



# CAPSTONE

## STUDENT GUIDE

Life Education  
Life Connections  
Capstone



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Submit and do all **brown** documents above preparing for the celebration/discussion of your project.

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# Capstone Overview

## What is a Capstone?

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A Capstone is a culminating project, presentation, or performance that allows students the opportunity to consolidate and showcase the learning from their school and life experience into a meaningful and relevant product. Students will use innovation, cross curricular knowledge, and critical thinking skills in an area of interest as the basis for the project, which is applicable to a real world concept.

## Why a Capstone Project?

A capstone project is a celebration of learning and experience. It is designed to encourage students to think critically, solve challenging problems and develop skill sets for life. It is their avenue to connect with the world outside of school and to demonstrate that they have the skills to go on to further their education, enter the workforce, and/or operate their own business.

## The Capstone will:

- Help students make connections between what they are learning now and what they hope to see in their future.
- Provide students with focused, structured, authentic, and experiential learning; responsibility for meeting timelines, making decisions, conducting research, preparing and making presentations – all transferable skills needed for success in the workplace.
- Identify a new opportunity, either for an existing entity or for the creation of a new venture; and implement the necessary skills they have built to launch their own entrepreneurial proposal, research project, service pursuit, event or product.
- Ensure students meet the BC Ministry graduation competencies (Communication, Creative and Critical Thinking, Personal and Cultural Identity, Personal Awareness and Social Responsibility) through the development of the following skills:
  - *Effective communication (oral and written)*
  - *Public Speaking*
  - *Research Skills*
  - *Media Literacy*
  - *Teamwork*
  - *Planning and Organization*
  - *Self-awareness and Advocacy*
  - *Goal Setting*
  - *Time Management*
  - *Networking and mentorship relationships*
  - *Problem Based Learning and Inquiry*
  - *Presentation skills*

## Capstone Components

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The Capstone project consists of **5 key components** that include the following:

### **1.) Project Proposal: choosing a strand & planning the project**

The student will select a project strand and develop a Capstone Project Proposal (see Proposal Format). Students should review the proposal with a parent(s)/guardian(s) and gain approval prior to the submission to the Career teacher. The proposal will be reviewed and approved by the Career teacher before any work may begin by the student. The proposal should be in the form of an inquiry question. The Capstone Project Proposal (proposal document, project timeline and plan, research and connection with potential mentors) is expected to take approximately **20 hours** to complete. **Each student must identify a mentor from his/her community as part of their proposal.**

### **2.) Execution: doing the project**

The execution component of the Capstone is where the FUN BEGINS! Through the Capstone process the student transitions from the world of subject-centric learning to real-life relevance and application! This is where the student will **apply** everything they have learned throughout their education. Students will also be stretched to learn and apply new skills and/or knowledge.

The student will conduct research and maintain a collection of work product evidence (logs and photos) for use later in the Capstone Presentation. Students are encouraged to be creative in the work products they provide as evidence of their efforts (see your strand for details). This independent part of your capstone project should take approximately **40 hours to complete.**

### **3.) Portfolio: collecting evidence of your learning journey**

Students will assemble a portfolio that includes a collection of research, work and evidence of progress for their Capstone project. The student should select work that they believe best represents their experience. The portfolio must include the Capstone proposal plan, journal of progress, etc., and may include any other important documents, photos or electronic evidence resulting from the student's efforts. It is recommended that students use **MyBlueprint** as an e-portfolio to store evidence of learning. The collection and presentation of your collection and the preparation of a **Transitions Plan** should take approximately **10 hours to prepare.**

### **4.) Celebration/Discussion: of your learning journey**

In the final step of the Capstone process, the student will have a **20-45 minute discussion/celebration** to a review panel (see Presentation Guidelines). The presentation should incorporate key components of the **Capstone Portfolio, Capstone Project** and the **Student's Transition Plan**; these can be delivered utilizing multiple mediums.

Students that participated in a Career-Exploration strand may substitute a professional interview conducted by their sponsoring organization or company instead of the public presentation. Please contact your Capstone Teacher to approve and coordinate alternate presentation plans.

### **5.) Reflection Paper**

In addition to the above components, student will complete a self-evaluation and a final reflection paper that describes and consolidates their experience. Please see guideline for the reflection paper.

## Selecting a Capstone Topic/Strand



You may already know exactly what Capstone you wish to pursue or perhaps you don't know where to begin. We have provided an approach for brainstorming and selecting a topic. Remember, this is a project that you will invest a significant amount of time and energy into completing. **It should be something that you are passionate and excited about so that you will learn from the experience and have a great time doing it!** The following steps are guidelines for brainstorming and selecting an exciting and interesting Capstone topic.

