategies and transition words in your writing.

Student Name
Student Street Address
City, State and Zip
Date (Press enter three times)

Mrs. Senior Capstone Project Teacher (Your Teacher’s name and school address)
High School Name
City, State and zip (Press enter two times)

Dear Mrs. Teacher: (Press enter two times)

**Paragraph 1:** State what you want to do for your project. Describe the general area of interest and your background, if any, in this area. Discuss how the project relates to your post high school plans and **identify three skills** you feel will help you in your future. Describe how this topic is a learning stretch for you. (Press “enter” two times.)

**Paragraph 2:** Describe the topic of your research. List at least **three research questions** you will seek to answer as you complete your project. Explore job opportunities related to your project. Remember that you have to have five sources on your annotated bibliography, including your mentor. The sources also need to include three different types of sources (i.e. book, personal interview, online article, etc.) Include your mentor's name and qualifications. (Press “enter” two times.)

**Paragraph 3:** Describe your step-by-step plans for your project. Then, state how you will demonstrate your work (and when you will present, if on summer track). Address major concerns such as finances or time constraints. Remember, if you are job shadowing or performing community service for your project hours, you must also create a tangible product to demonstrate what you learned in addition to your presentation. The tangible product is NOT your PowerPoint presentation. (Press “enter” two times.)

**Paragraph 4:** Conclude your letter by expressing your enthusiasm about your project. (Press “enter” two times.)

Sincerely, (Press “enter” 4 times so that you have room to sign your name, and then sign your name after you print)

Student Name (Type your name exactly as you sign it)
You cannot start on your Senior Capstone Project until your proposal is approved by your teacher. Your proposal will not be accepted unless it meets the following criteria:

- Proposal represents a stretch or a challenge. If the student is an athlete, coaching a youth team isn’t necessarily a stretch. The student needs to indicate how it is a challenge and three skills that will be acquired through the process.

- The proposal needs to include information about the mentor that explains the mentor’s expertise and how that helps the project.

- The proposal needs to state three research questions.

- The proposal needs to be relevant to post high school plans.

- Any proposal needs to include a TANGIBLE product. The plan for a product needs to be included. Tangible products cannot be journals or photos.

- The proposal letter needs to be in letter format and should be readable (few errors) and professional (keep in mind how a potential employer would look at the letter).

Teacher signature: __________________________________________________________
(Signature reflects that teacher has discussed the above items with the student and has given feedback)

Students keep this copy and your proposal letter.
# Project and Presentation Evaluation Rubric

**FOR ALL PROJECTS EXCEPT INTERNSHIPS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Criteria For Evaluation</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Understanding of the Problem</strong></td>
<td>10 Pts.</td>
<td></td>
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<td>10 Pts.</td>
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<td>• Solution is realistic and feasible. Plan is implementable</td>
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<td></td>
<td>• Student provides details of implementation</td>
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<td>6</td>
<td><strong>Public Speaking</strong></td>
<td>10 Pts.</td>
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<td></td>
<td>• Student maintains eye contact at all times</td>
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<td>• Student engages audiences and keeps their attention throughout the presentation</td>
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<td>Overall 40 Pts.</td>
<td>Overall Portfolio</td>
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<td>• Student speaks audibly and clearly; is easy to understand and hear.</td>
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<td>• Students rate of speed is appropriate and language is vivid</td>
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<td>• Presentation is appropriate for an educational and school setting in all ways and at all times</td>
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<td>• Student is not dependent upon notes and has full understanding of the topic</td>
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<td>Presents material in the display and binder that is mutually supportive</td>
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<td>Constructs a clear and convincing sequence from one panel or section to the next</td>
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<td>Uses and documents research from multiple sources and provides appropriate notation for the sources and research evidence used</td>
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<td>Uses standards of good writing</td>
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<td>Uses relevant and appropriate graphics and written information</td>
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<td>Is visually appealing, creative and interesting to the audience</td>
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<td>Student fully demonstrates that they have an excellent grasp on all issues and components of the presentation and can completely answer questions regarding project and presentation</td>
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</table>
The Portfolio Checklist

Now that your project has been approved, begin working on your portfolio. Your Senior Capstone Project Portfolio is a collection of all forms, documentation, and evidence you have collected. **Make sure to be keeping a detailed project log of everything you are doing and learning.** Your Senior Capstone Project Portfolio documents the entire Senior Capstone Project process. See below for organization and required pieces.

- All documents are neatly placed in a 3-ring binder with labeled section dividers
- Cover Page (first and last name, year of graduation, project title)

**Table of Contents Introduction Section**

- Letter of Introduction to Panel Proposal Section
- Senior Capstone Project Approval Form and Project Proposal Letter

**Forms Section**

- Contact Information Sheet*
- Signed Parent Permission Form*
- Advisor Check-in Sheet* Mentor

**Problem Solution Section**

- Step One – Explain the Problem
- Step Two – Examining Solution – including alternatives you discard
- Step Three – Proposing Change
- Step Four – Implementation – Action Plan

**Mentor Section**

- Senior Capstone Project Mentor Agreement Form*
- Senior Capstone Project Mentor Mid-Project Report Form*
- Senior Capstone Project Mentor Final Evaluation Form*
- Copy of Mentor Thank You Letter

**Evidence Section**

- Photos of project work/completed products (Visual Recording forms as needed)
- Letters and other communications relevant to the project
- Project Log (20 hr. minimum on the project itself, not the research, essay, or portfolio building)

**Research Section**

- Annotated Bibliography
- Sources (At least 5 sources) are alphabetized and cited in MLA format
- Sources (At least 5 sources) (interview, internet article, book, video, etc.)

**Reflection Section**

- Reflective Essay

*The forms you need are included in this manual. You may always go to the Senior Capstone Project website and print a new one. [www.rigbyseniorproject.weebly.com](http://www.rigbyseniorproject.weebly.com)
Plagiarism and Misrepresentation Pledge

The most important part of any educational experience is academic honesty. For the most part, you control what you learn, and your ethics, or lack thereof, can shape your academic decisions. You are responsible for ensuring that you do not plagiarize or misrepresent yourself in any way.

