

*NV Capstone*

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## **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, experience, *research*, *presentation*. 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 will be on a relevant topic of interest to the student, and can take a variety of form, which we will discuss in English; Running start and College in the High School English will complete a four-to-six-page research paper; it may or may not be directly related to their experience. The presentation explains how their research and experience connect to their post-secondary goals. 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 students 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:

- **College/Post Secondary Training** – experience involves instruction or training in a topic related to your future.
- **Citizenship** – 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 experience and area of endeavor.
- Verify the time the student spends on the experience (minimum of 15 hours) by signing the Experience Time Log.
- 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. 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.

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### **Research Artifact**

Each student taking English at the high school is required to produce a research artifact. The student selects his/her own topic. Instruction for the writing process takes place in the English classroom.

*WCC/BTC Running Start students – A research paper of 4- 6 pages may be done in any class during the fall or winter quarter of their capstone year. The research paper does not have to be completed in the class they are taking to fulfill their Capstone Experience. If the paper does not meet the minimum of 4 pages, they will have to expand on the paper until it is at least 4 pages long. If a RS student does not have a class that requires a research paper, they will have to write one on their own that meets the requirements. Please submit the paper to Mrs. Robinson by the due date on the calendar.*

### **Presentation**

The final phase of the NV Capstone 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 attending NVHS is required to pass a practice presentation before he/she is eligible to present.

*WCC and BTC Running Start students are not required to do a practice presentation. If they would like to, see the counselors or Mrs. Robinson.*

### **Proposals**

Available online at our school website. (School website – academics – seniors – capstone - documents).

## NV Capstone 2023-24 Student Calendar

Please check back periodically for further updates.

<u>Date(s)</u>	<u>Experience</u>
First week of school	<b>Review of NV Capstone Experience – Revisit Proposal – Review Calendar</b>  <b>* 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. Applies to all students.</b>
September 12	<b>Off-Campus Agreement forms due, if not already turned in</b>
September 12	<b>Revised Proposal due</b> – if <b>changing</b> your project/experience. Please turn in revised proposals to Mrs. Robinson. <i>Running Start revised proposals due to Mrs. Robinson by 3 pm, Sept. 12.</i>
September 12	<b>Personal Essay</b> – English Class <i>College In The High School students will complete this outside of class time; ask your teacher if you have questions.</i> <i>Running Start students’ personal essay due by 3 p.m.; use a prompt similar to college application essay.</i> <i>*Save your Personal Essays to include in your Notebook in March.</i>
September 19	<b>Research begins</b> – in English class <i>College In The High School students should check unit plans for due dates.</i> <i>Running Start students begin on own time, using manual for reference. See Mrs. Robinson if you have questions.</i>
September 19	<b>Completed Mentor Forms due</b> (Volunteer Request Packet and Mentor Verification Form) <i>Applies to all students, including Running Start if it is a service project, and not a class.</i> If your mentor is a NVSD employee or registered volunteer, the Volunteer Request Packet is not required.
September 19	<b>Review of NV Capstone &amp; notebook requirements</b> – in Civics/Advisory <i>Running Start students should review Capstone manual and calendar.</i>
September 26	<b>Students should find a new mentor if their mentor hasn’t been able to complete paperwork or find time to help with the experience.</b> See Mrs. Robinson for assistance, if needed.
October 6	<b>Note Cards (50) due</b> – in English class <i>College In The High School students should check unit plans for due dates.</i>

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- October 25                    **Artifact Draft #1 due** – in English class.  
*College In The High School 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 17                **Final Research Artifact – Scorable Draft** in English class  
*College In The High School Students should check unit plans for due dates. Running Start students: Final draft due to the Mrs. Robinson by 3 pm, November 17 (or earlier)*
- January 22                    **Research Artifact** – 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.*
- January 22                    **Experience must be completed** to receive full points in Civics Class.  
*Running Start student experiences completed, notebook due. See notebook checklist in manual.*
- February 6                    **Prep for Presentation begins** – in Civics class  
*Running Start students begin on own. Contact Mrs. Robinson or counselors for assistance if desired.*
- February 20                    **Mandatory practice presentations** – in Civics class  
*Running Start students may schedule an appointment for practice presentation. Contact Mrs. Robinson for appt. If a student doesn't receive a passing score, they will need to reschedule.*
- March 26-28                    **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.

