

NV Capstone

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NV Capstone

NV Capstone Overview

The NV Capstone is designed to be the finishing touch of a student's High School and Beyond plan and a bridge to their post-secondary goals. The Capstone is comprised of three foundational aspects, the *experience, research, and community engagement*. The experience each student chooses should be a minimum of 15 hours outside of school and directly related to activities that will prepare them for their chosen pathway upon graduating. The research should be on a timely, relevant topic of interest to the student, and will take the form of a six to eight page paper; it may or may not be directly related to the experience. The community engagement aspect asks each student to create a 10-15 minute presentation that explains their post-secondary goals and connects the experience and research in an engaging manner. Students will create a "walking portfolio" that documents each aspect of the Capstone better preparing them for their chosen next steps. The Capstone will be supported in each student's senior English and Civics class with major components being required to pass each class.

NV Capstone Experience

Students are required to spend a minimum of 15 hours outside of school on their capstone experience. It is expected that the Capstone Experience will take students beyond their present skills and activities. To be accepted, students' Capstone must incorporate one of the following criteria:

- **Academic** – experience involves formal instruction from a professional in the field outside of Nooksack Valley High School.
- **Community Service** – experience provides viable service to the community.
- **Career** – experience involves potential future employment.

Each student needs to identify a person in the community who has expertise in his/her chosen Capstone Experience area. The student initiates and establishes a relationship in which the two work together closely. The community mentor is asked to:

- Guide, encourage, and direct the student within the boundaries of the particular experience and area of endeavor;
- Verify the time the student spends on the experience (minimum of 15 hours) by signing the Experience Time Log; and
- Write a letter of recommendation for the student based on the quality of work, interest, and involvement in the experience.

Running Start students – may take a 3-5 credit class at WCC (approximately 40 clock hours at BTC) to satisfy this requirement. In order to qualify the student must earn a B- or higher, the course may not be used to satisfy NVHS graduation requirements, and proof of grade must be submitted to the counselor as soon as possible of the capstone year if the student wishes to walk in graduation ceremonies.

Research

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Each student is required to write a six to eight page research paper. The student selects his/her own paper topic. Instruction for the writing process takes place in the English classroom. Running Start students will work with counselors to receive support. The student is responsible for revising the paper as many times as necessary until he/she has successfully met all the requirements.

***WCC Running Start students** – The research paper may be done in any class during the fall of their capstone year. The research paper does not have to be completed in the class they are taking to fulfill their Capstone Experience. In order to qualify the student must earn a B- or higher, the course may not be used to satisfy NVHS graduation requirements, and proof of grade must be submitted to the as soon as possible of the capstone year if the student wishes to walk in graduation ceremonies.*

***BTC Running Start students** - must work with your counselor to complete the research paper requirements. There is no equivalent course available at BTC.*

Presentation

The final phase of the Capstone Experience is the presentation. Each student is required to give a 10-15-minute presentation before a panel of staff and community judges. The presentation, using visual support, describes the paper, experience, and their future plans. At the conclusion of the presentation, students respond to questions from the panel. Each student is required to give a practice presentation before he/she is eligible to present.

NV Capstone 2019-2020 Student Calendar

(Updated as of May 2018. Please check back periodically for further updates.)

<u>Date(s)</u>	<u>Experience</u>
First week of school	Review of NV Capstone Experience – Revisit Proposal – Review Calendar * Once your proposal has been approved, all mentor forms and off-campus forms are completed and turned in, the capstone experience may begin. Students not meeting these requirements will be contacted by Mrs. Robinson. <i>Applies to all students.</i>
September 12	Off-Campus Agreement forms due, if not already turned in
September 12	Revised Proposal due – in English class <i>Running Start revised proposals due to Mrs. Robinson by 3 pm, Sept. 10.</i>
September 17	Research for Paper begins – in English class <i>AP Students should check unit plans for due dates. Running Start students begin on own time, using manual for reference. See Mrs. Robinson if you have questions.</i>
September 17	Completed Mentor Forms due (Volunteer Request Packet and Mentor Verification Form) <i>Applies to all students, including Running Start.</i> If your mentor is a NVSD employee or registered volunteer, the Volunteer Request Packet is not required. * Mentors need to sign in front of a school employee on the volunteer request forms. Call (360) 988-2641 for more information regarding mentor forms.
September 20	Review of NV Capstone Experience & notebook requirements – in Civics/Advisory <i>Running Start students should review Capstone manual and calendar.</i>
September 27	*Capstones should find a new mentor if their mentor hasn't been able to complete paperwork or find time to help with the experience. See Mrs. Robinson for assistance, if needed.
October 2	Note Cards (50) due – in English class <i>AP Students should check unit plans for due dates.</i>

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- October 9 **Outline due** – in English class
AP Students should check unit plans for due dates.
Running Start students: Send outline to Mrs. Robinson by 3 pm, Oct. 10. Not necessary if you are completing your essay in a class at Whatcom or BTC.
- October 21 **Paper Draft #1 due** – in English class.
AP Students should check unit plans for due dates.
Running Start students drop off, email, mail or fax first draft of research paper to Mrs. Robinson by 3 pm.
- November 4 **Prep for Presentation begins** – in Civics class
Running Start students begin on own. Contact Mrs. Robinson or counselors for assistance if desired.
- November 13 **Final Research Paper Due – Scorable Draft** in English class
AP Students should check unit plans for due dates.
Running Start students: Final draft due to the Mrs. Robinson by 3 pm, November 13 (or earlier)
- November 14 **Mandatory practice presentations** – in Civics class
Running Start students may schedule an appointment for practice presentation and notebook help. Contact Mrs. Robinson for appt. If a student doesn't receive a passing score, they will need to reschedule.
- December 2 **Research Paper** – Last day to earn credit for research paper in English class. *If the paper does not receive a passing score by this date, students may lose credit and risk not graduating on time.
Running Start students must have submitted a passing paper by this date.
- December 4 **Personal Essay** – English Class
AP students will complete this outside of class time; see Mrs. Cranston if you have questions.
- December 6 **Experience and Notebook must be completed** by/before December 5. *Running Start student experiences completed, notebook due. See notebook checklist in manual.*
- December 10/11/12 **Capstone Presentations**– Presentations will be scheduled from 6:00 pm to 8:30 pm. All students will be assigned a date and time. Do not schedule any other obligations on these days/evenings. We are unable to schedule around your work schedule, etc.