### **Step 1 – Generalize**

In this step, determine a general area(s) of **personal interest**.

- Your subject area should be relatively broad and should be something that you are interested in exploring in much more detail.

#### **Example Subject Areas:**

<i>Environmental Science</i> <i>Classic Literature</i> <i>Visual and Performing Arts</i> <i>Computer Science</i>	<i>Industrial Arts</i> <i>Agriculture</i> <i>Business/Tourism</i> <i>Human Services</i>
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### **Step 2 – Narrow down the subject area**

In this step, explore your general subject area to determine a specific area of interest

- Why does this subject area interest you?
- Does this subject area have long term interest? Why?
- Do you have particular skills and/or knowledge already in this area that you are looking to expand?
- Are there people around you or that you have access to that may be interested in getting involved or assisting you with this project?
- Specifically, what parts of the subject are you curious about exploring; or are of most interested to you?

### **Step 3 – Choose a topic within your subject area (must be Capstone appropriate)**

In this step, consider your access to resources. The Capstone should stretch your abilities and create new learning opportunities, but it should not stress you out because you can't get access to the resources you need to complete it!

- Do you have some general skills and/or knowledge in the topic?

- Will the topic challenge you? Is this challenge surmountable?

- If you believe your topic may include community service activities or an internship, do you have organizations or companies within your area that you can approach to work with a mentor?
- Do you have access to other individuals that may have some expertise in the topic area?

#### **Step 4 – Choose a project strand**

In this step, determine the best method to showcase the topic of your Capstone project by reviewing the description of the requirements of each project strand. Below are examples of how a student might arrive at a Capstone strand selection. It is critical to understand that any Capstone project can fit into any strand. The ultimate decision of how you arrive at your selection is by reflecting on how you learn best, how you enjoy spending your time, and how you wish to showcase your learning.

#### **Example 1**

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Step 1: Computer Science

Step 2: Network Management

Step 3: Student has taken computer classes and develops small websites as a hobby. Uncle works for a local computer consulting company that is open to an internship.

Step 4: Career-Exploration Capstone with an internship working with the Information Technology team at the local computer consulting company.

#### **Example 2**

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Step 1: Architecture

Step 2: Modern Design and Construction

Step 3: Student has always enjoyed or been drawn to this particular design of buildings. Perhaps the student is an artist, or may have even taken classes where they have been introduced design and build software.

Step 4: Product Capstone with a specific focus on designing and building a model of a small private residence using modern architecture design techniques.

#### **Example 3**

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Step 1: Human Services

Step 2: Elderly Care

Step 3: Student currently volunteers at a local retirement center and has observed the interaction between the residents of the center and children that have visited residents in the center.

Step 4: Service-Oriented Capstone with a specific focus on the development of a new socialization program for residents at the retirement center. Program may include a monthly event in partnership with a local elementary school where students “adopt” and visit a resident of the retirement center

***Remember, this is your project, but it is quite highly recommended to work and learn from mentors and their experiences!***



## Strand Choices

### a. Experiment/ Research Capstone

The main focus of an **academic research paper** or **experiment capstone** is to develop new arguments or insights. For students who are curious about a specific area of study and would like to have the opportunity to further explore, research, and gain scholarly knowledge they may use the research or experiment method to further engage in a cross-curricular area of study.

In a research paper, you will start by using previously published literature as a foundation and support to help you develop your own understanding of a topic and to further develop your guiding research question. Research papers should be properly formatted and sourced in APA format and should be 12-20 pages in length.

Below is a table outlining the difference between a research paper and a report. For your **research capstone** you will be writing a research/experiment paper, not a report.

	Research / Experiment Paper	Report	
DO	<input type="checkbox"/> Purpose: TO CONVINC	<input type="checkbox"/> Purpose: TO INFORM	DON'T
	<input type="checkbox"/> QUESTION – based	<input type="checkbox"/> TOPIC – based	
	<input type="checkbox"/> Has a clear, arguable THESIS	<input type="checkbox"/> General discussion	
	<input type="checkbox"/> YOU use data and ideas as evidence to support your position	<input type="checkbox"/> Summarizes information gathered	
	<input type="checkbox"/> YOU analyze and interpret information	<input type="checkbox"/> Presents analysis and interpretation of OTHERS	
	<input type="checkbox"/> YOUR unique perspective and conclusion	<input type="checkbox"/> Does not result in new knowledge	

#### Steps of Research Strand:

1. Develop a guiding research question
2. Literature review of at least 10 academic sources
3. Create a thesis statement
4. Create and research inquiry proposal to be reviewed
5. Connect with mentors or members of the community to help/support your research
6. Conduct research
7. Collect data
8. Write your first draft
9. Collect feedback and edit (ex: mentor, advisors, peer reviews)
10. Revise & complete final copy
11. Include properly sourced references



### **Examples of Guiding Inquiry Questions for Research Capstone:**

- ❖ Do post-secondary graduates make more money than people who do not attend post-secondary school?
- ❖ Do our grocery stores allow us to truly eat a local diet?
- ❖ Can technology in the classroom lead to higher grades for struggling learners?
- ❖ Do outdoor recreation opportunities lead to more environmentally focused citizens?
- ❖ Do geese populations negatively impact the water quality of Cultus Lake?
- ❖ Do SAD (seasonal affectiveness disorder) lights have a positive impact on a person's mood?
- ❖ Does music tempo have an impact on work productivity?

