

École Kwantlen Park Secondary



Capstone Project Student Handbook

Block: _____ Teacher: _____ Name: _____

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Breakdown of Marks – Capstone is 40% of your overall CLC 12 Mark

Proposal ___%	Practice Presentation ___%
Timeline ___%	Portfolio ___%
Signed Mentor Agreement ___%	Final Presentation ___%
Journals of Progress ___%	Final Reflection ___%

"We wish to express our gratitude to School District 8 Kootenay Lake for generously sharing your experience, knowledge, and expertise with us and to École Panorama Ridge Secondary for allowing us to borrow and adapt their Capstone model."

Capstone Project Guide and Due Dates

Preparation: Gather Information, Analyze, Brainstorm, Connect

Brainstorming Ideas

Due Date: _____

- What are your passions and interests?
- What learning experiences have been the most impactful in school and out of school?
- What conversations have you had with your mentor(s) about your career choices and post-secondary pathways
- What are the reasons why you think your chosen career and post-secondary pathway are compatible with you (Interpret the quizzes from “Who Am I” section in myBlueprint.ca/sd36)
- Talk to your mentors, research the career and post-secondary
- Review MLA style formatting and bibliography requirements

Find Mentor(s)

Due Date: _____

The teacher will act as a mentor at the beginning of your CLC class; however, as the class progresses you must connect with other people in your life that will help guide you in your chosen career and post-secondary pathways. These people can be your parents, relatives, friends or strangers. The preference would be for you to find a mentor outside of your family circle. The important thing is that the relationship between you and the people help you understand your chosen career and post-secondary pathway better.

Select your Capstone Strand

Due Date: _____

Why are there Strands?

Some students struggle to select the topic for their Capstone Project due to the open-ended nature of the project. We have provided a framework (strands) to help guide you through the process of developing your Capstone Project.

Review the Strand Choices (pg. 4-12)

Examine the different strands (Research/Experiment, Event, Project, Career/Entrepreneur, and Service Orientated). Select one that best fits your topic of interest. If you do not see a strand that fits your idea, please discuss with your CLC teacher.

Capstone Project Proposal: Think, Plan and Communicate

Due Date: _____

Think

- Brainstorm ideas for your Capstone Project. Remember your project should be connected to a career goal and/or be connected to a course, personal interest or passion. It will also include a significant research component.

Create

- Make a formal proposal and plan on paper.

- Develop a proposal description. Describe your capstone project in detail. Answer the questions: What will you do? Who will be your mentors? What do you need to complete the project? Where will you do the work to complete the project?
- Develop a timeline. List each step you will need to do in order to complete your capstone project and assign completion dates for each step.

Communicate

- Present your Capstone Project idea to your Parents using the formal project proposal plan you created. Parent permission and signature is required on the Capstone Proposal Agreement Form. Submit the Capstone Proposal and Agreement Form to your CLC teacher.
- Present your Capstone Project Proposal to your CLC Teacher using the formal project proposal plan you created. If everything is satisfactory, your CLC teacher will sign your Capstone Proposal Agreement Form.

Complete Your Capstone Project

Complete you Capstone Project

Due Date: _____

Portfolio

Due Date: _____

You will assemble a portfolio that includes a collection of your research, work, photos or videos that represent your experience completing your Capstone Project. The Portfolio must include the Capstone Project Proposal (steps 1-6) which includes your timeline, journal documenting your progress throughout the process, photos and videos and any other documents that are important to show how you developed your Capstone Project. You will need to document all of your information sources using MLA formatting and create a bibliography. The bibliography will be the last page in your portfolio.

Preview of Capstone Project

Class Presentation

Due Date: _____

You will present your fully completed capstone project to your class. This is a practice run. Pay attention to your content, presentation skills, grammar and spelling and the timing of the presentation. Your presentation should take 20 minutes.

Evaluation

Teachers will be marking your Capstone Project Presentation using the Oral Presentation Rubric (Appendix M).

