2023-2024
Furlow Charter School

CAPSTONE

International Skills Diploma Seal
Capstone Project Handbook
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ISDS Capstone Project
Furlow Charter School

The Purpose of the Senior Capstone Project

The Capstone Project is an opportunity for scholars to demonstrate what they have learned and showcase their achievements. This project must be successfully completed as a component of Furlow’s graduation requirements. It is a culminating project to a scholar’s high school education, and the scholars 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 proven successful in many high schools across the country.

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 a mentor for assistance, who advises him/her through the project. This should be a person who is willing to spend a total of 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/or 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 put together a portfolio, which demonstrates 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 with two-minute video highlighting the process/ final product
4. Professional 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. One-inch margins
E. Bibliography (or Works Cited Page), in correct format
F. Integration of collected information and interview (not merely summaries of Articles)
G. Free of plagiarism
H. Turned in on or before due date

II. Product including a two-minute video

A. Minimum of ten hours contact with mentor (may include time spent on paper)
B. Mentor time log required, with mentor’s signature and/or job shadow form
C. Tangible, service-oriented, or skill-based
D. Must represent cross-cultural experiences
E. Must be related to research
F. Completed by the student, not by mentor, parents, or any other individual

III. Portfolio

A. Must include all documents listed on “Portfolio Explanation” handout; must be neat, orderly, and easy to follow
B. Must include original supplemental items (pictures, journals, rough drafts).
C. Turned in on or before due date
D. See rubric

IV. 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. Portfolio must be made available to the judges prior to presentation
F. Presenter must be prepared and respond to judges’ questions
G. See rubric
## Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March, 2023</td>
<td>Information sessions with rising seniors; Google classroom with resources opens for communication</td>
</tr>
<tr>
<td>April, 2023</td>
<td>Opportunity to be mentored by graduating seniors</td>
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<tr>
<td>May 4, 2023</td>
<td>Submit proposal for research topics, products, and mentors</td>
</tr>
<tr>
<td>September 1, 2023</td>
<td>Rough Draft due; review rough drafts and revisions</td>
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<tr>
<td>October 6, 2023</td>
<td>Final drafts of research projects due</td>
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<tr>
<td>November 6-10, 2023</td>
<td>Presentation practice and pre-evaluations</td>
</tr>
<tr>
<td>November 13-16, 2023</td>
<td>Judge and video final presentations</td>
</tr>
<tr>
<td>April 2024</td>
<td>Submit final list of scholars to be awarded diploma seal to Georgia Department of Education</td>
</tr>
</tbody>
</table>
Capstone Project Proposal

Please type your answers in this form and turn in to Mrs. Arnold by May 4, 2023.

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 which relates 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 that is 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 successfully complete all components of Capstone Project in order 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  
2023-2024  

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 that 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 the log 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 as well as producing it counts as part of the ten hours.
## Furlow Charter School
### Capstone Project Mentor Log  2022-2023

<table>
<thead>
<tr>
<th>Student _____________________________</th>
<th>Mentor  ______________________________</th>
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<tbody>
<tr>
<td>Date</td>
<td>Time</td>
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</tbody>
</table>
All seniors will complete a research project in coordination with our high school ELA teacher.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
| 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                    | *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. | *lack of summary of topic. |
| 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 he/she can with a neatly typed, attractively bound notebook that has the name of the project and 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 give every indication that this is representative of 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/or teachers look over your portfolio before turning it in.

Contents Checklist

- Notebook with plastic sleeves
- Title page
- Table of contents
- Project Proposal Form
- Parental Consent Form
- Research Paper
- Mentor Approval Form
- Mentor Verification Log with signatures
- Thank you letter to mentor
- 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.
Portfolio Rubric

<table>
<thead>
<tr>
<th>Area I: Completeness</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title on Cover</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Table of Contents with page numbers</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Project Proposal Form</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Parental Consent Form</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Research Paper (final draft)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Mentor Approval Form</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Mentor Verification Log with Signatures</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Thank You Letter to Mentor</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Self-evaluation form</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Area II: Organization**

<table>
<thead>
<tr>
<th></th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notebook with plastic sleeves</td>
<td>10</td>
</tr>
<tr>
<td>Elements aligned to Table of Contents</td>
<td>5</td>
</tr>
<tr>
<td>Neat, well put together, no torn pages or messy handwriting</td>
<td>20</td>
</tr>
<tr>
<td>Pictures/journals/drawings//etc.</td>
<td>10</td>
</tr>
</tbody>
</table>

**TOTAL POINTS:** 100

*Be sure your portfolio is neat and professionally organized.*
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?
- 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 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?
- 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 was 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 do 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