Furlow Charter School

2024-2025

CAPSTONE

Capstone Handbook

International Skills Diploma Seal

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ISDS Capstone Project
Furlow Charter School

The Purpose of the Senior Capstone Project

The Capstone Project allows scholars to demonstrate what they have learned and showcase their achievements. This project must be completed as a component of Furlow's graduation requirements. It is a culminating project for a scholar's high school education, and the scholar should be able to demonstrate accumulated skills and knowledge in reasoning, research, problem-solving, human interaction, organization, and public speaking. The process has been highly acclaimed and successful in many high schools nationwide.

The project begins with a **research paper**. Each scholar must research and document information on a subject of his/her choice – a subject demonstrating the scholar's career interest, but not necessarily one for which they are an expert. Any sources may be used, but one source must include an interview with a person knowledgeable of the subject. Each scholar must obtain assistance from a mentor who advises them through the project. This should be a person willing to spend at least 10 hours with the student working on the project.

The second phase of the project is the **product.** This product demonstrates the knowledge and skill(s) acquired throughout the research project. It may be a performance, a physical product, an internship with documented and journaled hours, etc. The product, as well as the topic itself, must be approved and included in a short two-minute video highlighting your project.

The third phase of the project is the **portfolio.** The scholar must assemble a digital portfolio demonstrating his/her journey through the entire research project. It will include

copies of sources, rough drafts of work, the research paper, logs of time spent with the mentor, and similar information.

       The final phase of the project is the **presentation**. This will be a ten-minute speech given in front of a board of judges from the community. Your video will be shown during the presentation. The dates for presentations will be announced early.

Your Capstone project will contain:
1. Research paper
2. Mentor / 10 hours of mentor experience
3. Product (not to be confused with the presentation)
4. Digital portfolio to be given to judges at your final presentation
5. Final presentation

Understanding the Requirements for Successful Completion of Capstone Project

I. Paper
    A.   Minimum of 8 typed, double-spaced pages in 12-point Times New Roman font.
    B.   A minimum of five sources, including one personal interview.
    C.   MLA Documentation.
    D.   *Integration* of collected information & interviews (not only summaries of articles)
    E.   Free of plagiarism.
    F.   Turned in on or before the due date.

II. Mentor
    A.   Minimum of ten hours of contact with a mentor (includes time spent on paper).
    B.   A mentor time log is required, with the mentor's signature and job shadow form.
    C.   Tangible, service-oriented, or skill-based.

III. Product
    A.   Must represent cross-cultural experiences.

B. Must be related to research.
C. Completed by the student, not by mentor, parents, or any other individual.
D. It is not the presentation. You present the product at the presentation.

IV. Digital Portfolio
A. Must include all documents listed on the "Portfolio Explanation" handout; must be neat, orderly, and easy to follow.
B. Must include original supplemental items (pictures, journals, rough drafts).
C. Submit on or before the due date.
D. Portfolio must be made available to the judges before presentation. See rubric.

V. Presentation
A. Between 8 and 10 minutes in length.
B. Judged on content and delivery.
C. Appropriate business-style dress unless a costume is part of the presentation.
D. Must present a product.
E. Presenter must be prepared and respond to judges' questions.
F. See rubric.

Due Dates

March 2024	Information sessions with rising seniors; Google classroom with resources opens for communication.
April 2024	Opportunity to be mentored by graduating seniors.
May 4, 2024	Submit proposal for research topics, products, and mentors.
September 3, 2024	Rough Draft due; review rough drafts and revisions.
October 7, 2024	Final drafts of research projects due.

November 4-8, 2024   Presentation practice and pre-evaluations.

November 11-15, 2024   Judge and video final presentations.

April 2025   Submit final list of scholars to be awarded
                               diploma seal to the Georgia Department of Education

Capstone Project Proposal

Name_____   Date_____

Career Interest Area: _____

1. Briefly explain why you chose this career and what you hope to learn from completing this project.

_____

_____

2. What prior knowledge or experience (if any) do you already have related to this project?

_____

_____

3. Explain how this project will help you gain new knowledge or information.

_____

_____

4. What type of mentor will you need to help you complete your Capstone project? (i.e., physician, police officer, teacher, etc.)

_____

5. What product would you like to work on connected to your research topic?

_____

_____

Scholar Signature _____   Date _____

Advisor Signature _____   Date _____

Approved: Yes   No

Parent Verification/Consent Form

I understand that my child, _____, is required to

complete all components of the Capstone Project to meet

graduation requirements. I have had the opportunity to read the handbook

and understand my child's topic to be _____. I

agree to support him/her in this effort and give my permission for him to

conduct extensive research on this topic. Upon completion of the capstone

presentation, the scholar will be notified by email immediately if he or she

needs to revise some part of the capstone.