NV Capstone

***The final research paper is the core of the work in English during first semester. Therefore, students who do not turn in a scorable research paper will not pass. English credit may be retrieved in the summer.**

January 13

Final Assignments: Thank you letters to mentor and panel members
– in English class.

*Running Start students complete thank you letters by January 11.
Please bring your letters to Mrs. Robinson*

NV Capstone Parameters and Basic Expectations

Appropriateness of NV Capstone: Parameters for the selection of capstone topics have been established with your safety, NVHS, and district policies in mind. All experience topics, including those which may focus on controversial issues, must meet the standards of Nooksack Valley High School and the Nooksack Valley School District. All proposals will be reviewed for appropriateness. If you think your desired topic might be considered questionable, it needs to be submitted to the Capstone Experience Coordination Center and Mr. Galley before you proceed.

Experiences That Are Not Allowed

- No on-the-water or underwater experiences (boating, sailing, water skiing, fishing, white water rafting, jet skiing, scuba diving, etc.)
- No above ground experiences (flying, sky diving, bungee jumping, hang gliding, hot air balloons, etc.)
- No mountain climbing
- No rollerblading/skateboarding
- No skiing or snowboarding
- No motorized races or contests (auto racing, demolition contests, motorcycle and go-cart races, tractor pulls, stunting, etc.)
- No weapon or the making of weapons

Fund Raising: Any capstone experience which includes fundraising efforts must be approved by the principal.

Experiences Involving Learning a New Skill: If you are considering doing a experience which involves skill development -- eg. photography, learning a musical instrument, learning a sport, etc.--you must either take organized classes (classes at NVHS may not be used for experiences) or learn from an expert on a regular basis. You also must have some sort of outcome/demonstration of your skills, which does not include your presentation. Examples might be a recital, a finished videotape demonstrating all skills learned and perfected, a videotaped test, a series of finished photographs that are framed (for photography), etc.

Starting a Club: If you are planning on starting a club, you must have an advisor from NVHS. The club may not be immediately approved by the ASB for funds.

Using Nooksack Valley School District Facilities & Supplies: If you are doing a experience that involves the use of a Nooksack Valley School District building, including the PAC, fields, etc., you must have a Nooksack Valley staff person as a mentor who will commit to attending your event(s) to supervise.

Experience Hours and Time Log

A minimum of 15 hours hands-on time must be spent on your capstone experience and verified by your parent/guardian and mentor. These hours are in addition to your research. Use the Capstone Time Log included in this manual to document your hours. Most students will spend more than 15 hours on their experience. Don't just do the minimum... spend whatever time it takes to have a quality experience.

Examples of Capstone Experience Evidence or Proof of Progress

Acceptable evidence shows *dated proof of sequential steps toward experience completion.*

- A comprehensive series of pictures, slides, or video of you working on the experience. Video as evidence could be raw footage and does not need to be edited but needs to be appropriate.
- Audio tapes (for language learning or musical instrument practice)
- Samples of materials or fabric
- Drawings
- Pictures
- Plans/lesson plans
- Designs
- Rough drafts
- Journal writings
- Multiple receipts for materials
- Other appropriate examples

Honesty Policy

Honesty and integrity are important characteristics of an upstanding citizen. Dishonesty or plagiarism on any part of the NV Capstone Experience will result in not being allowed to take part in commencement exercises and possibly not graduate at all.

Outstanding NV Capstone Awards

At the conclusion of panel presentations, one or more individuals may be honored with Outstanding NV Capstone awards at the end of the school year. In order to be considered for one of these awards, a student's experience must meet the following criteria:

- Exceed the standards required for the capstone experience
- Excellent depth of research
- Challenging capstone for individual student
- Meaningful application of research to experience
- Outstanding presentation
- Top quality, relevant research paper
- All assignments turned in on time

Student Name:

Remember that your post-secondary goals must connect to at least one of the criteria below:

- **Criterion #1: Academic** – NV Capstone Experience involves formal instruction from a professional in the field outside of Nooksack Valley High School
- **Criterion #2: Service** – NV Capstone Experience provides viable service to the community
- **Criterion #3: Career** – NV Capstone Experience involves potential future employment

Overview:

My post-secondary goals include: (At least 75 words)

Experience:

- 1.I am going to accomplish the following for my NV Capstone Experience. (At least 75 words)**
- 2.My NV Capstone Experience will use the following criteria from the list above (choose one).**
- 3.A minimum of five major steps for completing my NV Capstone Experience (not including my final product). For three of these steps, explain how you will show proof of progress.**
- 4.Estimate the cost of the NV Capstone Experience. Explain why.**
 - **Parent Initial if over \$500 _____**

Research:

- 1.List three specific, relevant, issue-based research topics related to one of your post-secondary goals.**
- 2.What do you already know about your topic? What challenges might you face in completing this research? (At least 75 words)**

Presentation:

- 1. How will you connect your NV Capstone Experience and research topics to your future goals? (At least 75 words)**

NV Capstone

NV Capstone - Parent/Student Informed Consent and Commitment Section: As parent(s)/guardian(s) and student, we are aware the Nooksack Valley School District requires that all phases of the NV Capstone: research paper, experience time, and presentation must be passed in order to graduate from Nooksack Valley High School. We understand that if the “experience” is a product, it must be physically present at school as a part of the presentation. If too large to physically take to school, the “experience” will be subject to other methods of verification. If the “experience” is a service or an activity, it must be documented by photos or a video, which will be a part of the presentation, showing the student doing the activities. We fully understand that this “experience” selection decision is made independently of the staff and administration of the high school, but it is subject to school approval. This “experience” selection and approval is student and parent centered. We therefore assume all responsibility for any risks and costs which might be inherent in the “experience” chosen.

