



MSB Capstone Handbook



**A Core Curriculum Performance Event
2016-2017**

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MSB Capstone Project: A Core Curriculum Performance Event

Missouri School for the Blind is pleased to offer the MSB Capstone Project: A Core Curriculum Performance Event. MSB's Capstone Project is a year-long experiential project designed to help students develop the skills to manage and complete a multi-step, long-term project designed to transfer complex, abstract core concepts taught in the classroom to the world beyond school. During the MSB Capstone Project each student or group of students will select and research a topic, then design a project to be completed over the course of the school term. The MSB Capstone Project provides students with the opportunity to conduct an in-depth exploration into a topic of personal interest and apply grade-level core curriculum objectives as well as the Expanded Core Curriculum for the Blind and Visually Impaired objectives beyond the academic classroom. Each year the MSB Capstone Project focuses on grades 6-12 educational content and showcases the skills and abilities that will be expected of a successful post-secondary MSB student, employee and citizen. The Capstone Project addresses proficiency in core content knowledge, applied learning skills and support systems for all students. MSB staff will annually review assessment data and the Missouri Learning Standards to identify targeted, challenging and specific goals and objectives for each year's Capstone Projects. Staff will identify regular checkpoints throughout the year to help student's evaluate their learning/progress, facilitate formative evaluation and provide feedback as well as re-teaching, re-direction, direct instruction, work samples etc. as needed. The implementation of the MSB Capstone Project recognizes the need to insure that all MSB students successfully complete a rigorous high school diploma program that gives them access to college or post-secondary training, whether immediately following high school or when and if they choose.

MSB Capstone Project Protocol

MSB Capstone Project: Each year MSB faculty and staff will select a broad topic to serve as the umbrella for all student projects. All individual projects will fall under the broad topic. MSB Capstone Projects have three major components:

- **Research ~ the Preparatory Phase:** Beginning in August of each year students will be introduced to the broad topic and given an opportunity to discuss and brainstorm/select potential topics for their year-long project. Students in grades 6-8 will complete group projects; students in grades 9-12 will complete individual, small group or partner projects as approved by the MSB Capstone Coordinator. All projects must be approved by the MSB Capstone Project Coordinator.
 - **Proposed Year 2 Broad Topic:** *Destination Geology: Exploring Our Environment*
 - **Scope of Student Projects:** Each student/group of students will select and research a topic relevant to Geology, the study of the Earth, the materials of that comprise the earth, the structure of those materials, and the processes acting upon them and how they have changed over time. Student researchers will develop an

understanding of the ways Geologists study our earth's history, materials, structures, and processes and use that information to influence public policy, make predictions based on historic and/or scientific evidence, protect and preserve our environment and natural resources as well as impact future events. Student researchers will have the opportunity to study topics that include, but are not limited to:

- **Structural Geology** ~ The Geology of Caves and Caverns
 - **Geohydrology in Geothermal Systems** ~ The Study of the Earth's Core Energy and it's Interaction with the Earth's Water
 - **Petrology** ~ The Geology of Rocks and Minerals
 - **Orogeny** ~ The Study of the Formation of Mountains
 - **Geomorphology** ~ The study of the Physical Features of the Earth's Surface
- **Application ~ the On-Site Phase:** In May of each year, students who have successfully completed the preparatory phase will participate in the Application ~ On-Site Phase of the MSB Capstone Project. During this phase of the Capstone students will apply and continue their research by traveling to a destination appropriate to the umbrella topic where they will complete their year-long research and apply the knowledge they have gained to create their final project.
- **Final Project ~ The Summative Phase:** In May/June of each year, participants will complete a final project designed to showcase their learning. Final product will include a research paper, a presentation of the students' research as well as the work they completed on-site.

MSB Capstone Project Definitions

Binder: A written record/collection of the documents and other data that represents the student's Capstone Project journey.

Central Question: A question confirming the student's learning stretch and channeling the research to discover specific details about the Capstone topic.