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

## **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.

### **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 an experience which involves skill development -- e.g. 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 must be approved by the ASB for funds.

**Using Nooksack Valley School District Facilities & Supplies:** If you are doing an 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. Use the Capstone Time Log included in this manual to document your hours. Most students will spend more than 15 hours on their 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 will result in not being allowed to take part in commencement exercises and possibly not graduate at all. Plagiarism includes work generated by AI and turned in as your own work.

## **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 NV Capstone must meet the following criteria:

- Exceed the standards required for the Capstone
- Excellent depth of research
- Challenging experience for individual student
- Meaningful application to post high school goals
- Outstanding presentation
- All Capstone assignments/tasks turned in on time

# NVHS Capstone Overview

## Rationale:

The NVHS Capstone is a way for Seniors to demonstrate both who they have become as students and their readiness for the future. This may be a reflection of their NVHS major(s) but will also connect to future goals and plans. The Capstone project addresses one of the three criteria of student readiness: College (all post-high school learning), Career, and Citizenship.

Students will design a Capstone project that includes three required components: the Experience, the Research Artifact, and the Presentation. These three components will be related to each other and demonstrate the learning the Senior has developed throughout high school as well as their post-secondary goals.

## Proposal:

This proposal will serve to communicate your plan for the Capstone project to NVHS staff for approval. It will also guide you in the mentorship process you will have with a qualified adult. Please follow the prompts below to complete your proposal. Remember, this is a professional document!

<b>Student Name:</b>	
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1. **What are your post-high school goals? Include your hopes and plans around college (any post-high school education or training), career, and citizenship (your involvement in your community).**

<b>Answer to Question 1:</b> <i>(At least 75 words)</i>	
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2. **Which of the “Criteria of Student Readiness” will your Capstone project focus on?**

- **Criteria #1: College** – Capstone project involves formal instruction or learning in an area of interest
- **Criteria #2: Career** – Capstone project involves potential future employment
- **Criteria #3: Citizenship** – Capstone project provides viable service to the community

<b>Answer to Question 2:</b>	
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3. Summarize your Capstone project by briefly describing your plan for the three required components (Experience, Research Artifact, Presentation), how they connect to your goals, how they possibly relate to each other, and how they connect to your chosen “Criteria of Student Readiness”.

<b>Answer to Question 3:</b> (At least 75 words)	
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4. In depth, describe your plan for your 15-hour Capstone Experience.

<b>Answer to Question 4:</b> (At least 75 words)	
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5. Write out a minimum of five major steps for completing your Capstone Experience (not including your final product). For three of these steps, explain how you will show proof of progress.

Answer to Question 5:	
Steps	Proof of Progress
1.	
2.	
3.	
4.	
5.	

6. What is the estimated cost of your Capstone Experience? Explain.

<b>Answer to Question 6:</b>	
<b>Parent Signature if over \$500:</b>	

7. What are three specific, relevant research topics related to one of your post-high school goals and your chosen “Criteria of Student Readiness”?

<b>Answer to Question 7:</b>	1.
	2.
	3.

8. Explain a bit about what you already know about these research topics and how they connect to your plans for your future.

<b>Answer to Question 8:</b> (At least 75 words)	
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- 9. Your presentation to community members will tell the story of your Capstone project and how your project helped prepare you for life after high school. You will prepare this presentation in your Civics class in the second semester of your senior year. The presentation will be a minimum of 10 minutes and will include a polished multi slide PowerPoint that supports you in telling the story of your Capstone Experience and Research Artifact.**