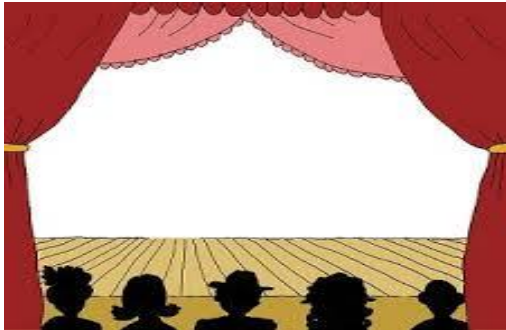
### **Steps of Experiment Strand:**

1. Select a topic of interest
2. Identify a research problem connected with your topic. Develop an inquiry question
3. Conduct a literature review
4. Connect with mentors or members of the community to help/support your experiment
5. Develop a hypothesis
6. Determine variables that may impact your experiment
7. Develop experimental design
8. Conduct experiment
9. Analyze data
10. Reflect and report on research experiment and conclusions



## b. Event Capstone

The main focus of the **event capstone** is for students to research, create, plan and host their own event. Your event capstone is more than just your hours of service toward an event! Planned events should connect to an area of student interest and should provide an opportunity for not only students, teachers and parents to participate, but also for community members. This would be an ideal capstone choice for students who are interested in leadership skills, event planning, event management, networking, raising awareness, social responsibility and activism.



**event**

In an **event capstone** you will begin by developing a firm understanding of your chosen area of interest. It is essential that you choose an event style that works best for you and your area of interest: entertainment event, sports event, educational event, fundraising event, awareness event, online event etc. It is possible for students to host their own version of an event that has already been created elsewhere. The student must still demonstrate each component listed below for the

**capstone.**

### Steps of Event Strand:

1. Select an area of interest
2. Research and select an appropriate event style for a chosen area of interest
3. Create an overall timeline/outline for the event
4. Connect with mentors or members of the community to help/support your event
5. Research and organize/book event location option
6. Research and acquire essential technology for event
7. Research, determine and contact guest speakers, talent, agencies, helpers etc.
8. Research and determine material list, event budget
9. Research and create a budget
10. Create and distribute event marketing
11. Prepare for MC (master of ceremony) role if needed
12. Host event
13. Post event debrief

### You could organize and run a(n):

- ❖ Entertainment Event?
- ❖ Special Awareness Day/Week?
- ❖ Educational Event?
- ❖ Sport Event?
- ❖ Fundraising Event?
- ❖ Online Event?

Approval of your written proposal is required for any Capstone strand.

### c. Project Capstone

The main focus of the **project capstone** is for students to construct a tangible product. Project development may be related to a possible career choice, an extension of prior knowledge, an opportunity to attempt new learning, or a way to help construct something that you feel will benefit your community. Students choosing this strand will spend a minimum of 40 hours working to develop, design and build a model of a physical product. The project should **incorporate a minimum of 2 subjects or disciplines**: math, science, nutrition, social justice, engineering, etc.

Examples: Build a greenhouse for the use of your community's food bank (science, math and leadership) or build your own car (automotive, math, physics, electronics).

#### Steps of the Project Strand:

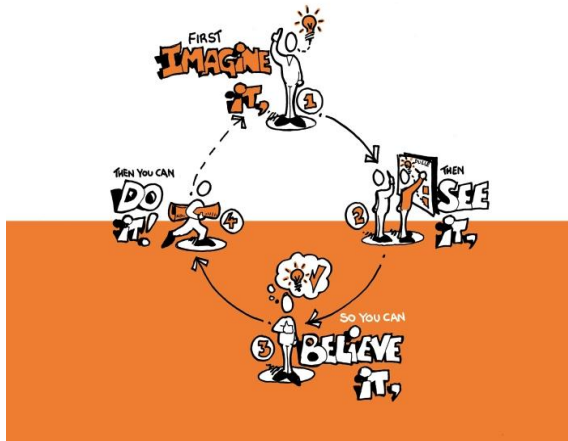
1. Select two or more disciplines of interest
2. Brainstorm ideas of a product to develop that will incorporate chosen disciplines
3. Research the product itself and answer the questions:  
What/ Why/ How?
4. Connect with mentors or members of the community to help support your learning
5. Research and plan what you will need to move ahead
6. Design your product
  - a. Create a blueprint
  - b. Construct an equipment or material list
  - c. Develop a budget, if needed.
  - d. Write your proposal and get it approved by your teacher/guardians
7. Create your project/product (40 hours)
  - a. Keep in regular contact with your mentor
  - b. Keep a journal (written and visual) of your progress, struggles and successes.
  - c. Keep good time management