Deadlines: Students/groups of students must meet all MSB Capstone Project deadlines and plan accordingly in order to assure their progress toward completion of the MSB Capstone Project. Failure to complete the preparatory phases of the MSB Capstone Project may result in the student losing the privilege to participate in the on-site portion of the Capstone.

Permission Forms: Securing permission to participate in the MSB Capstone Project is the responsibility of each student participant. Failure to have current signed permission from a parent or legal guardian may result in the student not being able to participate in all aspects of the MSB Capstone Project.

Plagiarism: The unlawful claiming of another person's work as the student's own. Any incidents of plagiarism are a violation of MSB Capstone Project Ethics Code and may result in expulsion from the MSB Capstone Project.

Thesis Statement: A statement that defines a research paper's focus and content. A well-written and engaging thesis is like a map; it will give the paper direction and help guide the writer's thoughts, focus his/her selection of sources, and direct the pertinent issues to address within the paper.

Topic: Subject of all phases of the student's work for the MSB Capstone Project.

Topic Approval: Each student/group of students will submit a Topic, Central Question and Project to be approved by the MSB Capstone Project Coordinator and the MSB Assistant Superintendent or her designee.

MSB Capstone Project Requirements for Successful Completion

Rough Draft

- 1) Research sources identified and approved by advisor
- 2) Long-Term Planning Checklist
- 3) Rough Draft or Detailed Research Paper Outline

Works Cited Page: All proof of research is documented on the Works Cited Page of the report.

Research Paper

- Two copies of final paper
- Three to five sources minimum. A personal interview counts as a source.
- MLA Format
- Between 3-5 pages, double-spaced in 14 point font

MSB Capstone Project

- Final Projects must be approved by the MSB Capstone Project Coordinator. Capstone Project may be, but is not limited to, a *physical product, written product, performance event, teaching or leadership experience, physical experiment, or career-related project*
- Project must show a learning stretch**, taking the student beyond what (s) he has ever done before
- Project must be directly related to the research paper
- Project must be completed by student, NOT by mentor or parent, etc.

Binder

- Signed MSB Capstone Project Approval Form
- Signed Parent/Guardian Permission Form
- Signed Code of Ethics/MSB Capstone Project Policies Acknowledgment
- Long-Term Planning Checklist
- Formative Self-Evaluation x4
- Rough Draft
- Works Cited Page
- Research Paper
- Research Paper Rubric
- Supporting Documentation: Outlines, interviews, etc. .
- Final Project ~ electronic copy
- Final Project Evaluation Rubric

Presentation/Final Project

- Between 15-30 minutes
- Evaluated on content and delivery using a rubric
- Appropriate Experiment/Projects/Presentation/Materials

Timeline/Deadlines

Due Date	Project/Topic	Person Responsible
July 1	<input type="checkbox"/> Select/Hire an MSB Capstone Project Coordinator.	MSB Administration
August 1	<input type="checkbox"/> Finalize Umbrella Topic for the coming school year with MSB Administration.	MSB Capstone Coordinator
August 1	<input type="checkbox"/> Select and get approval for final cumulative project.	MSB Capstone Coordinator
August 15	<input type="checkbox"/> Prepare and Submit Out of State Travel Requests.	MSB Capstone Coordinator
August 15	<input type="checkbox"/> Prepared and submit a Budget for Approval.	MSB Capstone Coordinator
August 15	<input type="checkbox"/> Prepare/update and publish the MSB Capstone Project Handbook.	MSB Capstone Coordinator
August 15	<input type="checkbox"/> Complete a detailed schedule for group activities and deadlines for the current school term.	MSB Capstone Coordinator
September 1	<input type="checkbox"/> Introduce Umbrella topic to MSB 6-12 students.	MSB Capstone Coordinator
September 1	<input type="checkbox"/> Schedule Capstone Meeting for Tuesday and Thursday and determine locations for groups to meet	MSB Capstone Coordinator Lead Teachers
September 30	<input type="checkbox"/> Introduce content relevant to umbrella topic students and advisors.	Appropriate content area teacher(s)
September 30	<input type="checkbox"/> Turn in signed Parent/Guardian Permission Form and Code of Ethics.	Student
September 30	<input type="checkbox"/> Set up MSB Capstone Binder (see contents).	Student
September 30	<input type="checkbox"/> Select and submit Topic for approval from the MSB Capstone Coordinator.	Student/Student Group
October 15	<input type="checkbox"/> Topic for MSB Capstone must be approved by MSB Capstone Coordinator (Capstone Approval Form).	Student MSB Capstone Coordinator
October 31	<input type="checkbox"/> Plan your project ~ watch the video ~ Planning a Long-Term Project found at: http://www.ownyourownfuture.com/7th/prep/video-hub/planning-a-long-term-project/	Student Lead Teachers