Student Name: \_\_\_\_\_

## NV Capstone Proposal

?	LOOK FORS	MEETS STANDARD	DOES NOT MEET STANDARD	COMMENTS OR REQUESTS FOR CLARIFICATION
<b>1</b>	<ul style="list-style-type: none"> <li>➤ Description of post-high school goals</li> <li>➤ At least 75 words</li> </ul>			
<b>2</b>	<ul style="list-style-type: none"> <li>➤ Chosen “Criteria of Student Readiness” is identified</li> </ul>			
<b>3</b>	<ul style="list-style-type: none"> <li>➤ Summary of proposed Capstone is explained</li> <li>➤ Idea for each component is briefly described and connects to student’s goals</li> <li>➤ Connection to “Criteria of Student Readiness” is described</li> <li>➤ At least 75 words</li> </ul>			
<b>4</b>	<ul style="list-style-type: none"> <li>➤ A detailed description of the plan for student’s 15-hour Experience</li> <li>➤ Logical relationship of Experience to chosen criteria</li> <li>➤ At least 75 words</li> </ul>			
<b>5</b>	<ul style="list-style-type: none"> <li>➤ Lists at least <u>five</u> major steps for completing the Experience</li> <li>➤ Steps are in logical order</li> <li>➤ Includes at least <u>three</u> feasible, separate proofs of progress</li> </ul>			
<b>6</b>	<ul style="list-style-type: none"> <li>➤ Cost estimate of Experience</li> <li>➤ Logical and well thought out (no hidden costs!)</li> <li>➤ Parent approval if above \$500</li> </ul>			
<b>7</b>	<ul style="list-style-type: none"> <li>➤ Lists <u>three</u> specific, relevant, issue-based research topics</li> </ul>			
<b>8</b>	<ul style="list-style-type: none"> <li>➤ Describes a bit about what the student already knows about research topics</li> <li>➤ Describes how research topics connect to a future goal</li> <li>➤ At least 75 words</li> </ul>			
<b>Attached Form</b>	<ul style="list-style-type: none"> <li>➤ NV Capstone – Parent/Student Informed Consent and Commitment Section (Parent and Student have signed the form)</li> </ul>			

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.

### **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





## **Research Artifact or Paper**

**Applies to all: 5 sources from research, 4-6 pages, Work Cited page MLA formatting.**

**Choices could include:**

**Research paper** – Required for College in the HS English classes and CitHS majors, as well as Running Start students.

- product: claim/ evidence, intro/ body/ conclusion, quotes and paraphrasing from sources, parenthetical citations.
- plan: outline
- process: research, notecards, outline, draft, revision, publish

**Technical writing** – Encouraged choice for Engineering/Manufacturing majors; could be convinced for AV/Info tech specialties

- product: User guide, product manual, or project plan. Can have images or diagrams.
- plan: flow chart or other “sequence type” plan
- process: research, identify important steps or points, organize/ sequence important points, draft, revise, publish (with images)

**Transcript for podcast/YouTube video** – Encouraged for Arts/AV; could be convinced for Business/Marketing

- product: Script for performance
- plan: plot diagram or “sequence type” plan
- process: research, notecards, plan points, draft, revise, publish and record

**Business proposal** – Encouraged for Business/Marketing; could be convinced for Engineering/Manufacturing

- product: plan incorporates problem, goals/ solutions, steps for implementation, possible pricing
- plan: business plan template
- process: identify problem, research, brainstorm solutions (products/ services), template, draft, revise, publish

**Case study** – Encouraged for Health & Human Services; could be convinced on CitHS if applicable to future college studies

- product: description of one case (based on teacher-provided reading), analysis of problem and suggested solutions based on research (4 sources to locate, since teacher provided first source)
- plan: outline
- process: read provided source, research, notecards, outline, draft, revision, publish

## Step One: Note Cards

### 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

#### Bibliography Card

Behind Desk/Library Chambers, R. (1988, April 7).  Place to lay their heads.  <u>The Church Herald</u> , 2-7.	2
--	---

#### Note Card

Source Number	→	2
Page Number	→	p.11
A man sitting on the Chicago sidewalk held this sign. "There's no hope left-pity to us all."		

### Evaluation of Step One, Note Cards:

You will be evaluated on having 50 notecards from 5-7 quality sources. You will be asked to free write on your topic to demonstrate that you have gained a general knowledge of your topic.



## **Step Two: Writing the Research Paper**

**This is for Running Start and College in the high school students only.**

**12<sup>th</sup> Grade English will complete a research Artifact.**

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](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, 4-6 pages of text (12 pt font and 1 inch margins), and a Works Cited (bibliography) page. Refer to the rubrics.