What constitutes plagiarism?

- Directly copying from another source without using quotation marks and/or without giving credit to the author by citing your sources.
- Not paraphrasing the information completely or correctly.
- Using another person’s work, in part or whole, as your own.
- Using work that you have completed for another teacher without approval. (You may expand on previous research, but you must have approval first.)
- Using research that you do not include in your Annotated Bibliography or that the teacher cannot verify with the material in your Annotated Bibliography.
- Passing on your work to another student in another class and/or in another school.

What constitutes misrepresentation?

- Claiming you have had no previous experience or knowledge in a given area when you actually have.
- Falsifying documents and assignments.
- Using a family member as a mentor or interview subject.
- Allowing other people to complete portions of your assignments.
- Committing any other breach of the project assignments.

I have read the plagiarism and misrepresentation policy. I understand that if I violate policy in any way during this process, I will receive a score of “Doesn’t Meet Standard” for the Senior Capstone Project Course. I will need to redo the Senior Capstone Project process again for a new project. I give my word that I will be honest during the entire process.

PLEASE SIGN TO INDICATE THAT THIS PLEDGE HAS BEEN READ AND UNDERSTOOD.

Student’s Name: __________________________________________ Date: ________________________

Parent’s Name: __________________________________________ Date: ________________________
Parent Permission Form

Student’s Name: _________________________________________

Parent’s Name:__________________________________________

Address:________________________________________________

Parent’s Phone: Home:_______________________Work: _________________________

As a parent/guardian of ___________________________________, I am aware that my son/daughter must participate in the Senior Capstone Project activities as the Senior Capstone Project is a graduation requirement. For the project, my son/daughter has chosen to: __________________________________________________
________________________________________________________________________________

He/she has my permission to complete this project, and I agree to release Jefferson Joint School District #251 and Rigby High School and its employees from all claims arising from financial obligation incurred or damage, injury or accident suffered while my son/daughter participates in the project that he/she has chosen.

[Complete/fill in this section, if your student will be working with an adult mentor]

My son/daughter has chosen a project that will need a mentor. They have chosen to work with ___________________________________ to be his/her Senior Capstone Project Mentor for the Senior Capstone Project. The above named Mentor has agreed to the responsibilities outlined in the Senior Capstone Project Mentor Agreement form and letter. I understand this mentor is not responsible to help my student to complete their project, but is only there to assist them understand the field they are working in. I also understand that the student is solely responsible for maintaining the records for the project and all other aspects associated with their project.

I understand that the mentor has agreed to work with the student via phone, email or on the high school campus. I also understand that I must give written permission to allow the mentor to work with the student off campus. I must also submit a copy of that written permission to the Senior Capstone Project Coordinator.

Parent/Guardian Signature:______________________________ Date: ________________

Student Signature:___________________________________Date:___________________
**Helpful Note:** Remember to thank the people who gave you help with your project. You never know when and how this project could lead to something for you in the future. Professionals are always careful to thank those who help them achieve, even if their role is small. Gratitude is free, but it can bring big rewards.

**Sample Thank You Letter**

Student Name  
Student Street Address  
City, State, zip  
Date

Helper/Supporter Name  
Business Name  
Business Address  
City, State, zip

Dear Mr. Helper/Supporter Name:

Thank you for helping/assisting me with my Senior Capstone Project. I appreciate both your time and expertise.

I specifically want to thank you for being such an effective CPR teacher. I enjoyed all the classes I took at the Red Cross, but I probably had the most fun and learned the most from the one that you taught. In addition, you worked with me on both the research for my project and the project itself, which shows that I can be a collaborator (relate specific examples).

I want to thank you again for the time you spent with me, for your patience, and for all of your good advice. I know that the lessons I learned in completing this project will stay with me for a lifetime.

Sincerely,

Student (sign your name here)

Student Name Typed
This section is the problem solution section that is one option that can be chosen for a student’s Senior Capstone Project. The student uses all of the same forms and general guidelines, but since they are not doing a project that deals with having a mentor, then do not need to fill out those mentor forms.
The first thing you will need to do is to clearly explain the problem you have chosen. You will need to explain why the problem is important, which individuals or groups in the community are interested in this problem, and which part of governance has responsibility for dealing with it. To accomplish this you will need to answer the following questions:

1. What is the problem that you want to study?

2. How serious is this problem in your community?

3. How widespread is this problem in your community?

4. Why is it a problem that should be handled by governance (the body that is in charge)?

5. Should anyone else in the community take responsibility for solving the problem?

6. Is there an existing law or policy for dealing with the problem?
7. If there is a law or policy, is it adequate to solve the problem?

8. What disagreements, if any, are there in your community about this problem and the way it is being handled?

9. Who are the individuals, groups, or organizations with an interest in the problem?

10. For each individual, group, or organization you identify, answer the following questions. Use the back of this sheet for your answers.
   - What is their position on the problem?
   - Why are they interested?
   - What are the advantages of their position?
   - What are the disadvantages of their position?
   - How are they trying to influence others to adopt their view?

11. What level of government, governance or agency is responsible for dealing with this problem? Why?

12. What is the governance doing about the problem?
PROBLEM IDENTIFICATION AND ANALYSIS FORM

Name ________________________________

Date __________________________________

The problem __________________________

1. Is this a problem that you and other people in your community think is important? Why?

_____________________________________________________________________________________

2. What level of governance or agency is responsible for dealing with the problem?

_____________________________________________________________________________________

3. What policy, if any, does government now have to deal with this problem?

_____________________________________________________________________________________

If a policy does exist, answer the following questions:

• What are its advantages and disadvantages?

_____________________________________________________________________________________

• How might it be improved?

_____________________________________________________________________________________

• Does this policy need to be replaced? Why?

_____________________________________________________________________________________

• What disagreements, if any, exist in your community about this policy?

_____________________________________________________________________________________

4. Where can you get more information about this problem and the positions taken by different individuals and groups?

_____________________________________________________________________________________

5. Are there other problems in your community that you think might be useful for you to study? What are they?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
STEP TWO – EXAMINING ALTERNATIVE SOLUTIONS

You must identify several alternative solutions for dealing with the problem you have chosen. These solutions may include an existing policy or policies being proposed by individuals or groups in the community. You should also include your own original ideas for solutions and/or policies to address the problem. Alternative solutions are solutions that are ALL potential solutions. Some will work some will not. Those that do not become “alternate solutions.”