The Capstone Presentation

Due Date: _____

We would like to see students present their Capstone in a formal setting to guest and/or teacher evaluators in an all-day event. Due to the current pandemic, we've decided to alter the way Capstone's are presented. Teachers will assess and evaluate student's final Capstone Presentations. It is up to the individual teacher whether they have their students submit a pre-recorded presentation, or arrange to do in person presentations either in the classroom or virtually.

In Person Presentations (virtual or otherwise)

Be Organized

Know your presentation time. Make sure you have all of the equipment needed to complete your presentation (laptop, iPad, charging cords). Notify your CLC teacher if your Mentor plans to attend the Capstone Event. If your Mentor plans to attend The Capstone Event, please write out a formal thank you card to give to them at the end of your presentation.

Dress Professionally

Aim to arrive 10 min early. Check in and follow the instructions given to you by your CLC teacher. Let your CLC teacher know ahead of time if you need a few minutes to set up.

Be in the Moment

Remember to take a breath and smile. You will now lead and present your Capstone for 20 minutes.

Evaluation

The rubric used to evaluate your Capstone Project Presentation during your in-class presentation to your classmates and teacher will be the same rubric used to evaluate your Capstone Project Final Presentation. (Appendix M: Oral Presentation Rubric)

Pre-Recorded Presentations

Pre-recorded presentations will be 20 minutes in length. Presentations must include the student's voice – you cannot simply submit a Power Point – students **must present their Capstone verbally**.

Options for Pre-Recorded Presentations

- **Power Point:** using Microsoft Office 365 Power Point; record your voice over your slides.
- **Stream:** allows you to create videos that record your screen and your voice at the same time.
- **YouTube:** create a video on a private channel.
- **Google Slides** with voice recording – you will need to download an extension for this.
- **iMovie:** there may be some conversion of files required in order for videos to work on a PC.
- **Other:** If you have another idea of a platform you would like to use to present, please speak with your CLC teacher.

After The Capstone Event

Reflection

Due Date: _____

“Learning without reflection is a waste. Reflection without learning is dangerous”- Confucius

- Self-evaluation: complete a self –evaluation (Appendix M: Oral Presentation Rubric) on your Capstone Project Presentation during The Capstone Event
- Capstone Reflection Paper (Appendix N: Reflection Paper Guidelines, Appendix O: Reflection Paper Questions, Appendix P: Reflection Paper Rubric)
- If you did not bring a formal thank you card to The Capstone Event to give to your mentor, please take the time to complete one and give it to your mentor.

Capstone Project Ideas

- Create a web page
- Make a short Video/Film
- Write an original song/music
- Write poetry, a short story, book, etc.
- Volunteer at an elementary school, nursing home, etc.
- Design and implement your own community service project
- Organize an event for charity
- Design and construct a structure or object
- Build a new engine for a car, snow mobile, etc.
- Produce a "How to" video
- Design a dream home
- Do a demonstration of something you have studied
- Train your dog for therapy dog work or dog agility
- Start an informative web site
- Write a cultural/family history
- Design and build a mountain bike course
- Invest a portfolio in the stock market
- Put together a portfolio of your art work
- Write a cookbook
- Create a piece of animation
- Design a line of clothing
- Write and produce a commercial
- Write a travel journal
- Analyze the work of your favorite author/artist
- Conduct an environmental study
- Analyze a certain period, event or even historical character
- Analyze and solve a mathematic theory, equation, etc.
- Research the history of something
- Do a comparative analysis of the religions of the world



Appendix A Capstone Proposal Agreement

Guidelines:

The student must submit their proposal for their Capstone Project on or before:

Due date: _____

The proposal can be a blended format of paragraph and point form (around 1 page typed).