**See next page for rubric**

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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"> <li><input type="checkbox"/> claim is clearly stated, focused and strongly maintained</li> <li><input type="checkbox"/> alternate or opposing claims are clearly addressed</li> <li><input type="checkbox"/> claim is introduced and communicated clearly within</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective, consistent use of a variety of transitional strategies</li> <li><input type="checkbox"/> logical progression of ideas from beginning to end</li> <li><input type="checkbox"/> effective introduction and conclusion for audience and purpose</li> <li><input type="checkbox"/> strong connections among ideas, with some syntactic variety</li> </ul>	<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"> <li><input type="checkbox"/> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete</li> <li><input type="checkbox"/> effective use of a variety of elaborative techniques</li> </ul>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> almost no errors are present in usage and sentence formation</li> <li><input type="checkbox"/> effective and nearly perfect use of punctuation, capitalization, and spelling</li> <li><input type="checkbox"/> Correct MLA formatting, including pg. numbers and citations</li> </ul>
B	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> claim is clear and for the most part maintained, though some loosely related material may be present</li> <li><input type="checkbox"/> context provided for the claim is adequate</li> </ul>	<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"> <li><input type="checkbox"/> adequate use of transitional strategies with some variety</li> <li><input type="checkbox"/> adequate progression of ideas from beginning to end</li> <li><input type="checkbox"/> adequate introduction and conclusion</li> <li><input type="checkbox"/> adequate, if slightly inconsistent, connection among ideas</li> </ul>	<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"> <li><input type="checkbox"/> some evidence from sources is integrated, though citations may be general or imprecise</li> <li><input type="checkbox"/> adequate use of some elaborative techniques</li> </ul>	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> very few errors are present in usage and sentence formation may be present,</li> <li><input type="checkbox"/> effective and nearly perfect use of punctuation, capitalization, and spelling</li> <li><input type="checkbox"/> Correct MLA formatting, including pg. numbers and citations</li> </ul>

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C	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> may be clearly focused on the claim but is insufficiently sustained</li> <li><input type="checkbox"/> claim on the issue may be somewhat unclear</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> inconsistent use of basic transitional strategies with little variety</li> <li><input type="checkbox"/> uneven progression of ideas from beginning to end</li> <li><input type="checkbox"/> conclusion and introduction, if present, are weak</li> <li><input type="checkbox"/> weak connection among ideas</li> </ul>	<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"> <li><input type="checkbox"/> evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li><input type="checkbox"/> weak or uneven use of elaborative techniques</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> more than a few noticeable errors in usage, punctuation, capitalization, and spelling</li> <li><input type="checkbox"/> some minor errors in MLA formatting</li> </ul>
<p style="text-align: center;">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"> <li><input type="checkbox"/> may be very brief</li> <li><input type="checkbox"/> may have a major drift</li> <li><input type="checkbox"/> claim may be confusing or ambiguous</li> </ul>	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> few or no transitional strategies are evident</li> <li><input type="checkbox"/> frequent extraneous ideas may intrude</li> </ul>	<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"> <li><input type="checkbox"/> use of evidence from sources is minimal, absent, in error, or irrelevant</li> </ul>	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses limited language or domain-specific vocabulary</li> <li><input type="checkbox"/> may have little sense of audience and purpose</li> </ul>	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> errors are frequent</li> <li><input type="checkbox"/> MLA formatting is incorrect or missing</li> </ul>

## Capstone Experience Notebook Checklist

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

Item #	Responsibility
1	Personal Essay
2	Resume
3	Proposal
4	<b>Proofs of Progress (Evidence Over Time - 2 minimum)</b> (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
5	<b>Capstone Experience Time Log</b> (WCC and BTC students using a college course for the Capstone Experience should submit course registration form.)
6	<b>Performance Evaluation (by mentor)</b> (WCC and BTC students using a college course for the Capstone Experience should use the course report showing a grade of B- or higher.)
7	Recommendation Letter (from mentor or another adult)
8	<b>Final Research Paper/Artifact Paper (with evaluation)</b> (WCC students using Eng. 103 to satisfy this requirement should submit the final draft of their paper for WCC, with grade.)
9	Practice Speech Certificate (received from staff/junior practice panel) <i>Running Start students do not have to have a practice speech certificate)</i>

## **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 - 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 2021–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 2019-2020      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.