For each solution presented you should

1. State the solutions
2. Identify the individual or group that is proposing the solution
3. Identify the advantages of this proposed solution
4. Identify the disadvantages of this proposed solution
5. Identify other individuals or groups in the community who are likely to support this solution
6. Identify other individuals or groups in the community who are likely to oppose this solution

Use the bottom and back of this page to write your answers for each solution you identify. Be sure to answer ALL 6 questions.
STEP THREE – PROPOSING A CHANGE

Next, you will need to propose a change, which may include a policy to deal with the problem. This is different than coming up with a solution, you have already done that. In this section you need to look at what law/policy/change needs to happen to enable your solution to take place.

1. We think the best change/policy to deal with this problem is

2. The advantages of this change/policy are

3. The disadvantages of this change/policy are

4. Identify the level of governance that would be responsible for carrying out your proposed policy. Explain why this level of governance is responsible.

5. In order to fully understand and answer #4, differentiate between governance and government.
STEP FOUR IMPLEMENTATION: ACTION

You will need to develop an action plan to get your solution adopted by the appropriate governing body or agency. This plan should include the steps you will need to take to get your proposed solution enacted and implemented by the governing body.

1. The main components or steps of my plan are

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What is the cost of my plan? Where will I get the money to implement this plan

________________________________________________________________________
________________________________________________________________________
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3. Is my plan feasible? In what ways is my plan realistic and achievable?

________________________________________________________________________
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4. Influential **individuals** and groups who might oppose my solution

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
5. To gain their support I can

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Influential government officials and/or agencies that might be willing to support my solution

________________________________________________________________________
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________________________________________________________________________

7. I can gain their support by

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8. Influential individuals, government officials or agencies that might OPPOSE my solution

________________________________________________________________________
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________________________________________________________________________

9. I might be able to gain their support by

________________________________________________________________________
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## Problem Solution Presentation Student Checklist

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<tr>
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<th>NO</th>
<th>NEEDS IMPROVEMENT</th>
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<td>Reflection Essay</td>
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<td>• One page type written type written essay reflecting on the student’s experience of completing the Senior Project.</td>
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# Problem Solution Evaluation Rubric

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| 1       | Understanding of the Problem | 10 Pts. | | • States and explains the problem and its causes. Presents evidence that there is a problem.  
• Demonstrates and understanding of issues involved in the problem  
• Demonstrates an understanding of existing or proposed public policies.  
• Explains disagreements about the problem that may exist in the community  
• Explains why government should be involved in the solution. |
| 2       | Analysis of Alternative Policies | 10 Pts. | | • Presents two or three alternative public policies to address the problem  
• Explains advantages and disadvantages of each alternative policy presented  
• Identifies controversies and conflicts that may need to be address for each alternative. |
| 3       | Public Policy Development and Persuasiveness | 10 Pts. | | • States a public policy that addresses the problem and identifies the governmental branch or agency responsible for enacting the proposed public policy  
• Supports their proposed public policy with reason and evidence  
• Identifies and explains advantages and disadvantages of the proposed public policy  
• Explains and supports the reasons why the proposed public policy |
| 4       | Implementation of an Action | 10 Pts. | | • Identifies individuals and groups, both supporters and opponents, who will need to be influenced  
• Identifies government officials, both supporters and opponents, who will need to be influenced  
• Outlines and explains an action plan for getting the proposed public policy enacted  
• Proposes action that builds and expands on any previous |
| 5       | Feasibility of Plan Implementation | 10 Pts. | | • Plan is original and fully evaluates problem  
• Plan is feasible and could be implemented by the appropriate agency.  
• Solution is realistic and feasible. Plan is implementable  
• Student provides details of implementation |
| 6       | Public Speaking | 10 Pts. | | • Student maintains eye contact at all times  
• Student engages audiences and keeps their attention throughout the presentation  
• Student speaks audibly and clearly; is easy to understand and hear.  
• Students rate of speed is appropriate and language is vivid |
- Presentation is appropriate for an educational and school setting in all ways and at all times
- Student is not dependent upon notes and has full understanding of the topic

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<td>Student fully demonstrates that they have an excellent grasp on all issues and components of the presentation and can completely answer questions regarding project and presentation</td>
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Internship/Mentor Section:

This section deals with projects in which students determine they need a mentor or a mentor relationship is an integral part of their project. Students should fill out these forms and submit them to their teacher.
Dear Senior Capstone Project Mentor:

Seniors in Rigby High School are required to complete a Senior Capstone Project prior to graduating. The purpose of the Senior Capstone Project is to challenge students to expand their horizons, stretch and challenge their abilities and showcase their achievements. They began this process by selecting a project and having it approved. Because they have chosen a project which will require them to take a topic further than they have ever done before, an essential component in their success is a **Senior Capstone Project Mentor** – an adult who has *experience or knowledge* in the student’s chosen field of study.

*Mentors may be teachers, community members or business professionals who are willing to guide students through each phase of project completion. Mentors cannot be relatives or under 21 years of age.*

*Mentors are asked to assist, encourage and support the student in completing the project.*

*Mentors serve in an advisor capacity only. It is the student who is responsible for completing required work.*

*Additionally, mentors assist in verifying the progress of a project at two checkpoints during the process.*

Thank you for taking the time to share your experience and expertise with our students. The Senior Capstone Project depends upon the generosity of people like you.

Sincerely,

Holly Mickelsen
Rigby High School Senior Capstone Project Coordinator
hmickelsen@sd251.org
208.745.7704
The Senior Capstone Project Mentor Agreement Form

| Student’s Name: |  |
| Mentor’s Name: |  |
| Mentor’s Address: |  |
| Mentor’s Phone: | Work: | Home/Cell |
| Mentor’s Email: |  |

I, the undersigned, have met with the above named student and have discussed his/her plans for the Senior Capstone Project.