The student should use the following outline for their proposal:

- Description of your Capstone: Explain what it is you are planning to do, following the outline of the strand you have chosen.
- Explanation of why you have chosen your Capstone
- Description of major steps and tasks with an outline of a flexible timeline
- Description of your mentor and how your mentor will help you
- Names of people (besides your mentor) who will offer you guidance and support
- Project limitations and potential obstacles
- Description of what you are hoping to learn
- Specific expected outcomes or impacts of the project (beyond your personal learning)

Date: _____ Parent/Guardian Signature: _____

Mentor's Name: _____

Mentor's Email:

Mentor's Contact Phone:

Date: _____ Mentor's Signature: _____

CLC Teacher Name: _____ Room #: _____

Date: _____ CLC Teacher Signature: _____

Appendix B Mentorship

“Our chief want is someone who will inspire us to be what we know we could be.”

~ Ralph Waldo Emerson

What is a mentor?

Who can be my mentor?

Mentor email guideline

Mentor Agreement Form

Criteria for Mentor

Mentor Evaluation Rubric



As part of the Capstone Project, each student will be required to connect with a mentor. You can connect face to face, by telephone, video conference, or by email. You will need to track your mentor hours and conversations throughout your project.

What is a mentor?

A mentor is an experienced person in a field who provides knowledge and guidance to a student. Mentors offer experience, wisdom, guidance, encouragement, a supportive relationship, and demonstrates superior leadership.

Who can be my mentor?

A mentor is usually an expert in the field of your interest. **Preferably, not be a family member or someone you are related to.** One person can be a mentor for more than one mentee. Although it is preferable to have face-to-face contact, it is acceptable to connect with your mentor through online communication.

Remember, the most important thing about a mentor is the relationship. Make sure you chose someone who you feel comfortable with and you can connect with.

Through teacher support, students will take an initiative to find and connect with a mentor.

Appendix C Capstone Mentor Email Guidelines

Dear Mentor Name (or Volunteer Organization/Business):

In this first paragraph introduce yourself by providing your name, school, and reason for writing. In one or two sentences explain the Capstone Project and that it is a requirement for graduation. (Remember - the person reading your letter might not know about the project!) Explain your reason for being interested in completing your Capstone Project!

In the second paragraph list any of your skills, accomplishments, or experiences that are relevant to the work they're doing. This will signal to the mentor that you're motivated and equipped to use the mentorship time efficiently and wisely. After discussing your skillsets, write a paragraph about your goals for your Capstone Project (see proposal outline) and what you might need guidance on. This paragraph is very important, as it will clue your prospective mentor into what you hope to achieve and get out of your project.

Your final paragraph should include any information about how your mentor can contact you. Make sure to tell the mentor that you need to communicate and connect with them for a minimum of 10 hours. Remind your prospective mentor that while the minimum hours do not have to be completed under their constant, direct supervision, your mentor will need to sign off on your Capstone Project Time Sheet (Appendix Q) each session and be involved in a brief final Capstone Project Mentor Evaluation (Appendix E) at the end of the Capstone Project. The Evaluation will take approximately 15 minutes for them to complete. You may also include your teacher's name and email so that organizations can contact them with any questions they may have.

In general, it is nice to end a professional email with a sincerely, warm regards, thank you for your time and consideration etc. and your full name.



Appendix D Capstone Project Mentor Agreement Form

Dear Capstone Project Teacher,

_____ (Student Name) has requested that I serve as a mentor for their Capstone Volunteering. I have expertise in the area of _____, and I agree to provide guidance in this field in order to help support this student during their Capstone Project. I understand that the student is required to spend a minimum of 10 hours communicating and connecting with their mentor. As a mentor, I will collaborate in a number of ways with this student, including but not limited to: instruction in my field of expertise, offering direction or support for student's goals, professional guidance, and encouragement.

I understand that all consequences of the project choice, production, or experience, unless otherwise stated, rest solely with each student and their parent or guardian.

I have reviewed the Capstone Mentor Agreement and understand my expectations as a mentor. I will contact this student's Capstone teacher if I have any concerns about the student's progress. I also understand that I am invited to watch this student's In-Class Final Presentation and attend The Capstone Event at the end of the semester, but that I am under no obligation to do so.