October 31	<input type="checkbox"/> Plan your project ~ Complete Long-Term Planning Checklist and submit to Advisor for approval ~ submit to Capstone Coordinator.	Student Lead Teachers
October 31	<input type="checkbox"/> Introduce/Review MLA format and research method during scheduled Capstone Periods.	Communication Arts Teacher
October 31	<input type="checkbox"/> Complete 1st Formative Self-Evaluation.	Student Lead Teachers
November 15	<input type="checkbox"/> Project for MSB Capstone must be approved by the MSB Capstone Coordinator.	
November 30	<input type="checkbox"/> Submit all components of 1st Rough Draft ~ see Requirements for Successful Completion.	Student Lead Teachers
December 31	<input type="checkbox"/> Complete 2nd Formative Self-Evaluation.	Student Lead Teachers
January 15	<input type="checkbox"/> Submit all components of 2nd Rough Draft.	Student, Advisor, MSB Capstone Coordinator
January 31	<input type="checkbox"/> Submit outline of Application Phase plans with proposed agenda including goals.	Capstone Coordinator, Student
February 15	<input type="checkbox"/> Submit checklist of resources and activities for Application Phase.	MSB Capstone Coordinator, Student
February 28	<input type="checkbox"/> Complete 3rd Formative Self-Evaluation.	Student Lead Teachers
March 15	<input type="checkbox"/> Submit detailed components of Application Phase (activities, agendas, plans, etc.) to Capstone Coordinator.	MSB Capstone Coordinator, Student
March 31	<input type="checkbox"/> Complete 4th Formative Self-Evaluation.	Student Lead Teachers
April 15	<input type="checkbox"/> Set up time and date for performance event review.	MSB Capstone Coordinator, Student
April 30	<input type="checkbox"/> Phase 1 ~ Research paper due to MSB Capstone Coordinator.	Student Lead Teachers
May 19-26, 2016	Phase 2 ~ On-site projects to be completed.	Student, Lead Teacher, Capstone Coordinator
May 31	Submit completed binder to MSB Capstone Coordinator.	Student Capstone Coordinator
May 31	Upload student projects to the web-based model.	Student, Lead Teacher, Capstone Coordinator
June 1	Send final group project to Community Relations to be uploaded on the MSB website.	MSB Capstone Coordinator

Phase 1: Research

~ The Preparatory Phase

Long-Term Project Checklist

Name: _____

Lead Teacher: _____

Date Submitted: _____

Date Approved: _____

Step 1: Title of Project: _____

Targeted Date for Completion: _____

Date Completed: _____

Approved: _____

Step 2: Read the requirements for the project and reviewed the rubrics.

Targeted Date for Completion: _____

Date Completed: _____

Approved: _____

Step 3: Chose a specific research topic.

Targeted Date for Completion: _____

Date Completed: _____

Approved: _____

Step 4: Develop ideas or guiding questions to guide research:

1. _____
2. _____
3. _____
4. _____
5. _____

Step 5: Identify potential sources of information (List types of resources, books, interviews, experts, internet sources, etc. ~ Be as specific as possible, this is just a starting point, you can change your sources as you learn more).