I acknowledge that the student will work on his/her project and that I will offer assistance in completing the project phase of the Senior Capstone Project during that time.

I understand that I will be a resource and consultant for the student and will be asked to verify the student’s progress and hours spent and I will attend his/her Presentation.

I also understand that the Senior Capstone Project is the sole responsibility of the student and that I am not to complete the project for the student.

I understand that I will work with the student only by phone or on site at his/her high school unless given express written permission by the parents of the student to meet off campus.

I verify that I am at least 21 years of age and that I am not related to the student. (Under certain circumstances, exceptions may be granted. The student must submit a written request explaining why no other qualified mentor is available.)

Qualifications/Experience in the field relating to the project:

Signature: ___________________________ Date: ___________________________

Thank you for your support of Rigby High School

I hereby DO [ ] DO NOT [ ] (check one) authorize my son/daughter to meet his/her Senior Capstone Project Mentor off-campus for the purpose of working on the Senior Capstone Project.

Parent/Guardian Signature: ___________________________ Date: ___________________________
CONTACT INFORMATION FORM

Student___________________________________________ (printed name)

Project topic_______________________________________

Student’s phone____________________________________

Student’s email____________________________________

Parent_____________________________________________ (printed name)

Parent’s phone______________________________________

Parent’s email______________________________________

Mentor______________________________________________ (printed name)

Mentor’s phone______________________________________

Mentor’s email______________________________________

Teacher_______________________________________________ (printed name)

Teacher’s Phone____________________________________

Teacher’s email_____________________________________

*Students, keep a copy of this form for your own convenience while working on the project and remember that it needs to be included in the portfolio.
The Senior Capstone Project
Mentor Mid-Term Report

Student Name:_______________________________________

Mentor Name:_______________________________________

Thank you very much for the time and effort you are contributing to our student and his/her Senior Capstone Project. We very much appreciate your time and energy.

Have you seen the student’s Activity Log? Yes ____ No _____

**Please respond to the following:**

The student has conferred with me about his/her project- Yes ___No___

How many times have you met with your student thus far?

In what ways have you worked with the student?

The student is making satisfactory progress at this point and should be able to successfully Complete the Project component by the first checkpoint. Yes ___No ___ Comment:

Please give a brief explanation of any concerns or questions you may have about the student’s progress toward completion of his/her project.

Mentor Signature:_______________________________________ Date:____________
Senior Capstone Project Mentor
Final Evaluation Report

Student Name:_____________________________________

Senior Capstone Project Mentor Name (please print):____________________________

Address:_________________________________________________________

Daytime Phone: ______________________

Student’s Teacher:________________________

To the Senior Capstone Project Mentor: You have been chosen to verify this student’s efforts on his/her Senior Capstone Project. Since most of the time spent on the project component of this assignment has been out of class, verification of the student’s efforts is necessary before he/she will be allowed to present to the Senior Capstone Project Panel. Please answer the following questions to help us evaluate his/her project. Please feel free to attach additional paper as needed. Thank you for your cooperation and your support of Rigby High School’s Senior Capstone Project. It is appreciated.

1. Can you verify that he/she spent at least 20 hours creating this project? Yes ___ No ___ Comments:

2. Have you seen this project at different stages of completion, not just the final phase? Yes ___ No ___ Comments:
3. What specific problems did this student encounter and overcome?

4. What successes have you seen this student achieve?

Mentor’s Name:____________________________________

Mentor’s Signature:________________________________

Date:__________________________
THANK YOU LETTER TO MENTOR

Salutation: Address the letter to your project mentor. Follow the name with a colon.

Paragraph #1: Thank your mentor for the time he/she spent helping you with your project.

Paragraph #2: Add specific details about what you learned because of your mentor’s involvement. Specifically address how working with your mentor has helped you build your collaboration skills.

Paragraph #3: Conclude by restating your thanks for your mentor’s time commitment and expressing an expectation that you will continue to benefit from this experience.

Signature: You must sign your name above your typed name and below the word “Sincerely.” Follow the directions for Block Form Business Letter Format.

It is appropriate to write thank you letters to all of the individuals who helped you with your project.

*Make two copies of this letter. You will save one copy for your portfolio and one to give to your mentor.
Sample Mentor Thank You Letter

Student Name
Student Street Address
City, State, zip
Date

Mentor Name
Business Name
Business Address
City, State, zip

Dear Mr. Mentor Name:

Thank you for agreeing to mentor me in my Senior Capstone Project. I appreciate both your time and expertise.

I specifically want to thank you for being such an effective CPR teacher. I enjoyed all the classes I took at the Red Cross, but I probably had the most fun and learned the most from the one that you taught. In addition, you worked with me on both the research for my project and the project itself, which shows that I can be a collaborator (relate specific examples).

I want to thank you again for the time you spent with me, for your patience, and for all of your good advice. I know that the lessons I learned in completing this project will stay with me for a lifetime.

Sincerely,

Student (sign your name here)
Student Name Typed
# Portfolio Evaluation Rubric

**USE THIS RUBRIC FOR INTERNSHIPS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Criteria For Evaluation</th>
<th>Rating</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introducing the Internship</strong></td>
<td></td>
<td></td>
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</table>
| 10 Pts. | - States and explains why the student chose an internship  
- Demonstrates an under understanding of issues that might be involved in this undertaking  
- Demonstrates an understanding of the possible benefits of an internship  
- Explains how an internship works and what conditions apply to various internships. |        |          |
| 2       | **Analysis of Internship** |        |          |
| 10 Pts. | - Explains the basics of the internship and initial expectations.  
- Explains what the student expected the advantages and disadvantages of the internship to be  
- Identifies the cost/benefit to a career  
- Analyzes what life considerations were associated with an internship |        |          |
| 3       | **Understanding policies in the workplace** |        |          |
| 10 Pts. | - States and analyzes a work place policy  
- Addresses expectations associated with policies (dress, Social media posts, appearance, language, electronic access, profession behavior, privacy of clients).  
- Explains and supports the reasons why the proposed policies are in place for that industry |        |          |
| 4       | **Internship Implementation** |        |          |
| 10 Pts. | - Introduces and explains evidence of internship  
- Outlines and highlights learning that took place  
- Compares and contrasts expected outcomes and actual outcomes of internship  
- Gives in-depth information about experiences and Details of internship |        |          |
| 5       | **Reflection of Internship** |        |          |
| 10 Pts. | - Summarizes what went well and what did not go well  
- Analyzes the impact the internship had on future career choices  
- Proposes changes that would help students with future internship projects.  
- Judges what they would do differently in their internship, given another opportunity |        |          |
| 6       | **Public Speaking** |        |          |
| 10 Pts. | - Student maintains eye contact at all times  
- Student engages audiences and keeps their attention throughout the presentation  
- Student speaks audibly and clearly; is easy to understand and hear.  
- Students rate of speed is appropriate and language is vivid  
- Presentation is appropriate for an educational and school setting in all ways and at all times  
- Student is not dependent upon notes and has full understanding of the topic |        |          |
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General Guidelines for all Senior Capstone Projects