Mentor Name: _____ **Mentor's Signature:** _____

Name and Address of Organization: _____

Title/Position: _____ **Phone:** _____

Email address: (please print)

The best times to contact me are: _____

****Parents please read above Project Mentor Agreement Form for your approval on terms of the mentorship.***

Date: _____ **Parent/Guardian Signature:** _____

Appendix E Capstone Mentor Rubric Evaluation

Based upon what you have observed, please complete the rubric.

Criteria	Emerging	Developing	Proficient	Extending
Communication Asking for help and guidance	Student rarely asked for help or guidance when expectations were unclear or roadblocks were met. Student rarely took initiative to reach out to the mentor.	Student sometimes asked for help or guidance when expectations were unclear or roadblocks were met. Student sometimes took initiative to reach out to the mentor.	Student usually asked for help or guidance when expectations were unclear or roadblocks were met. Student usually took initiative to reach out to the mentor.	Through the use of well thought out questions, the student is able to consistently ask for help or guidance when expectations were unclear or roadblocks were met. Student took initiative to reach out to the mentor.
Thinking Applying Prior Knowledge	Student rarely drew upon prior knowledge. Student had difficulty gathering information and guiding their inquiry.	Student sometimes drew upon prior knowledge. Student had difficulty gathering information and guiding their inquiry.	Student usually applied prior knowledge to provide information and support greater inquiry for Capstone Project.	Student always applied prior knowledge to provide information and support greater inquiry for Capstone Project.
Thinking Timeline and Goal Setting	Student rarely maintained balance and perspective. Timeline goals were rarely clear and demonstrated different stages of completion.	Student sometimes maintained balance and perspective. Timeline goals were sometimes clear and demonstrated different stages of completion.	Student usually maintained balance and perspective. Timeline goals were mostly clear and demonstrated different stages of completion.	Student always maintained balance and perspective. Timeline goals were clear and demonstrated different stages of completion.
Personal and Social Initiative and Responsibility	Student rarely took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.	Student sometimes took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.	Student usually took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.	Student always took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.
Personal and Social Courteous and Mature	Student rarely interacted with mentor in a courteous and mature manner. Student rarely displayed a sense of professionalism and a positive attitude.	Student sometimes interacted with mentor in a courteous and mature manner. Student sometimes displayed a sense of professionalism and a positive attitude.	Student usually interacted with mentor in a courteous and mature manner. Student usually displayed a sense of professionalism and a positive attitude.	Student always interacted with mentor in a courteous and mature manner. Student always displayed a sense of professionalism and a positive attitude.

Appendix F Capstone Project Mentor Evaluation

Dear Mentor,

Please take a moment to respond to the following questions. Your comments will assist us in the evaluation of the student's performance.

Can you verify they spent a minimum of 10 hours working under your mentorship and a minimum of 40 hours working on their Capstone Project outside of school hours?

_____ YES _____ NO

Have you observed this student's Capstone progress at different stages of completion, not just the final phase?

Have you seen any changes in skill or attitude improvement over the time you observed the student working?

What problems specifically did this student encounter, and what evidence of problem-solving did you observe?

What successes did you see this student achieve? What was "the best" moment for the student? Explain.

Mentor's Name: _____ **Date:** _____

Mentor's Signature: _____ **Phone #:** _____

Email: _____

Thank you for supporting the Capstone Program!

Appendix G Portfolio

Students will assemble a portfolio that includes a collection of work. The student should select work that they believe best represents their experience. The portfolio must include the proposal, timeline of major tasks, journal of progress, electronic copies of PowerPoint presentations, photographs, videos, music, models, websites, podcasts, interest & ability assessments, business correspondence, marketing & financial information and/or other work resulting from the student's research and efforts.