_____ (Student’s full name) has my/our consent and authorization to participate in _____ as part of the student’s NV Capstone Experience. I/we realize that the Nooksack Valley School District will not have staff present during the time that our student is participating in NV Capstone activities. I/we assume full responsibility of supervising our child for all activities involved in their NV Capstone Experience. I/we understand that the educational purpose of the NV Capstone is to help students to organize and conduct an “experience”, carry out and document research, and learn to present to a panel of adults in an organized and professional manner that is up to standards required in the business world. I/we understand that grades for any part of the NV Capstone may be connected to assignments in Civics and English. Students may receive credit for completion and submission of forms, written reports and presentations detailing their NV Capstone. Students not enrolled in English or Civics classes will not receive any grades, but they are required to meet the same minimum standards of accomplishment for any and all parts of the NV Capstone as students enrolled in NVHS English and Civics classes. The district is not sponsoring the activities and will not be responsible or liable for any activities the students choose for the NV Capstone Experience. Further, we as parent/guardian and student understand that faking or plagiarizing the research paper or “experience” will lead to failure of the NV Capstone, resulting in possible failure to graduate, as well as loss of assignment grades in corresponding English and Civics classes. I/We are fully aware of the special dangers and risk inherent in the activities my student has chosen to participate in for this “experience”, including any and all physical injuries, death, or other consequences that may arise or result directly or indirectly from the activities. Being fully informed and aware of the risks associated with these activities, I/we hereby give my/our consent for the above named student to participate in the activities described. Additionally, I/we assume all risk of injury or liability and waive any right of recovery from or to bring suit against the Nooksack Valley School District for any personal injury, death, or other consequences arising out of participation in the activities, except for the sole negligence of the District. Parent/Guardian

Signature _____ Date _____

(Parent or legal guardian signature reflects their knowledge and approval of the activities described in student’s proposal.) Student

Signature _____ Date _____

Student Name: _____ **NV Capstone Proposal**

SECTION	LOOK FORS	MEETS STANDARD	DOES NOT MEET STANDARD	COMMENTS OR REQUESTS FOR CLARIFICATION
OVERVIEW	<ul style="list-style-type: none"> ➤ Post-secondary goals are explained and specific 			
EXPERIENCE	<ul style="list-style-type: none"> ➤ Experience is explained: <ul style="list-style-type: none"> ➤ Specific and unambiguous ➤ Clearly states their anticipated accomplishments 			
	<ul style="list-style-type: none"> ➤ Experience incorporates one of the criteria: Academic, Service, or Career <ul style="list-style-type: none"> ➤ Logical relationship of experience to chosen criteria 			
	<ul style="list-style-type: none"> ➤ Lists at least <u>five</u> major steps for completing the Experience <ul style="list-style-type: none"> ➤ Steps are in logical order ➤ Includes at least <u>three</u> feasible, separate proofs of progress 			
	<ul style="list-style-type: none"> ➤ Cost estimate of Experience <ul style="list-style-type: none"> ➤ Itemized costs if appropriate ➤ Logical and well thought out (no hidden costs!) ➤ Parent approval if above \$500 			
RESEARCH	<ul style="list-style-type: none"> ➤ Lists <u>three</u> specific, relevant, issue-based research topics. <ul style="list-style-type: none"> ➤ Shows thought/insight into topic ➤ May be tentative at this point 			
	<ul style="list-style-type: none"> ➤ Discusses prior knowledge and challenges they may encounter in regard to research topics <ul style="list-style-type: none"> ➤ Thoughtful reflection ➤ Demonstrates a learning stretch 			
PRESENTATION	<ul style="list-style-type: none"> ➤ Connects their Experience and Research plans to their future goals <ul style="list-style-type: none"> ➤ Specific and unambiguous 			

PROPOSAL IS: ACCEPTED _____ REQUIRES CLARIFICATION* _____
 Staff Member Name (printed): _____ (signature): _____

Choosing Your Mentor

What is a Mentor?

A mentor is “a wise and trusted counselor or guide.” Your mentor will be your most valuable resource. He/she must be a practicing professional or someone well versed - a minimum of two years’ experience in the field. He/she will provide you with the advice and feedback necessary for you to complete your experience successfully. The quality of your experience will be directly affected by the choice of your mentor.

What is the Role of the Mentor? It includes the following:

- Clarify with the student what the student’s experience will be, including scope, timeline, learning goals, level of hands-on experience, and expected outcomes;
- Communicate clearly to the student what the mentor’s role will be, when they can meet with the student, and what their time and skill limitations are;
- Meet at least twice with the student during his/her work on the experience to provide input, to make suggestions, to see how the student is applying feedback and to judge whether or not the student understands feedback;
- Provide topic suggestions and resources to support the student’s research paper;
- At the conclusion of the student’s Capstone Experience discuss the experience to determine if and how well the student met his/her goals;
- Write a letter of recommendation for the student upon completion of the experience; and
- Verify the time the student spends on the experience (minimum of 15 hours) by signing the Experience Time Log completing the final evaluation form and the mentor recommendation.

Before You Choose a Mentor:

- Clearly define your capstone experience.
- Be clear and specific about what you expect from your mentor, including the time commitment from mentor.
- Be able to show how entering into a mentorship will benefit the mentor.

How Do I Choose a Mentor?

- Brainstorm for possible experts within your chosen field of interest
- Talk with parents, friends, and teachers for possibilities
- Look for someone who has expertise and interest to mentor you through your experience

Who is NOT a Mentor?