1. _____
2. _____
3. _____
4. _____
5. _____

Step 6: Describe your plan for taking notes and organizing your information.

Step 7: Provide an outline/ overview of what your final project will look like (Make sure you meet all of the requirements detailed in the Project Evaluation Rubric):

Step 8: List the creative ideas you plan to add to make this project your own.

Step 9: Check the timeline and due dates, as well as project requirements again to make sure you have adequate plans to complete all the parts of the project.

You are off to a great start ~ Good Luck!

Note: To be completed after watching the video: Planning a Long-Term Project found at: <http://www.ownyourownfuture.com/7th/prep/video-hub/planning-a-long-term-project/>

Resource: For discussion topics and lesson ideas visit: <http://www.ownyourownfuture.com>

Topic Selection Guidelines

When selecting a topic for any long-term project like the MSB Capstone Project, it is natural to feel overwhelmed by the number of possible research topics as well as the amount of information available to research. You may find yourself interested in a number of different topics or you may find that you don't know enough about a topic yet to decide what you want to research. This is perfectly normal. Even though the process is often overwhelming most students find that starting is exciting as well. One of the most critical keys to your long-term success is identifying a good topic. By following the simple Three-Step process below, you will be able to find a specific topic to guide your MSB Capstone.

Three-Step Process for Choosing a Topic

Step 1: Choose any topic or topics related to the umbrella topic. - "e.g., The Founding Fathers of America"

Step 2: Be a little more specific about your topic. - "e.g., Thomas Jefferson"

Step 3: Be a lot more specific about your topic - "e.g., Thomas Jefferson, author of the Declaration of Independence".

Generate at least 3 topic ideas. When you have a few topic ideas, choose the topic that you are most interested in and meet the requirements of the MSB Capstone. (See the Annual Capstone Proposal for starter ideas)

Creating a Thesis for a Research Paper

A strong research paper involves a process of establishing a claim and then proving it with logical reasoning, examples, and research. **The thesis statement is a guideline, a unifying element, for every research paper.**

Tips for Creating a Thesis:

1. Start simply. Write your thesis statement in a single sentence.
2. Answer a question. A simple guide to an effective thesis statement is an answer to a question: What am I trying to prove?
3. Narrow your topic. Focus your thesis statement on a limited aspect. For example, narrow a topic from “films” to “action films” to “Avatar” to the “merits and flaws of Avatar.”
4. Be flexible. If your research indicates other, stronger possibilities, it is acceptable to change your thesis statement.
5. Verify your thesis statement. Obtain your instructor’s approval for your thesis statement before starting extensive research.
6. Do not “telegraph” a thesis. Avoid using a first-person phrase such as “I am going to prove” or “I hope to show.” An instructor knows this is your paper, and your point should be apparent through a strong thesis “statement” followed by supporting evidence.

Hints for an Effective Thesis Statement:

A strong thesis statement usually answers two questions:

- 1.) How?
- 2.) Why?

Consider the following examples:

Example 1

The process for a college student working on a research paper in the 1960s was very different from the process used by most of today’s college students.

This is a weak thesis statement. It does not tell us HOW the research processes are different.

Example 2

Because of advances in technology, today’s college student has many more resources for research papers than students had in the 1960s.

This statement is an improvement over Example 1 because it at least provides a reason for the differences: “advances in technology.”

Example 3

Because of the advent of the Internet and other electronic sources, the research process utilized by today’s college students for papers differs greatly from that of students in the 1960s.

This thesis statement provides more detail than the other examples and presents an argument that can be supported with specific supporting arguments: "the Internet and other electronic sources."