Information contained in this section relates to ALL Senior Capstone Projects. These are helpful guidelines that will make completing their project easier and fulfilling because they will know what is expected to be successful.
Evidence for Portfolio

Your portfolio MUST include pieces of evidence to document the process, progress, stages of completion, and/or revisions to the project. Some examples include:

- high quality photos (one including your mentor would be nice but not required)
- receipts of any supplies necessary for completing your project
- accounting forms and procedures for managing finances of the project or camp/fundraiser
- communications including emails, texts, letters
- marketing/advertising materials created for the project
- sketches
- business plans
- lists
- final products (if appropriate, i.e. sheet music composed, architectural drafts, etc.)
- pictures of final product if final product cannot fit into portfolio
- any other appropriate documentation

Use your best judgment to collect evidence that will reflect the effort you have put into your project. Use a variety of evidence for a most comprehensive report of your work.

Project Log Guidelines

In addition to the pieces of evidence, make sure to include a detailed project log of all of the steps involved in completing your project with commentary about what you learned from each step. See the sample on the following page, but you can create your own template using Word or Excel or Google Docs.

Include the following information on your project log:
- Name, date, teacher, topic, mentor name and contact info
- Date and time for each activity
- List of activities with commentary for each activity
- Total time spent on each page with a grand total on the final page (note: time spent on portfolio or portfolio documents does NOT count towards your 20 hours)
Senior Capstone Project Activity Log Sample

Directions: Your log should include what you have accomplished and the time you spent each day completing it (i.e. writing, designing, constructing, planning, taking classes or lessons, contacting sources, volunteering, etc.). You should also reflect on what you did and what you learned. Your commentary will help you remember what you did and what you thought when you begin to prepare for your presentation. This is the place to show all your effort, hard work and progress on your project. *You must document at least 20 hours on the project itself (not counting research).*

Sample Log

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Activity &amp; Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 3/1/01</td>
<td>Activity: Went to Falls Print &amp; Image Graphic Design on Laguna Blvd. to talk to Mr. Russell about designs for my poster advertising my project</td>
</tr>
<tr>
<td>1 &amp; 1/2 hours</td>
<td>Commentary: The cost for printing the poster was more than I had planned due to the size of the poster and the four colors I had planned to use. However, I don’t want to compromise my design, and my parents have agreed to the additional cost. Mr. Warren explained that I could economize a little if I were to use two colors instead of the original four, so it’s back to the drawing board!</td>
</tr>
<tr>
<td>Monday, 3/5/01</td>
<td>Activity: Went back to Falls Print with my new poster design. Mr. Warren liked my revisions and said this design would be more sophisticated.</td>
</tr>
<tr>
<td>1 hour</td>
<td>Commentary: I’m so glad I revised my Design; it looks so much more stylish with the two colors . . . .</td>
</tr>
<tr>
<td>Total time this page:</td>
<td>2 1/2 hours</td>
</tr>
</tbody>
</table>
## Project Log Form

(Create as many second sheets as necessary)

Name_______________________________________ Teacher___________________________

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<tr>
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</tr>
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<td></td>
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</table>

Total time this page:
Visual Recording Permission Form

Student Name: ________________________________

Dear Parent/Guardian:

As part of my Senior Capstone Project, I am required to submit visual evidence of my work on the project. My project involves

The primary focus of the visual recording is on my efforts and not on the children involved. This recording will only be shared with my Project Teacher and US Government Students as an audience. The recording will be kept confidential. During the course of visual recording, your child may be recorded. I am requesting your permission to allow your child to participate as part of the visual recording of my Senior Capstone Project.

If you have any questions about my project, please feel free to contact me, my teacher or my Mentor.

Sincerely,

Project Teacher ________________________________

Phone ________________________________

Project Mentor ________________________________

Phone ________________________________

Student name (printed) ________________________________

Parent Name (printed) ________________________________

I am the parent/legal guardian of the student named above. I have received and read this form regarding the visual recording for a Senior Capstone Project.

[ ] I give permission to you to include my child’s image in a visual recording as he or she participates in your project.

[ ] I do not give permission to visually record my child.

Parent Signature ________________________________ Date _____________________
What is an Annotated Bibliography?

As you are preparing and doing your Senior Capstone Project, you need to learn how to do it correctly. As you stated in your project proposal, this will be a learning stretch. So, how do you learn what you need to know? Research. Research can be conducted in many ways including, but not limited to: reading articles, books (sections and chapters of books count), manuals and documents; viewing videos or documentaries; and questioning people with experience in the field of your project (including your mentor).

An annotated bibliography documents your research in a very precise way. Each citation is followed by an annotation. The citation is how you let your teacher know where the information came from. It is the first thing you see when you look at an annotated bibliography. It has the author’s name, title of the work, etc. The annotation is the paragraph that summarizes the source, evaluates it and explains how it was useful.

Citations
- Refer to the MLA Citation Entry Sample pages and the Annotated Bibliography Sample for format guidelines.
- Only list sources that were helpful with your project.
- List your (5 minimum) varied sources alphabetically.
- You must use at least three different types of sources (print, interview, video, etc.).
- Double space if the citation is two or more lines and indent the second line a half inch.