2018-2020      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

2019-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

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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  2022 - present. Feature Editor of the Yearbook
Education	Nooksack Valley High School  Graduation date: June 2023  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 2022 - Present  President of high school chapter of FCCLA
References	Reference Name  Contact Information

**Item #3 - Proposal**

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

**Item #4 - 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 #5 - 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 #6 - 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 #7 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 # 8 - Final Research Artifact/Paper**

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

**Item #9 - Practice Speech Certificate**

After a successful practice presentation students will receive a certificate.  
*Running Start students do not have a practice presentation 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? \_\_\_\_\_

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**Student Performance Evaluation**

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

	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Exemplary</b>
<b>Appearance</b>			
<b>Attendance</b>			
<b>Attitude</b>			
<b>Efficiency</b>			
<b>Effort</b>			
<b>Follow through</b>			
<b>Punctuality</b>			
<b>Shows initiative</b>			
<b>Employability</b>			

**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. \_\_\_\_\_

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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**

<b>Dress</b>	Return to school on your assigned day dressed professionally.
<b>Preview</b>	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.
<b>Audience</b>	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.
<b>Questions</b>	Each speech will be followed by a five minute question and answer period. Panel members will ask you questions.
<b>Evaluation</b>	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.
<b>What happens if you don't pass?</b>	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 Presentation Structure**

There are six major components of the Capstone 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/artifact 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 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
<b>Eye Contact</b>	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.		
<b>Quality of Voice</b>	Lacks voice inflection; difficult to hear; speaks too fast; errors in grammar, frequently uses "ummmm" or other fillers.	Projects voice well most of the time; speaks clearly with good volume. Talks at a somewhat inconsistent pace (too fast or too slow).	Clear articulation; appropriate volume and inflection; uses proper grammar, talks at an even and consistent pace.	Skillfully uses voice inflection and volume; projects voice well; uses proper grammar; expressive voice, talks at an even and consistent pace.		
<b>Poise and demeanor</b>	Monotone and flat; inappropriate demeanor	Somewhat prepared. Lacks polish and clear evidence of preparation	Prepared and polished. Appropriate demeanor; evidence of practice shows	Shows poise and appropriate demeanor; demonstrates pride and passion towards topic and experience; clearly prepared		
<b>Attire</b>	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		
<b>Opening/ Introduction</b>	Non-existent	Has introduction; lacks spark; needs improvement	Interesting; appropriate; sets tone	Draws attention in unique way		
<b>Organization</b>	Disorganized; lacks transitions; ideas choppy;	Ideas clear, transitions inconsistent or missing. May incorrectly use/pronounce content specific vocabulary.	Organized; smooth transitions; ideas clear and shows in depth understanding. Correctly use/pronounce content specific vocabulary.	Uniquely insightful; makes a strong statement or impact on audience; organization adds to understanding. Correctly use/pronounce content specific vocabulary.		
<b>Visuals</b>	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. Appropriate use of space with font and pictures.		

Questions for student: \_\_\_\_\_  
\_\_\_\_\_

**Sub-total front page** \_\_\_\_\_



*NV Capstone*

<b>Criteria for Speech</b>	<b>Below Standard 1 point</b>	<b>Approaching Standard 2 points</b>	<b>Meets Standard 3 points</b>	<b>Exceeds Standard 4 points</b>	<b>Panelist Score</b>	<b>Panelist Comments</b>
<b><u>Depth of Knowledge</u></b>	Research not evident. May present incorrect information.	Some research but lacks depth; information does not go beyond that of a generally informed person.	Details and examples presented show knowledge of topic beyond that of a generally informed person. <b><u>Must receive 3 or 4 to pass presentation.</u></b>	Examples and explanations show evidence of extended research and deep understanding of topic that goes well beyond that of a generally informed person.		
<b><u>Answers Audience Questions</u></b>	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		
<b><u>Conclusion</u></b>	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; includes a clear takeaway for presenter and/or audience		
<b><u>Speech Length</u></b>	Under 9 minutes or over 17 minutes	Between 9-10 minutes or over 15-17 minutes. <b><u>Must reach at least 9 minutes to pass Jr. Panel</u></b>	Speech length is between 10 and 15 minutes (The Standard)	Not applicable		
<b><u>Arrival Time</u></b>	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                      \_\_\_\_\_