- A fellow student, at this or any other high school
- A person under the age of 21.
- A parent or close family member (one of the purposes of a mentorship is to connect you to the larger community)
- Anyone who does not pass a background check
- Anyone your parents aren’t 100% comfortable with

Nooksack Valley High School Capstone Experience Time Log

Name _____ Civics Teacher _____ Period _____

Experience
Description _____

Mentor's Name _____

Mentor's Title _____ Phone _____

Start Date	Completion Date	Total Hours

Month/Day/Year	Number of Hours	Description of Experience Activity

(Additional information may be added to the back of this page, if needed.)

As a mentor, I assure that a minimum of fifteen hours has been spent by the student on the experience.

Mentor Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Nooksack Valley High School Capstone Experience Time Log Example

Name Joe Dokes Civics Teacher Mr. Tate Period **4**

Experience Description Lobbying for improvements to Safeco Field

Mentor's Name Sally Tupper

Mentor's Title Political consultant Phone 360-555-0000

Start Date	Completion Date	Total Hours
07-1-19	9-10-19	21.0

Month/Day/Year	Number of Hours	Description of Experience Activity
07-1-19	4.0	Attended Strategy Session/Hometown Fans
07-05-19	3.5	Distributed Leaflets/Mariners Game
07-10-19	4.5	Called Voting Constituents/King County
08-15-19	3.0	Attended "Save the Mariners" Rally
08-16-19	3.0	Met with King County Council
09-10-19	3.0	Held an Informational Sign at Intersection
	21 hours total	

(Additional information may be added to the back of this page, if needed.)

As a mentor, I assure that a minimum of fifteen hours has been spent by the student on the experience.

Mentor Signature Sally Tupper Date 3/10/19

Parent/Guardian Signature Mrs. Dokes Date 3/10/19

Research Paper

This manual gives a background and overview of the capstone research paper. More detailed instruction and guidance makes up the bulk of English 12A, and a month of College in the High School Composition *or* Literature.

Running Start students will almost certainly complete a research paper as part of their required English course or another course at WCC. They should follow the more specific guidelines that match their class, and turn in that paper as proof of completion of a research paper. If, for some reason, a student does not complete a research paper at WCC, he or she will still need to write a research paper, and should see Mr. Galley or Mrs. Robinson for recommended resources that provide more detailed instructions.

Basic requirements of the capstone research paper

- 6-8 page paper that makes an argumentative claim or explains a complex topic, meeting minimum “C” level writing on the NVHS argumentative or expository rubric.
- A minimum of 7 different reliable sources, 5 of which come from quality print publications.
- A title page, outline, and MLA formatted works cited page.
- Every source on your Works Cited page must be cited in the paper using MLA parenthetical citations.

Step One: Note Cards

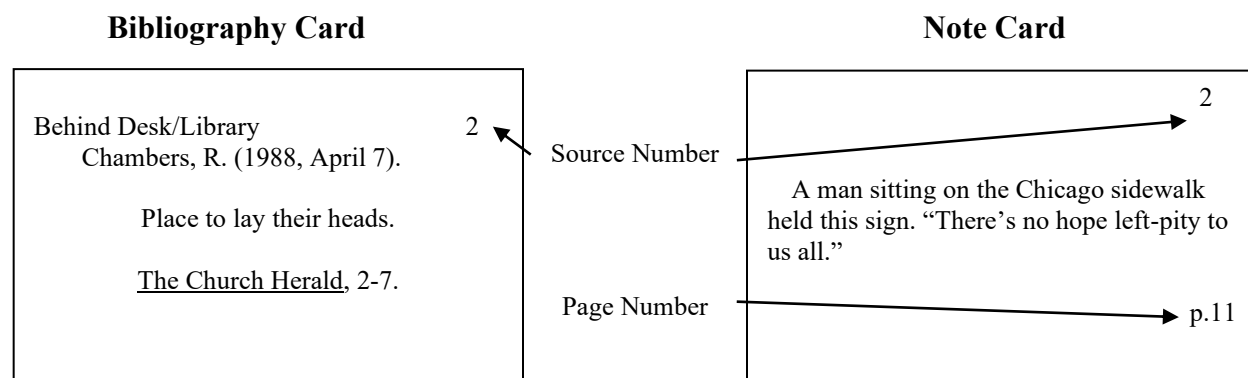
(50 minimum, 5 minimum from each documented source)

Directions

In order to help with organization of many small facts from multiple, sometimes lengthy, sources, you will keep notes in note card format. Each source will have a bibliography card that gives an MLA citation, and each fact you might include in your paper will be written on a notecard, one fact per card. Note cards will include:

1. **Source Number** – number of working bibliography source from which the information is taken; place in top right corner of card.
2. **Page Number** – for purpose of documentation; place in bottom right corner of card. For example, give the book or magazine page that you took your information from.

Sample Working Bibliography Card and Corresponding Note Card



Evaluation of Step One, Note Cards:

You will be evaluated on having 50 notecards from 7 quality sources that have bibliography cards. You will be asked to free write on your topic to demonstrate that you have gained a general knowledge of your topic.

Step Two: Thesis Statement and Outline

You will write an outline in order to clarify your thesis statement and create a guide and blueprint for your final paper.

Evaluation of Step Two, Outline:

A rubric that meets standard (“B”) will have:

- Clear, specific thesis statement
- Five to seven roman numerals, including introduction and conclusion.
- Roman numerals that clearly relate to the thesis, answering “how” or “why”
- At least two letter subdivisions for each roman numeral
- Letters that are clear parts of the roman numerals
- No “A” without “B”, “1” without “2”, etc.
- Careful proofreading with aligned subdivisions, correct spelling, etc.

A rubric that is above standard (“A”) will *also* have:

- Insightful thesis statement
- Arabic numerals for at least one letter subdivision

Step Three: Writing the Research Paper

A formal MLA research paper follows the same standards of quality writing as those of your English and Social Studies classes at NVHS. You will go through the writing process of prewriting (outlining), drafting, revising, and editing, just as you do for any other paper. Lessons, teacher and peer feedback, and support materials will be provided in your class.