Annotations
- Summarize the source
- Evaluate the source’s credibility
- Leave one blank line after the citation
- Type a double-spaced summary (annotation) and description of the usefulness of your source as you completed your project. Be sure to left indent the summary a half-inch as the sample shows.
- Use size 12 font, Times New Roman font and 1” margins

Citation Entries
MLA updated citation format in April 2016 to simplify the citation process. The new requirements include one list of core elements, no matter what type of source is being cited. The list is as follows (including the following end punctuation, but not the bullets):
- Author.
- Title of source.
- Title of container,
- Other contributors,
- Version,
- Number,
- Publisher,
- Publication date,
- Location.
Sample Citation Entries for Annotated Bibliography

Some of the following information is from the OWL at Purdue. See an eighth edition MLA handout or a resource such as the OWL at Purdue for more comprehensive information.

**A book with one author:**


**An article from a scholarly journal:**


**A website:**


**Personal Interview:**


**You Tube Video:**


See the sample annotated bibliography on the following pages:
Example (book):

[Citation:]

[Summary/description -- what are the main findings or arguments of the source:]

In *Candy Freak*, Almond presents a solid history of the candy industry in 20th century America. After describing his love of candy and chocolate in particular, Almond takes the reader on a tour of candy factories across America while discussing how three large corporations (Hershey, M&M/Mars, and Nestle) managed to squeeze out hundreds of candy brands that were produced regionally in this country.

[Evaluation/assessment -- what is the quality of the source:]

This source provides a basic understanding of the history of candy but doesn’t go much further than that. The author’s humorous tone makes it interesting to read and also provides some insight in the author’s perspective (he seems a bit biased against the big three candy corporations). The information seems reliable but Almond does not provide a bibliography for his book so the reader should take that into consideration while reading. Almond’s personal tours through candy factories and conversations with candy makers do lend reliability to his work.

[Reflection -- relevance/usefulness/conclusion:]

This source will work well for my basic understanding of corporate influence in the free market. I can use this source in my introduction but it doesn’t provide much beyond the general. However, Candy Freak does provide a possible model for an explanation of how “mom and pop” stores have been supplanted by large corporations in the United States. It may offer insight into how the drink industry and beer industry have evolved over the last 100 years.
Outline for Reflective Essay

Any learning experience will have a more lasting effect if you take some time to think reflect on your experience and learning. Now that you have finished your project and while you are preparing your portfolio and getting ready for your presentation, you need to spend some time thinking about your Senior Capstone Project experience. Write a Reflective Essay and place it in your portfolio. The essay should be two to three pages in length and follow MLA formatting (see below). This essay will be scored as part of your portfolio. Your teacher will look review it at the time of your presentation.

Your essay should elaborate on the following topics:

I. Project Proposal
   a. Project Description and reasons for choice
      i. What did you do? How did you do it? Did it work? Remember that this is a reflective essay, so you should put thought into the “what” and “how” of your project.
   b. Learning Goals for Project and how this represented a stretch/What Problem did you solve
      i. Focus on explaining and defending your goals for the project. This section is the “why” of your project. How does the project relate to your life after high school and how was this project a stretch for you?

II. Steps Taken to Complete Project thoroughly described so that there is no doubt about the authenticity of the project and the knowledge acquired
   a. Use your Activity Log to help you remember what you did to complete the project

III. Skills and Knowledge
   a. Previous skills and knowledge related to the project
      i. If you had no knowledge/skill but a lot of interest in the topic, be honest and explain that
   b. New skills and knowledge acquired through project
      i. What skills have you learned about the topic- reflect on the three skills that you hoped to acquire (from your proposal letter)
      ii. What knowledge did you acquire about your topic- reflect on the three questions that you hoped to answer through research (from your proposal letter)

IV. Experiences
   a. Predicted experiences
      i. Focus on your thoughts and feelings before the project began
   b. Actual experiences
      i. Focus on your actual experience while completing the project. Did you enjoy completing the project? Why?
   c. Explanation for differences and/or similarities between predicted and actual experiences
      i. How were your expectations different from your actual experiences? Be sure to explain why your experiences were similar to or different from your expectations.

V. Mentors and Instructors
   a. Mentor
      i. How did your mentor help you? How was your project influenced by your mentor? What advice and recommendations did your mentor give you? How did your mentor feel about your project?
b. Role of Teacher
   i. How did your Senior Capstone Project Teacher help you throughout the process (proposal to project completion)?

c. Other significant contributors
   i. Who else helped you complete your project? What help did they provide?

VI. Impact of Having Done the Project on Future Learning
   a. Connection to future plans
      i. How has your project affected your interest in the topic? How do you see this project affecting your life after high school?
   b. Personal Growth
      i. What have you learned about yourself? Did you learn of any personal strengths or weaknesses? Have you discovered something about how you learn? Did you discover any learning strategies that will help you in the future?

MLA Formatting
• First page includes your first and last name, Instructor’s Name, Course Number and Date
• Title is centered, but not bold or underlined
• One inch margins all around
• Each page has a header of last name and page number
• Paper is double-spaced throughout with no extra space between paragraphs
• Size 12 font using Times/Times New Roman
Presentation Preparation and General Guidelines

The presentation is the final step in the process. In your presentation, you will describe what you have learned from the project experience, research, and overall preparation. It is also a time for self-evaluation and reflection for all that you have accomplished. Students are evaluated on their preparedness, their ability to communicate, their ability to think on their feet and the overall quality of their presentation. The members of the panel will view the portfolio and project before the presentation to obtain an understanding of what has been accomplished. The panel will also evaluate the presentation. The individual judge’s scores will be averaged to determine the grade on each component. If there is a significant discrepancy in the grades, the case will be reviewed.

Requirements: A four to six minute presentation, with the use of high quality visuals and/or audio aids, followed by a five-minute question and answer period. You must speak for approximately 85% or more of the time. You may play a recorded product that is no longer than 30 (thirty) seconds.