#### Examples of Project Capstone:

- ❖ How would you design and build an environmentally sustainable bike trail?
- ❖ What does the local community center need that I can build? (such as furniture that you can then donate)
- ❖ How can you improve communication within the school? (website, app, newspaper, magazine etc.,)
- ❖ What computer application or app could you build that would benefit seniors?
- ❖ How do I build and install a custom sound system in a car?



## d. Occupation/ Entrepreneur Capstone



The main focus of the **Occupation/ Entrepreneurship strand** is to create a cross curricular, experiential, and community-based learning experience. Students will research & explore an occupation area they are considering; or students can experience the start up process of a new business initiative, the building and execution of an idea from the ground up.

### Occupation Strand:

- Students will research & explore an occupation area they are considering pursuing as a post-secondary option.

### Occupation Steps:

- Focus on an area of study/career field that they may pursue after graduation or post-secondary
- Research a career of interest
- Identify local businesses, organizations or companies that can be a source of information and sponsor for mentorship
- Incorporate ACTIVE job shadowing/internship hours with a chosen mentor(s)
- Reflect on personal skills, interests, values and transferable skills needed to be successful in this career area. Develop a personal plan long term plan for development.

### Entrepreneur Strand:

- Conceptualize a business or a product which is original to you.
- Work with a mentor toward the common goal of creating a free enterprise product that meets a perceived need in the community.
- This project strand provides students with the opportunity to engage in real life project development, marketing and distribution experiences.

### Steps of the Entrepreneurial Strand:

1. **Conceptualize:** an authentic or fictional business, profit or not for profit
  - a. You should spend time framing and structuring the problem you are solving. You need to ask open-ended questions to yourself or a potential customer – ‘Why, What, Who, Where, When and How’ about the problem. You need to think that you are the customer of your product or service and have that mindset.

Remember that customers buy products or services that solve their problems.

- b. Brainstorming is the best bet.
  - c. Work with the mentor toward the common goal of creating free enterprise while meeting a need.
2. **Market research and analysis:** the process of gathering information which will make you more aware of how the people you hope to sell to will react to your current or potential products and services
- a. **Primary research:** original information gathered through your own efforts to respond to a specific question or set of questions. This information is normally gathered through surveys, observation, or experimentation.
3. **Design a business plan or canvas:** the acquisition of knowledge through researching, writing, interviewing, and application of the real-world skills ([www.strategizer.com](http://www.strategizer.com))
- a. **Product** — Improve your product or service based on findings about what your customers really want and need. Focus on things like function, appearance and customer service or warranties.
  - b. **Price** — Set a price based on competitors' prices, or the price a customer is willing to pay.
  - c. **Placement** — Decide where to set up and how to distribute a product. Compare the characteristics of different locations and the value of points of sale (retail, wholesale, online).
  - d. **Promotion** — Figure out how to best reach particular demographics (teens, families, students, professionals, etc.) in areas of advertising and publicity, social media, and branding
  - e. **Implementation of Service or Product Budget:** In the startup phase, you'll have to make reasonable assumptions about your business in establishing your budget.

#### **Examples for an Entrepreneurial Capstone:**

- ❖ What would be an effective tutoring program?
- ❖ How can you use social media and apps to generate sales?
- ❖ What would be an effective product to sell at a sporting event?
- ❖ How can I create my own clothing line using recycled materials?
- ❖ What are the logistics in creating a personal shopping service for seniors?
- ❖ How do I create a business that allows me to showcase my talents?

#### **Examples for an Occupations Capstone:**

- ❖ How can I create an occupation around my passions?

## e. Service Oriented Capstone

The main focus of the **service oriented capstone** is for students to research an issue of interest that is affecting their community to develop and implement a solution. Students will devote a **minimum of 40 out of school hours to a community or service project**.

Community service is work done by a person or group of people that benefits others. It is often done in the area where you live, so your own community reaps the benefits of your work. Your Capstone is more than just your hours of service toward a cause however; it is about research, engaging with your community and developing a plan to: educate others, develop a legacy, increase sustainability around an issue or to work toward improving stewardship and your community.