Some other, additional resources can be useful, too:

- Purdue Online Writing Lab guide for writing a research paper: <https://owl.english.purdue.edu/owl/resource/658/01/>
- Purdue Online Writing Lab MLA formatting and style guide: <https://owl.english.purdue.edu/owl/resource/747/01/>
- Sample MLA formatted research paper, annotated: https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf
- Easybib, a resource for creating your Works Cited page: <http://www.easybib.com/>

You will independently complete a typed final draft that includes a title page, an outline, 6-8 pages of text (12 pt font and 1 inch margins), and a Works Cited (bibliography) page. Refer to the rubrics, but this final draft has one more step before being scored.

Step Four: Proofing the Research Paper for Publication

Your paper is being read by an audience outside of this school, and needs to be brought to "publication" level.

Your teacher and small groups of students will further edit your final, looking for:

- Spelling/ grammar
- Balanced use of sources
- Use of all sources in Works Cited, somewhere in paper
- MLA formatting, including font, page numbers, citations, etc.

Evaluation of Steps Three and Four, Paper:

See next page(s) for rubrics

NV Capstone

Capstone Paper Informative-Explanatory Rubric					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
A	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <input type="checkbox"/> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained <input type="checkbox"/> controlling idea or main idea of a topic is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of a variety of transitional strategies <input type="checkbox"/> logical progression of ideas from beginning to end <input type="checkbox"/> effective introduction and conclusion for audience and purpose <input type="checkbox"/> strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of evidence from sources is smoothly integrated, comprehensive, and concrete <input type="checkbox"/> effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> almost no errors are present in usage and sentence formation <input type="checkbox"/> effective and nearly perfect use of punctuation, capitalization, and spelling <input type="checkbox"/> Correct MLA formatting, including pg. numbers and citations
B	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <input type="checkbox"/> focus is clear and for the most part maintained, though some loosely related material may be present <input type="checkbox"/> some context for the controlling idea or main idea of the topic is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adequate use of transitional strategies with some variety <input type="checkbox"/> adequate progression of ideas from beginning to end <input type="checkbox"/> adequate introduction and conclusion <input type="checkbox"/> adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <input type="checkbox"/> some evidence from sources is integrated, though citations may be general or imprecise <input type="checkbox"/> adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> very few errors are present in usage and sentence formation may be present, <input type="checkbox"/> effective and nearly perfect use of punctuation, capitalization, and spelling <input type="checkbox"/> Correct MLA formatting, including pg. numbers and citations

NV Capstone

<p>C</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> may be clearly focused on the controlling or main idea, but is insufficiently sustained <input type="checkbox"/> controlling idea or main idea may be unclear and somewhat unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <input type="checkbox"/> inconsistent use of basic transitional strategies with little variety <input type="checkbox"/> uneven progression of ideas from beginning to end <input type="checkbox"/> conclusion and introduction, if present, are weak <input type="checkbox"/> weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> <input type="checkbox"/> evidence from sources is weakly integrated, and citations, if present, are uneven <input type="checkbox"/> weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> more than a few noticeable errors in usage, punctuation, capitalization, and spelling <input type="checkbox"/> some minor errors in MLA formatting
<p>REWRITE</p> <p>Papers that are not 6 pages, or that match any of these descriptors, need to be rewritten before being rescored and given credit.</p>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> may be very brief <input type="checkbox"/> may have a major drift <input type="checkbox"/> focus may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> few or no transitional strategies are evident <input type="checkbox"/> frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of evidence from the source material is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses limited language or domain-specific vocabulary <input type="checkbox"/> may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> errors are frequent <input type="checkbox"/> MLA formatting is incorrect or missing

NV Capstone

Capstone Paper Argumentative Rubric					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
A	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <input type="checkbox"/> claim is clearly stated, focused and strongly maintained <input type="checkbox"/> alternate or opposing claims are clearly addressed <input type="checkbox"/> claim is introduced and communicated clearly within 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective, consistent use of a variety of transitional strategies <input type="checkbox"/> logical progression of ideas from beginning to end <input type="checkbox"/> effective introduction and conclusion for audience and purpose <input type="checkbox"/> strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete <input type="checkbox"/> effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> almost no errors are present in usage and sentence formation <input type="checkbox"/> effective and nearly perfect use of punctuation, capitalization, and spelling <input type="checkbox"/> Correct MLA formatting, including pg. numbers and citations
B	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <input type="checkbox"/> claim is clear and for the most part maintained, though some loosely related material may be present <input type="checkbox"/> context provided for the claim is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adequate use of transitional strategies with some variety <input type="checkbox"/> adequate progression of ideas from beginning to end <input type="checkbox"/> adequate introduction and conclusion <input type="checkbox"/> adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> <input type="checkbox"/> some evidence from sources is integrated, though citations may be general or imprecise <input type="checkbox"/> adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> very few errors are present in usage and sentence formation may be present, <input type="checkbox"/> effective and nearly perfect use of punctuation, capitalization, and spelling <input type="checkbox"/> Correct MLA formatting, including pg. numbers and citations

NV Capstone

<p>C</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> may be clearly focused on the claim but is insufficiently sustained <input type="checkbox"/> claim on the issue may be somewhat unclear 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <input type="checkbox"/> inconsistent use of basic transitional strategies with little variety <input type="checkbox"/> uneven progression of ideas from beginning to end <input type="checkbox"/> conclusion and introduction, if present, are weak <input type="checkbox"/> weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> <input type="checkbox"/> evidence from sources is weakly integrated, and citations, if present, are uneven <input type="checkbox"/> weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> more than a few noticeable errors in usage, punctuation, capitalization, and spelling <input type="checkbox"/> some minor errors in MLA formatting
<p>REWRITE</p> <p>Papers that are not 6 pages, or that match any of these descriptors, need to be rewritten before being rescored and given credit.</p>	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> <input type="checkbox"/> may be very brief <input type="checkbox"/> may have a major drift <input type="checkbox"/> claim may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> few or no transitional strategies are evident <input type="checkbox"/> frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses limited language or domain-specific vocabulary <input type="checkbox"/> may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> errors are frequent <input type="checkbox"/> MLA formatting is incorrect or missing

Capstone Experience Notebook Checklist

Assemble your notebook in this order: Place papers in sheet protectors.