_____   _____

Parent/Guardian Signature   Date

Furlow Charter School
Mentor Information and Agreement Form
2024-2025

Mentor Name: _____

Address: _____

  _____

Telephone:
    Office: _____

    Home: _____

    Cell: _____

    Email: _____

Agreement to Serve

I agree to serve as a Capstone Project Mentor to _____ (student

name). I will advise and assist with his/her plans which include research and product on

_____ (topic).

  _____ _____
  Mentor Signature   Date

- Please indicate your willingness to serve as a mentor by signing the student's *Mentor Information and Agreement Form* so the student can return it to FCS by the due date.

- Please supervise and advise the student through all four phases of the SCP: the research paper, the product, the portfolio, and the final presentation. Please print your name on the Mentor Work Log and then sign it at each conference; if consultations occur by email or telephone rather than face-to-face, you may sign the log at the next face-to-face meeting.

- Please supervise and advise the student as he or she works on the research paper and the product. Consult with your advisee frequently, advise them in the various stages of the process, and sign the student's time and plans on the log sheet. **A minimum of ten hours is required.** Time consumed in organizing the product and producing it counts as part of the ten hours.

Furlow Charter School
Capstone Project Mentor Log 2024-2025

Student _____   Mentor_____

Date	Time	Topic(s) Discussed or Product Progress Made	Mentor Signature

RESEARCH PAPER RUBRIC

All seniors will complete a research project in coordination with our high school ELA teacher.

CATEGORY	4	3	2	1
Introduction/ Thesis ____	*exceptional introduction that grabs interest of reader and states topic. **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	*proficient introduction that is interesting and states topic. **thesis is clear and arguable statement of position.	*basic introduction that states topic but lacks interest. **thesis is somewhat clear and arguable.	*weak or no introduction of topic. **paper's purpose is unclear/thesis is weak or missing.
Quality of Information/ Evidence ____	*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the thesis.	*information relates to the main topic. **paper is well-researched in detail and from a variety of sources.	*information relates to the main topic, few details and/or examples are given. **shows a limited variety of sources.	*information has little or nothing to do with the thesis. **information has weak or no connection to the thesis.
Support of Thesis/Analysis ____	*exceptionally critical, relevant and consistent connections made between evidence and thesis. **excellent analysis.	*consistent connections made between evidence and thesis **good analysis.	*some connections made between evidence and thesis. **some analysis.	*limited or no connections made between evidence and thesis. **lack of analysis.
Organization/ Development of Thesis ____	*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.	*clear and logical order that supports thesis with good transitions between and within paragraphs.	*somewhat clear and logical development with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.
Conclusion ____				*lack of summary of topic.

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	*excellent summary of topic with concluding ideas that impact reader. **introduces no new information.	*good summary of topic with clear concluding ideas. **introduces no new information.	*basic summary of topic with some final concluding ideas. **introduces no new information.	
Style/Voice ____	*style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity. **word choice is specific, purposeful, dynamic and varied. ***sentences are clear, active (subject-verb-object), and to the point.	*style and voice appropriate to the given audience and purpose. **word choice is specific and purposeful, and somewhat varied throughout. ***sentences are mostly clear, active (SVO), and to the point.	*style and voice somewhat appropriate to given audience and purpose. **word choice is often unspecific, generic, redundant, and clichéd. ***sentences are somewhat unclear; excessive use of passive voice.	*style and voice inappropriate or do not address given audience, purpose, etc. **word choice is excessively redundant, clichéd, and unspecific. ***sentences are very unclear.
Grammar/Usage/ Mechanics ____	*control of grammar, usage, and mechanics. **almost entirely free of spelling, punctuation, and grammatical errors.	*may contain few spelling, punctuation, and grammar errors.	*contains several spelling, punctuation, and grammar errors which detract from the paper's readability.	*so many spelling, punctuation, and grammar errors that the paper cannot be understood.
Citation Format ____	***conforms to MLA rules for formatting and citation of sources are perfect.***	***conforms to MLA rules for formatting and citation of sources with minor exceptions.***	***frequent errors in MLA format.***	***lack of MLA format/numerous errors.***
Works Cited/Bibliography ____	*entries entirely correct as to MLA format.	*entries mostly correct as to MLA format.	*frequent errors in MLA format.	*lack of MLA format/numerous errors.