Proposal:

Your accepted proposal letter, signed by parent/guardian, Capstone teacher, and mentor must be included

Timeline:

Your completed timeline of due dates, meetings, work periods, presentation dates, etc. must be included. A timeline should be completed PRIOR to beginning your project

Journal of Progress:

To help you stay on task, be accountable for your scheduled timeline, and effectively reflect on your experiences, you will keep a Journal of Progress during the time you work on the project. The Journal of Progress will be a quick and efficient way to show your teacher exactly where you are in the process, and moreover, it will serve as an invaluable resource when you write your final reflection at the end of the year.

This journal of progress serves two purposes; documents the time and tasks you were engaged in during the course of the project, but most importantly, provides a mechanism for you to record impressions, reactions and feelings regarding events and activities that occurred along the way. Recording these thoughts while they are fresh and clear in your mind, without the pressure of a deadline, will provide a solid source of information and content for the reflection paper.

- Each journal entry should be dated and titled based upon the part of the process in which you are currently working.
- Each entry should address what you have accomplished in the past week and what you anticipate for the coming week
 - A summary of your progress over the past week including successes and highlights, as well as challenges you came across and how you handled them
 - What evidence you have gathered to support your progress
 - How your mentor has supported you
 - An explanation of what core skills you employed during your work and learning that took place
 - Your needs, including time, space, materials, and personal contacts
 - What you plan to accomplish in the coming week
 - Obstacles/challenges you anticipate and how you will handle them

Evidence:

This includes any or all of the formats listed above that demonstrate your research, progress, efforts, and correspondence; in short, anything you used to complete this project.

Appendix H Portfolio Journal of Progress Template

Title of Journal (Example: Journal 1, or, "The Beginning")

Date:	Number of hours completed this week:
Summary of progress this week (successes/challenges/obstacles):	
Evidence you've gathered:	
Materials, time, space needed:	
Mentor(s):	
Skills you've developed/worked on:	
Plans for the oncoming week & future obstacles you anticipate:	

Appendix I Capstone Portfolio Rubric

Criteria	Emerging	Developing	Proficient	Extending
Information Gathering / Formatting / Document Research	Reflects less than basic questions. Less than basic skills in synthesizing, evaluating and analyzing knowledge of topic. Does not follow MLA formatting. Does not present a bibliography.	Reflects satisfactory questions. Satisfactory skills in information gathering, synthesizing, and analyzing knowledge of topic. Somewhat follows MLA formatting. Present a bibliography that doesn't follow MLA	Reflects highly relevant questions. High skills in information gathering, synthesizing, and analyzing knowledge of topic. Follows MLA formatting. Presents a bibliography.	Reflects extremely relevant questions. Excellent skills in information gathering, synthesizing, and analyzing knowledge of topic. Follows MLA formatting. Presents a bibliography.
Timeline	Reflects less than satisfactory level of planning: Has not followed the due dates outlined in the proposal.	Reflects satisfactory level of planning: Follows some due dates outlined in the proposal.	Reflects high level planning: Mostly follows the due dates outlined in the proposal. Has set realistic goals.	Reflects outstanding planning: Follows the due dates outlined in the proposal. Has set realistic yet challenging goals.
Journal	Reflects effort and time commitment that fall short of the minimum project requirement. Entries lack key details or are incomplete.	Reflects effort and time commitment at or slightly below minimum project requirement. Entries are done on an inconsistent basis, but include agreed upon aspects.	Reflects effort and time commitment above minimum project requirement. Entries are done on a weekly basis and include most agreed upon aspects.	Reflects effort and time commitment beyond minimum project requirement. Entries are done on a weekly basis with: <ul style="list-style-type: none"> ● Dates ● Times ● Precise tasks accomplished ● Future tasks ● challenges/ questions
Evidence	Portfolio lacks evidence to support progress throughout the Capstone journey	Portfolio includes minimal evidence to support progress throughout the Capstone journey	Portfolio includes sufficient evidence to support progress throughout the Capstone journey	Portfolio includes extensive evidence to support progress throughout the Capstone journey
Product	Reflects very little quality of product or performance.	Create a satisfactory product or performance that relates to the research project.	Create a high level product or performance that relates to the research project. Polished.	Create a unique product or performance that relates to the proposal. Outstanding quality: polished/appealing.