### Steps of Service Oriented Strand:

1. Research a current “issue” and its importance to the community it serves.
2. Within the community ask specific questions about the issue you have chosen
3. Research and answer questions about the issue and identify solution to this problem
4. Implement the project to support the solution

### Examples for Service Oriented Capstone:

- ❖ How do I develop and implement a unique promotion for raising funds for a local charity?
- ❖ How do I address an unmet community need and assess the long-term impact on myself and the community?
- ❖ How can I mentor younger students to develop self-esteem?
- ❖ What can I create that will impact my community? (community clean-up, clothing drive, organize a workshop for seniors)

## Capstone Proposal Format: Student Checklist

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The student must submit their Capstone Project Proposal on or before \_\_\_\_\_

The proposal can be a blended format of paragraph and point form and must address all planning questions.

The student should use the following outline checklist for completing their proposal:

- Complete the **Capstone Project Draft Proposal & Action Timeline**
- Attach your mentor email letter**
- Attach a copy of Mentor Agreement to Participate Form**
- Attach Mentor/ Mentee Work Implementation Agreement & Criminal Reference Check Letter**
- I gave my mentor a copy of the **Mentor Evaluation & Rubric**

**Student Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Project Proposal presented to:** \_\_\_\_\_

**Date proposal presented:** \_\_\_\_\_

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Office Use only

**Capstone Teacher Signature:** \_\_\_\_\_

**Date of project review:** \_\_\_\_\_

<b>Approved</b>	<b>Not approved</b>
Your project proposal is <b>approved</b> and you can begin your inquiry process!	See your Career Teacher to receive feedback on how to <b>revise this proposal before it can be started.</b>

# Capstone Project Proposal Draft

(Download from Career Website, fill in your answers and print)

<https://sd35careered.weebly.com/>

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Block: \_\_\_\_\_

The Capstone strand I have chosen is \_\_\_\_\_

Proposed title for my Project Proposal: (write the proposed title for your Capstone Project in one clear sentence): \_\_\_\_\_

\_\_\_\_\_

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Choose one of your stored inquiry questions from grades 8/9 or create a new inquiry question that interests you for further research. It should be a question that connects with a purpose, passion or personalized area of interest for you. **My inquiry question** is:

**Rationale/context:** Detail your reasons for choosing this inquiry question. Explain **WHY** you are choosing to investigate this topic as a major area of focus over the next 2-3 years? How does this area of inquiry connect to your passion(s), purpose? Why is it of personal interest to you?

**Background:** What background knowledge/connections/prior learning do you have in this area of inquiry?

**Career connections:** What is your intended career area at this point in time? What connections does this inquiry question have to your life, academic and/ or career goals?



**Interdisciplinary and core competencies connections:** What subject areas and core competencies will be connected with your project? Outline and explain the connections.

**Capstone Presentation medium:** select one or more project mediums you wish to use to present your project. Outline and give details about how you will present your project once completed. You may use a combination of mediums.

- Electronic portfolio: Prezi or PPT
- Physical portfolio
- Website
- imovie presentation

**Description of my Capstone project.** Specific Project Details of the Capstone Project: what will you research, create, study, produce, solve, investigate? What product will be produced at the end of this project for evaluation. Write a **one-page description** outlining your proposal.

**Project Design Team:** who needs to be on your project design team to make this project/research effective? To support your work? Outline the team and their roles.

**Resources/ Technology/Skills:** Make an assessment of the resources, technology and skills you will need to be able to complete this project. What is your plan to be able to access/learn all of the resources necessary to achieve completion of this project? Detail your plans.

**Mentors/Community Connections:** What types of mentor(s)/community connections will you need to help you complete your capstone project? How will your mentor(s) help you? What is your plan to access the mentorship/community connections necessary for this project?

**Project limitations:** What are some project limitations and potential obstacles that you foresee that might affect progress with your Capstone Project?

**Other considerations:** List and detail any other related information/ considerations about your project that you feel should be included in your project proposal.

**References:** Provide a literature review or links for 5-10 references: research, videos, etc. that offer some preliminary research you have done for your project that shows you are able to access the key information that you will need to be able to complete this project/work.

**Project Plan & Timeline:** Plan the steps for your project with a timeline of when the work needs to be done.

Complete the attached **Capstone Project Action Plan** or create your own timeline to show steps and dates needed for completion.