PORTFOLIO EXPLANATION

Each scholar is responsible for neatly completing all forms and including them and the research paper in the portfolio. Sloppily written forms and evaluations do not create a good impression. Each scholar should make the best impression with a neatly typed, attractively bound notebook with the name of the project and the scholar's name typed on the front cover.

Think of your notebook as your representative on a job interview. Each senior wants to look professional and indicate that this represents his/her work. You can still be creative as you put your portfolio together. Include pictures, drawings, journals, or anything that helps illustrate the journey this project required. As with anything you write for others to read, have classmates and teachers review your portfolio before turning it in.

Contents Checklist

o Notebook with plastic sleeves
o Title page
o Table of contents
o Project Proposal Form
o Parental Consent Form
o Research Paper
o Mentor Approval Form
o Mentor Verification Log with signatures
o Thank you letter to mentor
o Appendix with additional documentation, pictures, journals, drawings, etc.

Use this list to help you create your Table of Contents. You may include items not listed above but used to complete the project.

Digital Portfolio Rubric   Student Name _____

Area I: Completeness	Points Possible	Points Earned
Title on Cover	5	
Table of Contents with page numbers	5	
Project Proposal Form	10	
Parental Consent Form	5	
Research Paper (final draft)	5	
Mentor Approval Form	5	

Mentor Verification Log with Signatures	10	
Thank You Letter to Mentor	5	
Self-evaluation form	5	
Area II: Organization		
Notebook with plastic sleeves	10	
Elements aligned to Table of Contents	5	
Neat, well put together, no torn pages or messy handwriting	20	
Pictures/journals/drawings/etc.	10	
TOTAL POINTS:	100	

*Be sure your portfolio is neat and professionally organized.

PRESENTATION RUBRIC

Scholar_____

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Unsatisfactory
Organization and Grammar **15%**	Presents information in logical, interesting sequence which audience can follow. Presentation has no misspellings or grammatical errors.	Presents information in logical sequence which audience can follow. Presentation has no more than two misspellings and/or grammatical errors.	Audience has difficulty following presentation because presenter jumps around. Presentation has three misspellings and/or grammatical errors.	Audience cannot understand presentation because there is no sequence of information. Presentation has four or more spelling errors and/or grammatical errors.
Knowledge **20%**	Articulately addresses all directly related aspects of his/her high school career with detailed explanations and elaboration in the allotted timeframe.	Is relatively at ease while addressing relevant aspects of his/her high school career with explanations and some elaboration.	Is somewhat at ease while addressing mostly relevant aspects of the plan with some explanations and some elaboration.	Is not at ease while addressing minimal or no relevant aspects of his/her high school career without explanations and some elaboration.
Technology and Visual Aids **25%**	Effectively uses visual aids that explain, support, and reinforce the presentation. Exceptional and creative use of technology evident throughout presentation.	Uses overall presentation uses some visual aids that explain, support and/or reinforce the presentation. Use of technology evident throughout presentation.	Minimally uses visual aids that explain, support, and reinforce the presentation. Limited and basic use of technology throughout presentation.	Mostly ignored or very superficially provided but does not provide support for the presentation. Little to no evidence of use of technology throughout presentation.
Voice/ Eye Contact/ Timing **10%**	Uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. Maintains eye contact with audience, seldom returning to notes. Clearly and articulately presented the information in the timeframe allotted.	Voice is clear and pronounces most words correctly. Most audience members can hear presentation. Maintains eye contact most of the time but frequently returns to notes. Clearly presented the information with minor items not fully explained.	Voice is low and incorrectly pronounces terms. Audience members have difficulty hearing presentation. Occasionally uses eye contact, but still reads mostly from notes. Presented the information but did not fully address all the key aspects of the goal of the presentation.	Mumbles, incorrectly pronounces terms, and speaks too quietly for audience to adequately hear and comprehend what is being presented. Makes no eye contact and only reads from notes. Did not adequately present the information clearly or articulately leaving many questions related to the goal of the presentation itself.
International Skills/ Global Competency *(from Education for Global Competence: Preparing our Youth to Engage the World)* **30%**	Effectively demonstrates global competence. Student investigated world beyond immediate environment; recognized perspectives, others' and own; communicated effectively to diverse audiences.	Demonstrates global competence. Student adequately investigated world beyond immediate environment; can recognize different perspectives; communicated with diverse audiences.	Poorly demonstrates global competence. Student attempted to investigate world beyond immediate environment; recognized perspectives, others' and own; communicated effectively to diverse audiences.	Does not demonstrate global competence. Student did not attempt to investigate world beyond immediate environment; cannot recognize a variety of perspectives; does not communicate with diverse audiences.