Appendix J Presentation Requirements

The final phase of your Capstone is the oral presentation. Your presentation, supported by audio/visual aids, will serve to further explain your research, fieldwork, project and the link between them.

Time

You should plan to explain your project to the attendees in 20 minutes in length. You should also be prepared to answer questions during or afterwards.

Professionalism

Appearance: You should be dressed professionally for your presentation. Your dress and personal appearance are an important part of the presentation. This will show preparedness to enter the working world and is a part of the scoring rubric.

Attendance: You **need** to arrive at least 10 minutes before your presentation. You **must** make sure that all electronic equipment is set and working **before** presentation starts.

Presentation

Whatever your method of presentation, you should begin by introducing yourself and your Capstone Project and mentor if they attend. Your goal is to provide the audience with a clear and concrete sense of what you did and what you learned from the experience.

- Have a recognizable introduction and conclusion
- Describe the content of your research, project or event.
- How was your project a challenge for you? How did it stretch or enhance your skills and knowledge?
- Include audio/visual aids (poster, PowerPoint, Prezi, video, musical performance, demonstration, etc.) that will help your audience better understand what you learned from your Capstone Project.
- If your project resulted in an actual product, this product or pictures of the product need to be part of your presentation.
- If you choose to incorporate a video, it cannot be longer than 3 minutes.

Through it all, you must show evidence of the 6 core competencies through depth of understanding of your topic, the progression you achieved throughout your project and the self-reflection you went through.

Use the Template for Presentation in Appendix K to help you prepare.

You may be nervous about speaking in front of an audience; but remember that you are the expert and have invested a significant amount of time and energy into this project. Speak clearly and with appropriate pace. Make eye contact with your audience. Stand straight and show your confidence and enthusiasm for what you achieved. This a huge accomplishment and you should be proud of yourself.

Appendix K Template for Presentation

Describe how you will present your Capstone to your advisor and the attendees:

Time	Introduction
	<p>Why you chose this particular topic/idea for your Capstone</p> <p>What you hoped to learn through this process</p> <p>How you found/chose your mentor</p>
	Body
	<p>AH! Moments</p> <p>Challenges</p> <p>Greatest Successes</p> <p>Evidence/Product</p> <p>Others</p>
	Conclusion
	<p>What you've learned through this process</p> <p>How you have grown, skills you have developed, etc.</p> <p>How has this Capstone project impacted you?</p> <p>Where are you going to take this from here?</p>

Appendix L Oral Presentation Rubric

Criteria	Emerging	Developing	Proficient	Extending
Introduction	Introduction is not evident.	Introduction is attempted but does not engage the audience.	Introduction is designed to engage the audience.	Introduction is creatively designed to effectively engage the audience.
Organization	Ineffectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are not appropriate to task, purpose, and audience.	Attempts to present information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are somewhat appropriate to task, purpose, and audience.	Presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience.	Effectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience.
Link between research and actions	Link not evident.	Attempts to identify a link between research and actions.	Identifies and explains the link between research and actions.	Thoroughly identifies and explains the link between research and actions.
Presentation of knowledge and ideas	Ineffective use of speech to communicate and demonstrate a command of formal English, including proper grammar.	Limited use of speech to communicate and demonstrate a command of formal English, including proper grammar.	Good use of speech to communicate and demonstrate a command of formal English, including proper grammar.	Effective communication that demonstrates a command of formal English, including proper grammar.
Delivery	Ineffective use of strategies of address. (eye contact, speaking rate, volume)	Limited use of strategies of address. (eye contact, speaking rate, volume)	Uses strategies of address (eye contact, speaking rate, volume)	Effectively uses a variety of strategies of address (eye contact, speaking rate, volume)