Sample Introductions and Thesis Statements:

Example 1

Hollywood has a long history of producing adventure films, including everything from King Solomon's Mines to Jurassic Park. Just as society has evolved, action films also have evolved, becoming more focused on visual effects than dialogue and emphasizing technology over storylines. The recent film Avatar is an excellent example of what is good and bad about modern adventure films. While Avatar has some obvious merits, there are also some significant flaws.

Example 2

King Arthur established the Knights of the Round Table. Alfred the Great provided us with a clear history during the Dark Ages. Richard the Lion-Hearted led the Crusades. The infamous Henry VIII established a new religion, uniting church and state. James I gave us a version of the Bible nearly 400 years ago, and it is still widely used today. Victoria ruled for sixty-three years at the height of British power. Monarchs have ruled and influenced England for centuries; however, perhaps none was as singularly responsible for the country's development as Queen Elizabeth I.

Example 3

The term "sports" evokes many images: tennis, golf, basketball, baseball, football, and bowling, to name a few. During any of these friendly challenges of skill, one can witness players bouncing, hitting, passing, dribbling, throwing, or rolling a ball in order to score points. One sport exists, however, where the object is to deliver blows to the body of another in order to score points. This sport is boxing, a brutal exchange of hooks, swings, and jabs that may eventually knock one athlete unconscious. Because of injuries, short- and long-term neurological damage, and ring deaths, the rules of professional boxing should be changed.

Example 4

We all get them. You may have one or many right now. Their name comes from Latin, and it means poison. They are not even truly alive, but they can certainly cause death. Viruses cause nearly one hundred diseases, yet most people do not understand exactly how they work in the human body.

Example 5

His name is John. In his senior year of high school, he was an honorable-mention All-American in basketball with a 3.2 grade-point average. Naturally, he was heavily recruited by colleges and universities, and his future seemed bright indeed. Within a few years, his brightness had blackened for one reason: drugs.

Format Guide for a MSB Capstone Research Paper

The MSB Capstone Research Paper is written in MLA format.

General Format Specifications (all pages)

- Double-spaced
- One-inch margins
- Last name & page number in upper right hand corner of all pages

Title Page

- Author's name
- Advisor's name
- The name of the course (in this case: MSB Capstone)
- The current submission date; NOTE: The submission date will change with each draft you hand in.
- The title of the paper appears centered above the text.

MLA Citations

- Every source cited in the text must be documented in a Works Cited page at the end of the paper.
- Author's name (or a key word from the title) is located in a parenthetical citation or in an introduction to the borrowed material.
- Page number(s) (if applicable) are always placed in the parenthetical citation.
- Parenthetical citations at the end of the sentence are followed by the appropriate punctuation mark (comma or period) [Unless you indent the entire quotation].

Punctuation

- Quotations of four or fewer lines are placed within double quotation marks.
- Quotations of more than four lines are indented ten spaces [1 inch] from the left margin. The text is double spaced. Use a comma or a colon after the last word in the text to mark the beginning of the quotation. The parenthetical citation for longer quotations follows the punctuation at the end of the last sentence of the quoted material.
- Periods and commas are ALWAYS placed inside quotation marks.
- Question marks and exclamation marks not originally in the quotation go outside the quotation marks.
- If a parenthetical reference ends a line, place the period after the reference.
- Use single quotation marks to set off a quotation within a quotation.
- An ellipsis is used when omitting words, phrases or sentences from quoted material. Be sure that the omission of content does not substantially change the meaning.

General Format Specifications

- Spell numbers of one or two words [three, five million].
- Use numerals for numbers of more than two words [3.56 2,456 1,489 602].

Works Cited Page

- “Works Cited” [without the quotation marks] is centered at the top of the page.
- The Works Cited page is a separate page at the end of the paper.
- The Works Cited page double-spaced.
- The first line of the first entry is typed flush with the left-hand margin.
- The second and all following lines of the entry are indented one-half inch.
- The Works Cited page contains entries that are listed in alphabetical order by the first word in each entry.