Appearance: Treat your presentation like you would a job interview. You want your appearance to be the best possible so as to leave a favorable impression. You should have a clean, neatly groomed appearance. Dress shoes are preferable, but neat tennis shoes would be acceptable. If you are a gentleman, appropriate clothing would be a neat polo shirt or collared shirt with neat slacks (no jeans). For a professional appearance, a tie and a jacket are appropriate. If you are a lady, appropriate clothing would include a neat blouse and skirt/slacks or a dress. For a professional appearance, a dress/pant suit is appropriate. An appropriate uniform or costume is also acceptable.

Preparing for Presentation

Come with prepared notes. Students should bring prepared notes to their presentation to help them stay organized and address all required information. These notes may be included in your PowerPoint/Prezi file, note cards, a piece of paper, etc. These notes should be written as they would be for a speech class. Do NOT expect to read your presentation word-for-word from these notes.

Test all technology before the time of presentation. Check to make sure that whatever programs you are using are compatible with the ones provided by the school. Do not learn how to use something for the first time during your presentation. Don’t wait until the night of your presentation to test any technology you may be using. Practice with the overhead, slide projector, computer, etc. If you have questions about technology, check with your teacher as soon as you discover that you have special needs.

Practice, practice, and practice before the date of your final presentation! Know your facts and be natural. Remember the audience is on your side; they want you to do well. Look comfortable and confident, even if you aren’t. Smile! Decide on the exact words you will use to start and close your presentation. If something bad happens, laugh and recover. Don’t let one thing ruin your presentation. Treat the situation with a sense of grace and humor, and the audience will respect you.

Practice by saying the words aloud so you are sure of the pronunciation, the speed to use in saying the words and the words and phrases you want to stress. Practice until your presentation becomes smooth. Be sure to practice using your audio/visual aid in the presentation.
Visual and Audio Aids
• The visual should be something that helps the audience understand the content of your presentation as well as a device to keep your speech organized and on track.
• The visual should focus on “substance,” not show. Since it functions to help guide both you and the audience, it should not in itself be distracting, nor should it take attention away from you.
• The visual should be an outline of your talking points (NOT your entire speech).
• Make sure that your presentation is on a thumb/flash drive. You will not be allowed to log in to any accounts on the teacher’s computer. Make sure that you use fonts large enough to be seen from the back of the room. Make sure that your graphics are clear.
• If you created an original video/audio recording as a product, you may play a clip of the product that lasts no longer than thirty (30) seconds during the allowed time. You should narrate the video, if appropriate, or comment occasionally to continue the flow of the speech.
• You may also want to consider models, costumes, in class demonstrations, photographs or a tangible product to enhance your presentation.

Delivery
• Body language: How you conduct yourself sends nonverbal messages to your audience. Avoid sitting, leaning on the lectern, moving too much, moving too little, chewing gum, etc. You want your audience to feel that you are not afraid and that you know your material.
• Eye contact: Make sure that you try to make eye contact with as many people in the room as possible. Avoid focusing on one specific person or on one side of the room.
• Pacing of time: Make sure that you have practiced so that you meet time limits and do not appear rushed.
• Don’t fidget.
Suggested Outline for Presentation---

USE FOR INTERNSHIP PROJECTS

MAKE SURE TO ALSO REVIEW THE RATING SHEET TIME: 4-6 Minutes

I. Introduction
   a. Introduces self and project
   b. Demonstrates the use of an attention getter
      Use an interesting quote, tell a joke which fits the topic, and get the judges involved by having
      them do something, use your audio/visual aid, demonstrate something or pose questions about
      your subject that you will then answer in your presentation
   c. Uses transitions artfully to move to the next section of the presentation

II. Your Internship
   a. States and explains why the student chose an internship
   b. Demonstrates an under understanding of issues that might be involved in this undertaking
   c. Demonstrates an understanding of the possible benefits of an internship
   d. Explains how an internship works and what conditions apply to various internships.

III. Analysis of Internship
   a. Explains the basics of the internship and initial expectations.
   b. Explains what the student expected the advantages and disadvantages of the internship to be
   c. Identifies the cost/benefit to a career
   d. Analyzes what life considerations were associated with an internship

IV. Understanding policies in the workplace
   a. States and analyzes a work place policy
   b. Addresses expectations associated with policies (dress, Social media posts, appearance, language,
      electronic access, profession behavior, privacy of clients).
   c. Explains and supports the reasons why the proposed policies are in place for that industry

V. Internship Reflection
   a. Summarizes what went well and what did not go well
   b. Analyzes the impact the internship had on future career choices
   c. Proposes changes that would help students with future internship projects.
   d. Judges what they would do differently in their internship, given another opportunity

VI. Conclusion
   a. Summarizes main points of presentation
   b. Links learning experience with future goals and plans
   c. Demonstrates mastery learning by answering questions

VII. Provide a visual or demonstration to support your presentation
Suggested Outline for Presentation

USE FOR ALL PROJECTS EXCEPT INTERNSHIPS
REVIEW THE RATING SHEET TIME: 4-6 Minutes

I. Introduction
   a. Introduces self and project
   b. Demonstrates the use of an attention getter
      Use an interesting quote, tell a joke which fits the topic, and get the judges involved by having them do something, use your audio/visual aid, demonstrate something or pose questions about your subject that you will then answer in your presentation
   c. Uses transitions artfully to move to the next section of the presentation

II. Explain your research about:
   a. States and explains the problem and its causes. Presents evidence that there is a problem.
   b. Demonstrates and understanding of issues involved in the problem
   c. Demonstrates an understanding of existing or proposed public policies.
   d. Explains disagreements about the problem that may exist in the community
   e. Explains why government should be involved in the solution.