Criteria	Emerging	Developing	Proficient	Extending
Vocabulary	Ineffective use of academic and domain-specific words and phrases, and ineffective clarification of words and phrases.	Limited use of academic and domain-specific words and phrases, and effective clarification of unknown words and phrases	Appropriate use of academic and domain-specific words and phrases, and effective clarification of unknown words and phrases.	Effective use of academic and domain-specific words and phrases, and effective clarification of unknown words and phrases.
Visual aids	Ineffective use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest.	Limited use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest.	Appropriate use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest.	Effective strategic use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest.
Appearance	Does not follow dress requirements.	Somewhat follows dress requirements.	Mostly follows dress requirements.	Follows dress requirements.
Timing (20 min.)	Significantly above or below time.	Somewhat adheres to time.	Closely adheres to time.	Adheres to time.
Judges questions (not part of the 20 minutes)	Ineffectively responds to audience questions and feedback.	Somewhat responds to audience questions and feedback.	Responds to audience questions and feedback.	Effectively responds to audience questions and feedback.

Additional Comments:

Appendix M Final Journal Entry

You will be required to submit a written self-reflection (**2 pages double spaced**) of your Capstone Experience. As a part of your portfolio, you have been asked to maintain a journal of progress that describes your experiences during the Capstone Project. This journal of progress serves two purposes; documents the time and tasks you were engaged in during the course of the project, but most importantly, provides a mechanism for you to record impressions, reactions and feelings regarding events and activities that occurred along the way. Recording these thoughts while they are fresh and clear in your mind, without the pressure of a deadline, will provide a solid source of information and content for the reflection paper.

You should consider setting aside 10 minutes following any significant time spent working on your Capstone Project as a time for reflection and review. Reviewing activities with your Capstone mentor and Career Education teacher is another good way to stimulate thoughts worth reflecting upon. (See portfolio for details on journal of progress)

Ideas

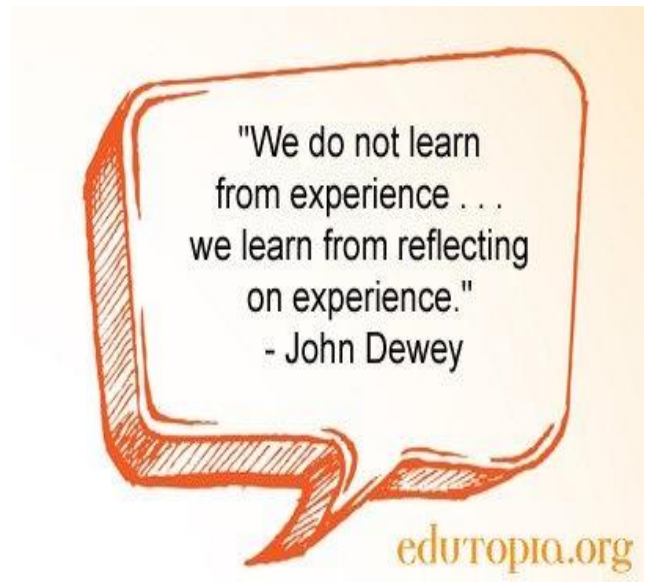
The reflection paper should provide the reader with a synopsis of what you did during the course of the Capstone Project, but most importantly, it should reveal what you learned about yourself, about the specific subject of focus, and about how the experience may apply to your future aspirations or endeavors. Please see self-reflection questions for help!

Voice

The reflection paper is intended to provide you with a platform by which to enter into a dialogue with the reader about your project: discoveries, experiences, and impressions. You should carefully craft and edit the paper, but the tone should be personal as if explaining what you did, what you learned and its impact on you and your future to a friend.

Structure and Conventions

You should demonstrate your grasp on proper English conventions including grammar and vocabulary, as well as the use of a variety of sentence structures and lengths. Carefully review your reflection paper and consider asking others to review it in an effort to produce a final product that represents your best work. Remember, the resulting product may serve as a great work-product reference document for you in the future.



Appendix N Final Journal Entry Questions

Congratulations on successfully completing and presenting your Capstone Project! The last requirement of the Capstone Project is to reflect on the process by writing a two page double spaced reflection on your process and product addressing the following questions. You will need to answer ALL required questions. If you still need to fulfill your page number requirement, you can respond to the optional questions.