Tips for preparing:

- ☐ Practice presenting in front of others with your PowerPoint or Prezi. Make sure you can access your work and that your video link works before your presentation.
- ☐ Think about what you will wear in advance. Professional dress is expected.
- ☐ Review the judges' questions and have your answers ready.
- ☐ Do not wait until the week of presentations to prepare your portfolio!

JUDGES' QUESTIONS- Each scholar is required to speak on his/her project for 10 minutes. Questions should be about the process of the project rather than specific factual questions on details of the research. Here are some suggestions for questions:

• What was the subject of the research paper? • What was the product? • What was the connection between the paper and the product? • What was the "learning stretch" for the student—what did they learn or do that was not known or done ever before?	• What was the most difficult part of the entire process? • What improvements to the Senior Project would you suggest? • What would you do differently if you could begin the process all over again?

- How did the mentor assist the student?
  _____
- Why did you choose this particular topic?
- Did you consider any other topics before you chose this one?
- What did you learn about your topic that you didn't already know?
- How did doing this project "stretch" you beyond what you had already done or what you already knew?

- What skills do you think students should work on in earlier grades so they can be better prepared to do a Capstone Project?
- Do you think that the Capstone Project will be a worthwhile effort for future students, once the process becomes more familiar?
- If you were to grade your overall effort on all of the work you did for the Capstone Project, what grade would you give yourself?

SELF EVALUATION FORM

1. Describe your research project and product in detail:

_____
_____
_____
_____
_____
_____

2. Approximately how many hours did you spend on your research paper? _____

   On your product? _____   With your mentor? _____

3. When did you start? _____

   When did you finish? _____

4. List the names of the people you contacted for assistance on this project:

   _____
   _____
   _____

   Have you thanked these people? _____

5. What are three things you learned by working on this project?

_____
_____
_____
_____
_____

_____

6. How do you feel your project compares with other students'?

_____
_____

7. What problems did you encounter working on this project? How did you overcome them?

_____
_____
_____
_____
_____

8. What would you do differently, if you could start all over?

_____
_____
_____
_____

9. What is the most important skill you have acquired during this project?

_____
_____

10. What did you learn about yourself?

_____
_____

11. What numerical grade to you believe you deserve? _____
     Justify this grade in fifty words or more.

_____

_____

_____

_____

_____

_____

_____

_____

Scholar Signature: _____ Date: _____

PARENTAL PERMISSION AND RELEASE OF LIABILITY FOR JOB SHADOW

We, as the parent(s) and guardian(s), give permission for_____to participate in a job shadow at_____on_____.

In case of medical emergency contact:

Parent/Guardian:_____Day Phone:_____

Other Emergency Contact:_____Relationship:_____

Doctor's Name:_____Phone:_____

My Child and I acknowledge that participation in the job shadow (the "Program") is a non-mandatory component of Furlow Charter School's (the "School") student class project, that my child's participation is of my own free will, and that I have reviewed the Program's guidelines with my child. We understand the purpose of the Program is to provide students an on-site opportunity to experience a prospective occupational setting, to learn from working professionals the qualifying factors to enter, progress, and derive satisfaction from their prospective career.

My child and I will be responsible for transportation to and from the work site. I acknowledge that the School will

exercise no control over or supervision of my child while at the work site or during transit to or from the work site. I also understand that the School does not perform criminal and/or background checks on employer site representatives.

On behalf of myself and my family, heirs, and personal representatives, I hereby accept and assume all risks arising from or relating to my child's participation in the Program, and hereby assume all responsibility for all losses, costs, and/or damages related to such participation, even if caused, in whole or in part, by the negligence of the School or its employees or agents.

On behalf of myself and my family, heirs, and personal representatives, I hereby (1) release and hold harmless, (2) covenant not to sue, and (3) agree to indemnify the School, its trustees, officers, agents, and employees to the fullest extent permitted by law from any and all liability, claims, demands, actions, and causes of action whatsoever arising out of or related to the Program, even if caused, in whole or in part, by the negligence of the School or its employees or agents.

My child and I acknowledge that we have read this **Permission and Release** form and fully understand its contents and the consequences of signing this form.

Parent/Guardian Signature   Date

Student Signature   Date