## Capstone Project Action Plan/Timeline

Project Title		
Capstone Strand		
Design Team Members		
Objective(s):		Date of Completion:
Resources Required:		
Essential Skills Required:		
Mentors/Community Connections:		

Develop Timeline for the overall Project:

Action Plan Steps:

What needs to be done? (add rows as needed)	Who will do this part?	By when?	Done:

Other considerations:

Required check in dates:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Mentorship

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*“Our chief want is someone who will inspire us to be what we know we could be.”*  
~ Ralph Waldo Emerson

- I. What is a mentor? Who can be my mentor?
- II. Mentor email guideline
- III. Mentor agreement form
- IV. Criminal Record Check & District Letter
- V. Mentor Evaluation/Rubric

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

### **I. 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 demonstrate superior leadership.

### **Who can be my mentor?**

A mentor is usually an expert in the field of your interest. It is strongly recommended that students **choose a mentor who is NOT a family member or a family relation**. 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 you feel comfortable with and with whom you can connect deeply to further your learning.

**Teachers will discuss the importance of networking, community engagement and will provide guidelines around effective mentor/mentee relationships.**

**Students will take the initiative to find and connect with a mentor.**



## **II. Mentor Email: write a letter to your mentor (use formal letter writing format)**

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 specific 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 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 throughout the project. Your mentor will need to sign off on your Capstone Project Implementation Log each session and be involved in a brief final Mentor Evaluation 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 proper closing: sincerely, warm regards, thank you for your time and consideration etc. and your full name.

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**III. Capstone Project Mentor Agreement to Participate Form**

Dear Capstone Project Teacher,

\_\_\_\_\_ (Student Name) has requested that I serve as a mentor for his/her 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 communicate and connect with me on an ongoing basis for the length of this project. 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, process and outcome, unless otherwise stated, rest solely with the student and their parent or guardian. I have reviewed the **Capstone Mentor Agreement (which is also attached)** 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 understand that the final product may be shared with others.

Mentor Name \_\_\_\_\_

Mentor's Signature \_\_\_\_\_

Date signed \_\_\_\_\_

Name and Address of Organization (if applicable)

\_\_\_\_\_  
\_\_\_\_\_

Title/Position \_\_\_\_\_

Email address (please print) \_\_\_\_\_

Phone \_\_\_\_\_

The best times to contact me are \_\_\_\_\_

(staple business card here)

**IV. Criminal Reference Check Letter**



**Capstone Project Implementation  
Mentor/Mentee Work Agreement Form**

Mentor Name:

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- I have read the mentees **Capstone Project Proposal Document** and the **Capstone Action Plan/Timeline**
- I have completed a **Criminal Record Check** and have attached a copy with this mentor/mentee agreement form.

**Briefly describe the qualifications/skills/network connections that you feel would make you suitable as a mentor for this student's Capstone Project**

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**Briefly describe the nature of the mentorship work you will complete together with a timeline of dates/times/locations where you will meet to execute the Capstone Project. Include a start and end date for the project work.**

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**Mentor/Mentee/Parent or Guardian Work Agreement/Acknowledgement:**

I agree to serve as a mentor for the duration of this project. During this period, I will provide information and experiences that would assist the mentee in completion of the project requirements. However, as a volunteer mentor, I also understand that I will not be held responsible or liable for the outcome of the project. An evaluation will be completed at the end of the mentoring period of time by both the mentor and the mentee.

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

As parent/guardian, I understand that the Capstone Project volunteer mentor is not providing work experience for my child and activities undertaken with the volunteer mentor are not covered by WorkSafe. As parent/guardian, I need to take an active role in being aware of the experiences that are being developed and any risks that may be associated with their implementation.

Transportation involving mentee/mentor activities are the responsibility of the student and resulting safety concerns the sole responsibility of the parent/guardian.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

I commit to the action plans and timeline as outlined with my mentor and realize that the work and commitment are my responsibility in completing this project. I agree to communicate regularly regarding the progress of my project and will only have expectations of my mentor during the mutually agreed upon timeline.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**V. Capstone Project Mentor Evaluation  
(to be completed upon completion of the mentorship arrangement).**

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.

1. What have you observed during this student's experience at different stages of completion?

Beginning:

Middle:

End:

2. What changes in skill and/or attitude have you seen over the time you worked with the student?

3. What evidence of problem-solving did you observe?

4. From your interactions with the student, what do you feel was the most meaningful learning moment (success or speedbump for the student)?

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

## V. Capstone Mentor Rubric

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

**Additional Comments:**

Mentor's Name: \_\_\_\_\_

Mentor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone Number \_\_\_\_\_

Email address \_\_\_\_\_

Would you like to continue serving as a mentor for a student next year?

\_\_\_\_\_ YES \_\_\_\_\_ NO (If no, can you please provide a reason why).

Any other additional feedback or reflections?