Required Questions:

- The Capstone is a unique and demanding challenge. In completing it, what did you learn about your subject? Your skill set? Yourself?
- How is your project relevant to you, the school or the community-at-large?
- What skills do you feel you have mastered? Which do you need to still work on?
- What impact did your Capstone Project have?
- Thinking about the whole process and your finished product, what are you most proud of?
- What was a difficulty you encountered and how did you solve the problem?
- What is one thing about your finished project you wish you could change? Why?
- What advice would you give to a student who will be completing their Capstone Project next year?

Optional Questions:

- What source from your research helped you the most? Least?
- How effectively did the presentation method you chose work for presenting your project in a clear and engaging manner? Why was it effective? Would you change your presentation method now if you could? Why?
- What is one thing about your approach to your project that you wish you could change? Why?

Appendix O Mastery of Core Competencies Reflection

To be completed after you have presented your Capstone.

Core Competencies	Describe how your Capstone Project has allowed you to showcase your mastery of each of the Core Competencies.
Communication	
Creative Thinking	
Critical Thinking	
Positive Personal and Cultural Identity	
Personal Awareness and Responsibility	
Social Responsibility	

Appendix P Final Journal Entry Rubric

Criteria	Emerging	Developing	Proficient	Extending
Depth of Reflection	Response demonstrates a lack of reflection on capstone experience. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	Response demonstrates a minimal reflection on Capstone experience. Reflections are unsupported. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a general reflection on Capstone experience. Reflections are supported. Appropriate examples are provided, as applicable.	Response demonstrates an in-depth reflection on Capstone experience. Reflections are insightful and well supported. Clear, detailed examples are provided, as applicable.
Required Components	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many questions are addressed minimally, inadequately, and/or not at all.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions are not addressed.	Response includes all components and meets all requirements indicated in the instructions. Each question is addressed.	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question is addressed thoroughly.
Structure	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.
Evidence and Practice	Response shows no evidence of synthesis of ideas presented and insights gained throughout the capstone experience.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the Capstone experience.	Response shows evidence of synthesis of ideas presented and insights gained throughout the Capstone experience.	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the Capstone experience.

Appendix Q Career Life Exploration Log

Another component essential to Career Life Connections 12 and a requirement for graduation, is that all students complete 30 hours of career-life exploration. It is expected that students will demonstrate the skills required to work effectively and safely with others and to succeed as individual and collaborative workers by participating in at least 30 hours of career or post-secondary exploration, work or volunteering. Use the following table to track your hours and document any supporting evidence. Evidence can include, but is not limited to signatures, pay stubs, 10 hours from your Capstone.

Typically, there are many opportunities for students to take part in to acquire those hours such as volunteering, participating in community events through school clubs, attending post-secondary institution information sessions, and working in part-time jobs. Some students may have already acquired their hours or are currently working towards completing them. Even though we are in the midst of a pandemic, we want to assure you that there are still many ways students can acquire these hours aside from work and/or volunteering.

Opportunities that count towards your 30 hours are as follows:

- Attending post-secondary institutions for information sessions or tours (keep an eye out for the virtual post-secondary events happening in November 2020!)
- Attending any information sessions that incorporate career-life planning
- Volunteering (in or outside of school)
- Working
- Working with a mentor (for example Capstone) 10 hours max.
- Work done around the home including:
 - a. Babysitting younger siblings or other small children
 - b. Household cleaning
 - c. Yard maintenance, gardening, mowing lawns, etc.
 - d. Food preparation: cooking meals for family members or others
 - e. Maintenance work around the home
 - f. Household accounting

On the log you will see columns for

- Date
- Description of work completed
- Hours
- Supporting evidence (pay stubs, reference letters from volunteering, brochures from attending information sessions, etc.)
- Supervisor Name (employer, supervisor for volunteer, parent/guardian)
- Supervisor Contact (email or phone number)