Specifications for Content

- Paper has a strong thesis statement that is easily identifiable and well developed.
- Topic is clearly stated in the introduction to the paper.
- Topic sentences and supporting details are evident in each paragraph of the paper.
- The focus of the paper is research of a topic. Remember, the Capstone Paper is a Research Paper not an Essay or Opinion Paper.
- Minimum number of sources (3-5) is included on the “Works Cited” page.
- ALL borrowed material is cited.

Additional resources for writing a Research paper in the MLA format can be found at: <http://www.ccc.commnet.edu/library/mla/index.shtml>

Phase 2: On-Site

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A Core Curriculum Performance Event

Phase 2: Sample Itinerary

Date		Group Activity
May 19, 2016 ~ Friday	Travel Day	
May 20, 2016 ~ Saturday	AM: PM: Dinner: Evening:	Group 1 On-Site Project
May 21, 2016 ~ Sunday	AM: PM: Dinner: Evening:	Group 2 On-Site Project
May 22, 2016 ~ Monday	AM: PM: Dinner: Evening:	Group 3 On-Site Project
May 23, 2016 ~ Tuesday	AM: 11th Grade PM: Dinner: Evening:	Group 4 On-Site Project
May 24, 2015 ~ Wednesday	AM: PM: Dinner: Evening:	Group 5 On-Site Project
May 25, 2015 ~ Thursday	Travel Day	

Presentation Guidelines

Final Project ~ The Summative Phase: In May/June of each year, participants will complete a final project designed to showcase their learning. Final products will include a research paper and presentation of the students' research as well as the work they completed on-site.

Appendix

2016-2017 MSB Capstone Project Staff

Position	Staff Member	Email/Phone Number
Administration	Joy Waddell, Assistant Superintendent	Joyce.Waddell@msb.dese.mo.gov 314-633-3948
MSB Capstone Coordinator	Shaughn Doyel	Shaughnessy.Doyel@msb.dese.mo.gov 314-633-1571
Technology Coordinator	Allison Dotter	Allison.Dotter@msb.dese.mo.gov 314-663-1570
Lead Teacher/Advisor	Rick Haley	Rick.Haley@msb.dese.mo.gov 314-633-7244
Lead Teacher/Advisor	Tonia Scherer	Tonia.Scherer@msb.dese.mo.gov 314-633-3939
Lead Teacher/Advisor	Shaughn Doyel	Shaughnessy.Doyel@msb.dese.mo.gov 314-633-1571
Lead Teacher/Advisor	Desiree Oestricker	Desiree.Oestricker@msb.dese.mo.gov
Lead Teacher/Advisor	Nancy Arnold	Nancy.Arnold@msb.dese.mo.gov 314-633-1581

MSB Capstone Project Approval Form

Student(s): _____

Advisor: _____ MSB Capstone Coordinator: _____

1. What topic would you like to research for your MSB Capstone Project?

2. What is your central question for your topic? Remember, your topic should be something you find interesting and challenging.

3. What project would you like to work on for your MSB Capstone? Remember, this project should apply your research and reflect your learning.

Student's Name (printed) _____

Student's Signature _____ Date _____

____ Approved ~ Advisor _____ Date _____

____ Approved ~ Capstone Coordinator _____ Date _____

Parent/Guardian Permission Form

In signing this Parent Permission Form, I hereby recognize that I, the parent(s) or guardian(s) of _____, have reviewed the contents of the Missouri School for the Blind Capstone Project and give my permission for my student to participate.

I understand that my student will be expected to complete all three phases of the MSB Capstone Project. I understand that failure to complete all or part of the Preparatory Phase may result in my student not being able to participate in the On-Site Phase of the Capstone.

Parent Signature: _____ Date: _____

MSB Capstone Project Code of Ethics

As a member of the Missouri School for the Blind school community, I understand that I am solely responsible for completing a MSB Capstone Project.