If you have recommendations of other businesses, organizations or mentors, please provide their contact information below:

Name/Organization  
\_\_\_\_\_

Address  
\_\_\_\_\_

Phone number \_\_\_\_\_

Email \_\_\_\_\_

***Thank you for supporting the Capstone Program!***

# Capstone Portfolio

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Students will assemble a **Capstone Portfolio** that includes a **collection of work, learnings, areas of growth and development from K-grade 12**. The student should select work that they believe best represents their experiences and their learning journey. The Capstone portfolio must also include items related to your **Capstone Project**: the proposal, action plan & timeline, and journal of progress (logs). As well you should demonstrate your journey using evidence such as electronic copies of PowerPoint presentations, research notes, media such as 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. Student will also complete a graduation **Transition Plan** as part of their Portfolio collection.

## Items to include from your Capstone Project:

**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. This needs to be included with your proposal.

**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, will serve as an invaluable resource when you write your final reflection at the end of the year.

- Each journal entry should be dated and titled based upon the part of the process in which you are currently working.
- Journal entries are a personal documentation and reflection of your journey. Each entry can be conveyed in multiple mediums (written, collage, video, audio, picture etc.,).
- Reflections should showcase your understanding;
  - Where am I going?
  - Where am I now?
  - Where are the gaps?
- Each entry could address one or more of these:
  - What you plan to accomplish by the end of the week
  - Your needs, including time, space, materials, and personal contacts
  - Any obstacles you anticipate
  - A summary of your progress for that week
  - An explanation of what core skills you employed during your work and learning that took place
  - Any challenges you encountered and how you moved forward

**Evidence & Artifacts:** 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.



## Journal of Progress Template

Date:		
Number of hours	Needs (time, space, materials, contacts)	Work Accomplished
Successes/Learning:		
Challenges:		
Next steps:		

Date:		
Number of hours	Needs (time, space, materials, contacts)	Work Accomplished
Successes/Learning:		
Challenges:		
Next steps:		

## Final Capstone Reflection Journal Entry

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The last requirement of the Capstone Project prior to your presentation is to reflect on the process by writing a **final journal reflection** on your process and final product addressing the following questions. You will need to answer ALL required 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?

How did you demonstrate the six Core Competencies throughout this project? (See attached Core Competency sheet)

What impact if any did your Capstone project have?

Thinking about the whole process and your finished product, what are you most proud of?

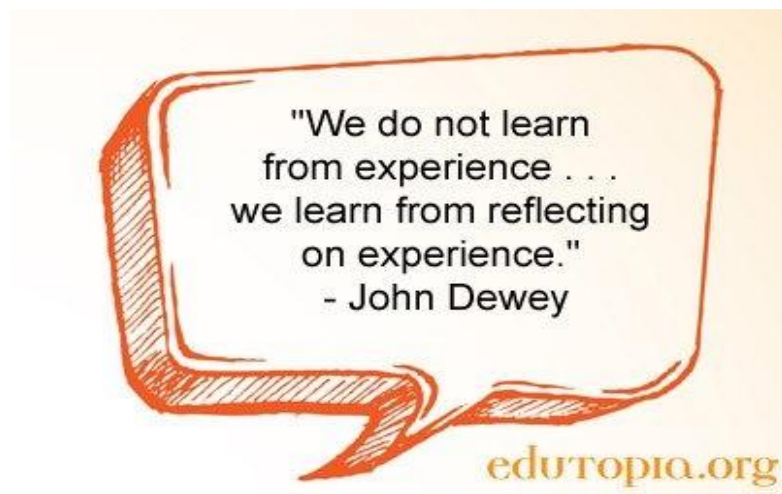
What was a difficulty you encountered and how did you solve the problem?

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?

What source from your research helped you the most? (or least?).

What is one thing about your approach to your project that you wish you could change? Why?