Item #	Responsibility
1	Personal Essay
2	High School & Beyond Plan
3	Resume
4	Proposal
5	Proofs of Progress (Evidence Over Time - 2 minimum) (WCC and BTC students using a college course for the experience should submit 2 pieces of evidence from class taken). Examples: Pictures/Plans/Personal Reflections/Flyers/Surveys/Work Samples/Journal Entries
6	Capstone Experience Time Log (WCC and BTC students using a college course for the capstone experience should submit course registration form.)
7	Performance Evaluation (by mentor) (WCC and BTC students using a college course for the capstone experience should use the course report showing a grade of B- or higher.)
8	Recommendation Letter (from mentor or another adult)
9	Final Research Paper (with evaluation) (WCC students using Eng. 103 to satisfy this requirement should submit the final draft of their paper for WCC, with grade.)
10	Practice Speech Certificate (received from staff/junior practice panel)

Item #1 – Personal Essay

The first page of your notebook will be a personal essay. The panel will read your personal essay before you present.

Item #2 – High School and Beyond Plan

Completed in Advisory. Include a copy of your high school and beyond plan in your notebook.

Item #3 - Resume

Writing a top quality resume is not difficult, but it does take time and careful thought. Effective layout invites employers to read your resume thoroughly.

Format:

Make the resume easy-to-read, well organized, simple and personal. Grab their attention by putting the *most important information at the top*. Resume templates are available in MS Word.

References:

References are generally included if you lack experience but they can be eliminated on a resume as your experience, background, etc., grow. The phrase *References available upon request* can be placed at the bottom of the resume or left off entirely. If you use this phrase, have a second page with your list of references to give to a prospective employer should they ask for it. Don't forget to contact references before actually giving or listing their name as a reference.

Refer to the example on the next page. Example resumes are easy to find on line.

Deborah Greer

Objective

A retail management position

Profile

Highly motivated and creative. Recognized for leadership abilities. Resourceful. Able to get along well with people of all ages.

Experience

March 2015–present Arbor Shoes Bellingham, WA

Sales Clerk

- Operated the cash register, stocked shoes, and provided excellent customer service.
- Demonstrated ability to work both alone and as a team member.

Summers 2014-2015 Rader Farms Lynden, WA

Farm Laborer

- Worked on a berry picker during strawberry harvest.
- Required to pay attention to detail and work long hours.
- Achieved “blue hat” status; in charge of other workers on the machine.

2013-2015 Smith and Brown families Everson, WA

Child Care Provider

- Babysat on regular basis for children, ages 1-5.
- Demonstrated ability to solve problems, be creative, and discipline children.
- Provided responsible and reliable service.
- Certified in infant/child CPR

Education

2013-present Nooksack Valley High School Everson, WA

- Currently a senior with 3.3 GPA.
- General education courses.

Interests & Activities

- Volleyball team member – 2 years
- Fast pitch team member – 4 years; received Captain’s award senior year.
- Enjoy traveling, hiking, four-wheeling, and shopping.

References

Available upon request

Academic Resume

James Smith

2572 VanBuren Road Everson, WA 98247 (360)555-5555

Jsmith1234@gmail.com

Profile	Outstanding student with experience in print and online journalism seeks opportunity to learn by doing while working with a communications, public relations, or publishing firm through a part-time job or summer internship.
Experience	Nooksack Valley High School Annual Staff 2016 - present. Feature Editor of the Yearbook
Education	Nooksack Valley High School Graduation date: June 2018 G.P.A. 3.85. Top 5% of class.
Honors	U.S. Media Association Scholarship recipient Scholarship based on academic achievement, community service, and campus participation and leadership in high school communications projects and studies.
Leadership	Treasurer of ASB 2017 - Present President of high school chapter of FCCLA
References	Reference Name Contact Information

Item #4 - Proposal

A signed (by parent and student) copy of your final, approved proposal must be included.

Item #5 - Proof of Progress

Two (minimum) proofs of progress must be included. Clearly label each proof of progress and put in chronological order from earliest to latest. More than two proofs of progress may be included if desired.

Item #6 - Experience Time Log

Time Logs may be typed or neatly written. The total number of hours spent on your capstone experience needs to be shown on the bottom line.

Items #7 - Performance Evaluation (completed by mentor)

Performance Evaluation Form must be delivered to you mentor at least two weeks prior to deadline. DO NOT wait until the last minute.

Item #8 Letter of Recommendation (completed by mentor or another adult)

Letter of recommendation may be completed by either your mentor or another adult. If you are completing scholarship applications, you may want to get two letters of recommendation. Ask two weeks in advance for a letter of recommendation.

Item # 9 - Final Research Paper

Include a neat, final copy of your research paper with the evaluation completed by your teacher.

Item # 10 - Practice Speech Certificate

After a successful practice presentation students will receive a certificate.

**Nooksack Valley High School
Capstone Experience
Mentor's Final Performance Evaluation**

The mentor evaluation is a very important part of the Capstone Experience. We would greatly appreciate your honest appraisal of the student including any other specific information you feel may be helpful to this student. This evaluation will become part of the student's capstone experience notebook. Thank you so much for your time and commitment to our student's personal growth.