III. Analysis of Alternative Policies
   a. Presents two or three alternative public policies to address the problem
   b. Explains advantages and disadvantages of each alternative policy presented
   c. Identifies controversies and conflicts that may need to be address for each alternative

IV. Public Policy Development and Persuasiveness
   a. States a public policy that addresses the problem and identifies the governmental branch or agency responsible for enacting the proposed public policy
   b. Supports their proposed public policy with reason and evidence
   c. Identifies and explains advantages and disadvantages of the proposed public policy
   d. Explains and supports the reasons why the proposed public policy

V. Implementation of an Action
   a. Identifies individuals and groups, both supporters and opponents, who will need to be influenced
   b. Identifies government officials, both supporters and opponents, who will need to be influenced
   c. Outlines and explains an action plan for getting the proposed public policy enacted
   d. Proposes action that builds and expands on any previous

VI. Feasibility of Plan Implementation
   a. Plan is original and fully evaluates problem
   b. Plain is feasible and could be implemented by the appropriate agency.
   c. Solution is realistic and feasible. Plan is implementable
   d. Student provides details of implementation

VII. Conclusion
   a. Summarizes main points of presentation
   b. Links learning experience with future goals and plans
   c. Demonstrates mastery learning by answering questions

VIII. Provide a visual or demonstration to support your presentation
Presentation Questions You May Be Asked

You should be covering most, if not all of this during your presentation, but you may be asked for clarification or for more details. Be prepared to discuss the details of your Reflective Essay and your project. Remember that some of them have expertise in your area of study, so know your details!

• How did you plan and direct your work?

• What new skills and knowledge did you gain?

• What was your best source of information and why?

• What plans do you have for the future that relate to your project?

• How many hours did you spend on your project and when/how did you spend them?

• What was the most valuable part of working on your project? Why?

• What was the most difficult part of working on your project? Why?

• Would you recommend other students do a similar project? Why?

• Describe how you best learn and give an example.

• Explain in more detail the incident or person that influenced you the most as a student—the pivotal experience.

• What was the most difficult thing about writing your Reflective Essay?

• How did you deal with time management while doing all the parts of this Senior Capstone Project work?

• What would you do differently if given the opportunity and why? • What advice do you have for next year’s students?

• What do you plan to do after high school?
Appeals Protocol for Senior Capstone Project

A student participating in the Senior Capstone Project may formally appeal the decisions of the Senior Capstone Project teacher by following the procedure described below. If the procedure is not followed, via the protocols established, the appeal will be summarily dismissed.

Issues that may be appealed

A. “Doesn’t Meet Standard” Scores
   a. Project Proposals not receiving approval  
   b. Project components  
   c. Not attending Presentation  
   d. Plagiarism and Misrepresentation

B. Change in Senior Capstone Project Mentor

Procedure

A. Informal Reconsideration
   A student may meet informally with his/her teacher to appeal a decision regarding the following:
   a. Change in Senior Capstone Project Mentor  
      i. If approved by teacher, the student will need to complete a new Senior Capstone Project Agreement Form and Contact Information Form  
   b. Change Scheduled Presentation  
      i. Within three school days of notification of his/her scheduled presentation, a student may request a schedule change by contacting the school’s Senior Capstone Project Community Coordinator to arrange a possible rescheduling of the Presentation.

B. Formal Appeal
   A student may formally appeal a teacher’s decision in the following cases:
   a. “Doesn’t Meet Standard” Scores  
      i. Project Proposals not receiving approval  
      ii. Portfolio and Project Presentation Components  
      iii. Plagiarism and Misrepresentation  
   b. Missing the Senior Capstone Project Presentation

C. Formal Appeal Process
   To make a formal appeal, a student must follow the procedure below:
   a. Submit a completed Petition for Appeals Form to Senior Capstone Project Supervisor within two (2) school days.  
   b. Within two (2) school days of receiving the Petition for Appeals Form, the Senior Capstone Project Supervisor shall review appeal and provide decision to student.  
   c. Student may appeal the Senior Capstone Project Supervisor decision to the Senior Capstone Project Committee comprised of US Government teachers.  
      i. Attendance by a simple majority of the Committee is necessary for an Appeal Review to be held.  
      ii. The Senior Capstone Project Supervisor serves as the Chairperson for the Appeal Review.
iii. The student will be contacted to make an appointment to attend the Appeal Review. The student will be allowed ten minutes to present his/her case before the Committee. The student presentation of the appeal will be followed by ten minutes of clarifications as needed.

iv. A parent/guardian, Project Teacher, and/or Project Mentor may attend the Appeal Review with the student. After the case is presented, the Senior Capstone Project Committee will go into executive session and a decision will be rendered which will include written documentation of the decision. A file of all written documentation will be maintained by the school’s principal. The appeal process is confidential. The decision will be rendered no later than one day after the Appeal Review.

The Committee will decide one of the following:

A. If the appeal is granted, the student will be given an opportunity to fulfill the requirements of the component. Deadlines (if necessary) will be determined by the Senior Capstone Project Committee

B. If the appeal is not granted, the student is subject to Senior Capstone Project protocols described in the Senior Capstone Project Student Handbook
Petition for Appeals Form

For Official Use Only

Received by ________________________________ Date ________________________________

Date and Time of the Appeal Review_______________________________________________

Granted        Not Granted   Date of Notification______________________________

Comments:

Senior Capstone Project Committee Chair Signature______________________________

Date_________

Student Name__________________________________________________________________

Mailing Address________________________________________________________________

Email________________________________________________________________________

Phone #_______________________________________________________________________

Title of Project_________________________________________________________________

Senior Capstone Project Teacher _________________________________________________

Senior Capstone Project Mentor___________________________________________________

Component Appeal Requested (mark all that apply) Proposal      Project      Portfolio
Presentation

I have discussed this Petition for Appeals Form with my child and understand that the Senior Capstone
Project Committee will decide one of the following:

1. If the appeal is granted, the student will be given an opportunity to fulfill the requirements of
the component. Deadline changes (if necessary) will be determined by the Senior Capstone Project
Committee.

2. If the appeal is not granted, the student is subject to Senior Capstone Project protocols
described in the Senior Capstone Project Student Handbook

Parent/Guardian Signature__________________________ Date____________________
(Please comment on each question and clearly print or type your answers.)
1. What do you understand to be the general reasons for the decision/score given?

2. What are the reasons for submitting your appeal? Please be specific. Cite pages, illustrations, scoring guide, etc. Please explain. Use additional pages if necessary.

3. In your opinion, how can the situation be resolved?

4. Detail any applicable extenuating circumstances that should be considered.

5. Do you have any other comments concerning this request?

Signature of Student____________________________________ Date____________________