## Capstone Portfolio Rubric

Criteria	Extending	Proficient	Developing	Emerging
<b>Information Gathering</b>	Information gathered is extremely relevant to the student's area of inquiry. Demonstrates logical organizational structure that allows the student to access the information easily and ensures original and authentic content. Present a bibliography, cited correctly.	Information gathered is relevant to the student's area of inquiry. Demonstrates coherent organizational structure that allows the student to access the information easily and ensures original and authentic content. Present a bibliography.	Information gathered lacks focus and depth of understanding of the area of inquiry. Structure allows student to access information but struggles to be coherent or logical. Relies heavily on the 'voice' of the original writer. Partial presentation of bibliography.	Minimal information gathered. Lacks focus and depth of understanding of the area of inquiry. Content is either intentionally or unintentionally plagiarized. Does not present a bibliography.
<b>Proposal</b>	Proposal enhances student's personal strengths and competence. The proposal demonstrates excellent evidence of synthesizing, and analysing knowledge of topic.	Proposal identifies student's personal strengths and competence. Demonstrates coherent skills in synthesizing, and analysing knowledge of topic.	Proposal doesn't fully reflect connections to student's personal strengths and competence. Satisfactory skills in synthesizing, and analysing knowledge of topic.	Proposal does not identify student's personal strengths and competence. Less than basic skills in synthesizing, evaluating and analysing knowledge of topic.
<b>Timeline</b>	Reflects outstanding planning: Has set realistic and challenging goals. Follows the due dates outlined in the proposal, yet, demonstrates adaptability and initiative as Capstone progresses.	Reflects competent level of planning: Has set realistic goals. Mostly follows the due dates outlined in the proposal, while demonstrating adaptability as Capstone progresses.	Reflects satisfactory level of initial planning: Follows some due dates outlined in the proposal. Requires prompting and lacks initiative when dealing with changes in Capstone progress.	Reflects less than satisfactory level of planning: Has not followed the due dates outlined in the proposal. Demonstrates rigid resistance to obstacles and feedback.
<b>Journal of Progress</b> <i>Teacher will randomly select journal entries to assess student journey. Students may also select up to two entries that they wish teacher to evaluate.</i>	Reflects effort and time commitment beyond minimum project requirement. Entries are done on a weekly or bi-weekly frequency as determined by the teacher. Reflections clearly demonstrate the questions; Where am I going?, Where am I now?, and Where are the gaps?	Reflects effort and time commitment above minimum project requirement. Entries are done on a weekly or bi-weekly basis and include most agreed upon aspects. Reflections demonstrate the questions; Where am I going?, Where am I now?, and Where are the gaps?	Reflects effort and time commitment at or slightly below minimum project requirement. Entries are done on an inconsistent basis, but include agreed upon aspects. Reflections minimally demonstrate the questions; Where am I going?, Where am I now?, and Where are the gaps?	Reflects effort and time commitment that fall short of the minimum project requirement. Entries lack key details or are incomplete.
<b>Final Journal Reflection</b>	Response demonstrates an in-depth reflection on Capstone experience and personal growth is evident. Reflections are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on Capstone experience. Reflections are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on Capstone experience. Reflections are unsupported. Examples, when applicable, are superficial, not included or are irrelevant to the assignment.	Response demonstrates a lack of reflection on Capstone experience. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Final Product of Chosen Strand(s)</b>	Creates a unique and authentic product or performance that relates to the proposal. Innovative with outstanding quality: refined and appealing.	Create a high level original product or performance that relates to the research project. Quality product that is polished.	Create a satisfactory product or performance that relates to the research project.	Reflects very little quality of product or performance.
<b>Evidence and Artifacts</b>	Evidence and artifacts represent quality and depth of learning. Connections to the overarching theme of the Capstone are integrated throughout the evidence demonstrating critical thinking and personal growth. Provides a comprehensive picture of Capstone journey.	Evidence and artifacts represent sufficient depth of learning. Connections to the overarching theme of the Capstone are clearly established providing a general picture of the Capstone journey.	Minimal evidence and artifacts represent superficial learning. Connections to the overarching theme of the Capstone are inconsistent and lack clarity.	Insufficient evidence and artifacts. Connections to the overarching theme of the Capstone are unclear or absent.

## Capstone Celebration/Discussion Requirements

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The final phase of the Capstone is a presentation. Your presentation, supported by audio/visual aids, will serve to celebrate your journey.

### Professionalism

Appearance: you should be dressed appropriately for your presentation. Your dress and personal appearance is an important part of the presentation.

Attendance: you **need** to arrive at least 30 minutes before your presentation. If using equipment or any technology, you **must** make sure that it is set up **before** presentation starts.

### Presentation

Whatever your method of presentation, you should begin or conclude by introducing yourself and your Capstone Project. Your goal is to provide the audience with a clear and concrete sense of what you did and what you gained 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, 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 use a video clip to support your presentation, it cannot be longer than 1:30 seconds.

**Throughout your presentation, 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.**

***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. Show your confidence and enthusiasm for what you achieved. This a huge accomplishment and you should be proud of yourself!!!***

## Helpful Presentation Tips

<b>Introduction</b>	Introduction is creatively designed to effectively engage the audience.
<b>Organization</b>	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.
<b>Link between research and actions</b>	Thoroughly identifies and explains the link between research and actions.
<b>Core Competencies</b>	Clearly identifies, explains and connects to the 6 Core Competencies.
<b>Presentation of knowledge and ideas</b>	Effectively use speech to communicate key ideas.
<b>Delivery</b>	Use appropriate voice projection, inflection, eye contact and dress professionally. Keep appropriate pacing and respect audience member's time. Use positive and confident body language.
<b>Vocabulary</b>	Use academic and domain-specific words and phrases, and clarify unknown words and phrases.
<b>Visual aids</b>	Strategically use digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest.
<b>Audience</b>	Be prepared to respond to questions.