Mentor Name: _____ Signature: _____

Student Name: _____

Description of student's experience:

Did the student spend 15 or more hours on his/her experience? Yes _____ No _____

Did the student meet with you **at least twice** during his/her experience so that you could provide input, feedback, make suggestions and determine if the student was applying the feedback?
Yes _____ No _____

What are the first words that come to your mind to describe the student? _____

Student Performance Evaluation

(Please place a check mark in the appropriate column listed below)

	Unsatisfactory	Satisfactory	Exemplary
Appearance			
Attendance			
Attitude			
Efficiency			
Effort			
Follow through			
Punctuality			
Shows initiative			
Employability			

Overall Assessment

(Please check only one box)

Failed to meet minimum requirements Met requirements successfully Exemplary

Comments (please include comments on how the student could have improved the student-mentor relationship, if applicable) If you would like to write on the back or attach an additional page, please feel free to do so. _____

I recommend this student: With reservation Confidently Enthusiastically Don't Recommend
Please return this form and recommendation letter to the student. Thank you for your participation in this program and in the lives of our young people.

Mentor's Letter of Recommendation

Please write a letter of recommendation for your capstone student. If possible, a typed letter in business-letter format is preferred. (See the sample letter below.) Suggested topics to include might be the student's work ethic, problem solving skills, and interpersonal skills. Include other topics as you see fit but please address only those items that you can be positive about! (If your positive comments are limited and you can only write a short letter, that's OK!)
Thank you!

SAMPLE RECOMMENDATION LETTER:

Current Date

Ladies and Gentlemen:

This year I had the pleasure of working with John Doe on his culminating capstone experience. John met with me about welding techniques to improve his skills in building a flatbed.

John was rewarding to work with because he was respectful of my time by calling in advance and being punctual for our meetings. He was diligent in learning the procedures and techniques that I demonstrated to him.

I am impressed by the flexibility John showed when dealing with complications in his experience. Those problem solving skills will serve him well in the future.

Sincerely,

Mr. James Mentor

Presentation Details to Remember

Dress	Return to school on your assigned day dressed professionally.
Preview	Your judges will have previewed the contents of your portfolio to become familiar with you and your experience. This includes looking at your research paper and evaluations, your proposal, resume, and other required portfolio items.
Audience	Three to five volunteer community members will serve as both panel audience and judges of your presentation. Panelists will attend a training session prior to listening to presentations. They may or may not be experts in your topic area. Students may invite parent(s)/guardian(s) and their mentor to attend the presentation. Other spectators are not allowed.
Questions	Each speech will be followed by a five minute question and answer period. Panel members will ask you questions.
Evaluation	Each panel member will fill out an evaluation form of your presentation. Scores will be averaged. You won't find out your status until the morning after your presentation. The minimum (averaged) score required for passing is 35.
What happens if you don't pass?	The mandatory practice presentations help students avoid this situation! However, a "make up" presentation (afternoon or night) is always scheduled for students who either don't pass the first presentation or have emergencies arise that make it necessary for them to reschedule. Students that don't pass the first time will be expected to prepare and practice with one or more NVHS staff members to help them reach a passing level with their second presentation.

The Capstone Experience Presentation Structure

There are six major components of the Capstone Experience Presentation. They are:

1. The Introduction
2. The Body
3. The Delivery
4. The Visual Aid
5. The Conclusion
6. The Question and Answer Period

The Introduction

The introduction is the most important part of any speech. Listeners often base their opinions about a speech on their first impressions. Therefore, the quality of the introduction may determine the effect of an entire speech. The introduction should also provide a road map of the speech. Tell your audience your purpose and what direction your speech will take.

Examples of Introductions

Topic: People who drive should not drink.

- Story:** Tell a story of a teenage couple who were killed instantly in a car crash because the driver of their car had been drinking heavily at a party.
- Startling Statement:** Over two-thirds of all teenage car accidents are due to drinking.
- Quotation:** “The road to the grave is paved with good intentions. A teenager’s good intention to remain alert behind the wheel may be destroyed by that last drink and drive.”
- Question:** Have you ever seen the wreckage of a head-on collision? The scattered glass, broken bodies, twisted metal? If you have, you would never drink and drive.
- Humor:** The only thing you get by giving coffee to a drunk is an *alert* drunk. Many people feel that drinking coffee when leaving a drinking party will insure they will be sober drivers. This is not the case.
- Demonstration:** Show five pictures of the results of a head-on collision.

Reference to Audience or Occasion:

Look at the people sitting on each side of you. There is a 75 percent chance that one of the three of you will be involved in a traffic accident with a drunken driver at some time in your life.

Personal Experience:

This is painful for me to talk about, but it is something I feel most strongly about. For the past eight months my best friend has been in the hospital because of a New Year's Eve accident involving a drunken driver.

Statistics:

Eighty percent of all fatal accidents involve at least one drunken driver.

The Body

Contained in the body is the detailed development of the information presented in the introduction. The information should:

1. Be organized as presented in the introduction;
2. Be supported by specific information;
3. Emphasize both the paper and experience components of the Capstone Experience and how they relate to one another, and
4. Make clear that genuine learning has taken place, and how that learning will be applied later in life.

The Delivery

The delivery contains verbal and non-verbal cues.

Verbal cues include:

1. Use of voice
 - A. Rate/speed – not too fast/not too slow – an even pace is maintained
 - B. Volume – can be easily heard in the back of the room
 - C. Pronunciation – words are expressed clearly and correctly

Non-verbal cues include:

1. Poise and professionalism
2. Appropriate dress and appearance
3. Eye contact
4. Incorporation of visual aid

The Capstone Experience Presentation (Continued)

The Visual Aid

Each presentation must incorporate a visual aid. When used effectively, visual aids can be an excellent means of reinforcing or clarifying your ideas. If, however, the visual aid is used incorrectly, it can detract from rather than improving your speech. Consider the following guidelines for using visual aids. If showing a video, two minutes allowed as part of the 10-15 minute presentation.

1. It is expected that your visual aid demonstrates thought and preparation.
2. The visual needs to be incorporated in the speech. You should point out the visual aid as the information is discussed.
3. During your presentation, the judges want to see what you have learned through your experience. If you have created a product, have the product with you at your presentation as well as photographs/video of the process involved in creating the product.
4. A visual aid must be large enough to be seen by the entire audience. If you are using a poster or chart, make sure that your lettering or drawings are dark or vivid enough so that those farthest away will get the information. Unless each member of your audience can see your visual aid clearly, don't use it.
5. Avoid visual aids that are overly complex. A complicated drawing or too many words or statistics will defeat your purpose. A listener must be able to grasp the meaning of your visual instantly.
6. Your visual aid should clarify or reinforce your point. Displaying a picture of yourself holding a string of bass during a demonstration on how to fillet fish might do something for your ego but will add nothing to your audience's understanding.
7. Make sure that you maintain good eye contact when referring to your visual aid. It is for the audience, not you to look at. Besides, looking out at your audience will help you determine if you are displaying your visual aid in a way that can easily be seen by all.
8. Organize your visual aid(s) in the order you will be using them and use your visual aid when practicing your speech. Become so familiar with each visual aid that you can refer to any part of it with little loss of eye contact. Know where it will be when you want it and where you will put the aid when it is not being used.
9. Make sure that your visual aid does not take up too much time. Remember, you are using a visual aid to support a point you are making in your speech, not as a section of the speech itself.

The Conclusion

Your conclusion needs to include your post-secondary plans and how your experience relates to those plans. Reflect on how you fulfilled the criteria you set out to in your proposal (Academic, Service, or Career).

The Question and Answer Period

At the conclusion of your speech, you will respond to questions from the panel of judges. The question and answer period will provide you with two basic opportunities:

1. It challenges you to think on your feet by forming answers without preparation. However, a prepared speaker will anticipate questions that an audience will raise.
2. It demonstrates how familiar you are with your topic.

Once the question and answer period has begun the speaker should keep several points in mind:

1. Be impartial in recognizing listeners who have questions.
2. Be concise and complete in your responses.
3. Don't be afraid to ask for a question to be restated or answer "I don't know but that's a good question and I will find out the answer" when appropriate.

CAPSTONE EXPERIENCE PANEL PRESENTATION EVALUATION

Senior's Name: _____ Speech Start Time: _____ Speech Finish Time: _____ **Total Speech Time:** _____

Panelist's Name: _____

Please score for each standard on front and back of this sheet. To pass, a student is expected to earn a minimum of **31 points and score a 3 or 4 in Depth of Knowledge**. The objective is for a student to earn a majority of "Meets Standard 3 Points". Please complete the tally at the bottom of the back sheet and write comments. The student appreciates your constructive comments. Thanks!

Criteria for Speech	Below Standard 1 point	Approaching Standard 2 points	Meets Standard 3 points	Exceeds Standard 4 points	Panelist Score	Panelist Comments
<u>Eye Contact</u>	No eye contact	Needs to work on better eye contact	Looks at the audience most of the time.	Looks directly at the audience with interest.		
<u>Quality of Voice</u>	Lacks voice inflection; difficult to hear; speaks too fast; errors in grammar.	Experiences voice well most of the time; speaks clearly with good volume.	Clear articulation; appropriate volume and inflection; uses proper grammar	Skillfully uses voice inflection and volume; experiences voice well; uses proper grammar; expressive voice		
<u>Attitude/Enthusiasm/Poise</u>	No enthusiasm	Some enthusiasm	Enthusiastic and has positive attitude	Positive attitude and enthusiastic plus demonstrates pride and passion towards experience.		
<u>Attire</u>	Too casual, informal attire; inappropriate or sloppy for presentation	Neatly dressed but lacking appropriate formality.	For men: button shirt with or without tie; dress slacks. For women: skirts, dresses, or slacks; appropriate shirt; Dress shoes for all	Not applicable		
<u>Opening/Introduction</u>	Non-existent	Has introduction; lacks spark; needs improvement	Interesting; appropriate; sets tone	Draws attention in unique way		
<u>Speech Body</u>	Disorganized; lacks transitions; ideas choppy; talks too fast; frequently uses "ummmm" or other fillers	Ideas clear, transitions inconsistent or missing; talks at a somewhat inconsistent pace (too fast or too slow)	Organized; smooth transitions; ideas clear and shows in depth understanding; talks at an even and consistent pace	Uniquely insightful; makes a strong statement or impact on audience; talks at an even and consistent pace		
<u>Visuals</u>	Lacks visuals or very poor quality	Has visuals but inappropriate overall size or content or may have a few spelling errors; lacks neatness; may not be used effectively	Visuals are clear, good size, correctly spelled; polished appearance; used effectively	Very professional look and use of visual		

Questions for student: _____

Sub-total front page _____

NV Capstone

Criteria for Speech	Below Standard 1 point	Approaching Standard 2 points	Meets Standard 3 points	Exceeds Standard 4 points	Panelist Score	Panelist Comments
<u>Depth of Knowledge</u>	Research not evident.	Some research but lacks depth.	Examples and evidence of research shows depth of knowledge. <i>Must receive 3 or 4 to pass presentation.</i>	Research was extremely meaningful and experience is of superior quality.		
<u>Answers Audience Questions</u>	Inconsistent, unclear statements; cannot answer multiple questions	Answers questions but without real depth; struggles with some questions	Answers questions honestly, thoughtfully, and with substance	Answers questions with assurance and with in-depth knowledge		
<u>Conclusion</u>	Lacks conclusion	Included but somewhat irrelevant or inconsistent with speech body; abrupt	Clear and consistent with topic; sense of completion	Uniquely insightful; makes a strong statement or impact on the audience		
<u>Speech Length</u>	Under 8 minutes or over 15 minutes	Between 8-10 minutes or over 15-17 minutes	Speech length is between 10 and 15 minutes (The Standard)	Not applicable		
<u>Arrival Time</u>	Not applicable	Not applicable	Prepared with materials ready to present	Not applicable		

Sub-total back page	_____
Sub-total front page	_____
Total points	_____
Check one	_____ Meets Standard
	_____ Does not meet Standard