I recognize that **all** work related to this project must be originated by me/my team and me/my team alone. Honor and integrity exemplifies my responsibility for completing this project. Therefore, I pledge to the following:

- ✓ *I will take the MSB Capstone Project seriously and fully engage in all aspects of the project to the best of my ability.*
- ✓ *I will honestly reflect on my past educational experiences, skills and knowledge and select a Capstone Project that will represent a learning stretch, challenging myself beyond what I have accomplished before.*
- ✓ *I will hold myself accountable and take responsibility for completing my work in a timely manner.*
- ✓ *I will meet all MSB Capstone Project deadlines.*
- ✓ *I will learn research techniques and MLA (Modern Language Association) format as a component of the MSB Capstone Project curriculum and will prepare my paper in MLA format.*
- ✓ *I will write my own research paper. I will not use a paper or any information collected and/or organized by any other student or adult.*
- ✓ *I will complete all components of my project/product with potential guidance from my advisors.*
- ✓ *I will collect all required parent/guardian forms with authentic signatures for my MSB Capstone Project binder.*
- ✓ *I understand that plagiarism is the unlawful claiming of another person's work as my own. Furthermore, I understand that any incidents of plagiarism or a violation of MSB Capstone Project may result in expulsion from the MSB Capstone Project.*
- ✓ *I will conduct myself in a mature and respectful manner during all phases of the MSB Capstone Project.*

Student's Name (printed) _____

Student's Signature _____ **Date** _____

Parent/Guardian Signature _____ **Date** _____

Formative Self-Evaluation

Student(s): _____

Self-Evaluation Date: _____ **Conference Date:** _____ **Advisor:** _____

Directions: Each MSB Capstone participant or partners will participate in a rigorous evaluation process designed to help them continuously evaluate their progress and monitor their learning throughout the Capstone Project. At least four times throughout the Capstone Project each participant should self-evaluate their progress and schedule a meeting with their advisor to review their progress and learning. Please complete the evaluation by placing a checkmark next to the appropriate below.

- KEY:** 1 = I'm Excellent ~ I have no concerns
 2 = I'm Fair ~ I have had some struggles, but I am back on track and monitoring myself more closely.
 3 = I'm in Trouble ~ I need to get it together and I need help doing so.

Criteria	Self-Evaluation			Advisor's Input
	1	2	3	
				* Add detailed notes including a plan to help students progress
1. I consistently display a positive attitude toward my Capstone Project, peers and Advisor.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
2. I understand the scope of the Capstone and have created short-term goals to help me pace my work.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
3. I consistently think deeply about my MSB Capstone Project and reflect on my progress, learning and next steps.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
4. I work well independently and tap into my prior learning before asking others for help.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
5. I use collaborative skills when working with my peers and contribute to the project without taking over or checking out.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
6. I consistently adhere to timeline and complete steps in a timely manner.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*

Research Paper Rubric

Student(s): _____

Submission Date: _____ **Advisor:** _____ **Capstone Coordinator:** _____

KEY: 1 = I'm Excellent ~ I have no concerns ~ I really went the extra mile!
 2 = I'm Fair ~ I worked on this criteria but did not do as much as I could have
 3 = I'm in Trouble ~ I did not adequately meet this criteria

Criteria	Self Evaluation			Advisor's Input	Capstone Coordinator's Input
	1	2	3		
				* Add detailed notes including a plan to help students progress	
1. Paper adheres firmly to the MLA format.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
2. Paper reveals near-perfect conventions in grammar, punctuation and capitalization.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
3. Paper has a natural flow that maintains a clear focus.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
4. Paragraphs have a clear topic and supporting details that develop the main idea.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
5. Sentences and word choices are sophisticated, varied and precise.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
6. Has a thesis statement that states the paper's purpose in one sentence which is engaging and thought provoking.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
7. Has an introductory paragraph that is engaging, states the topic and previews the content of the paper.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
8. Demonstrates a logical, subtle sequencing of ideas throughout the paper. Transitions enhance the reader's understanding.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
9. Has a conclusion that is engaging, brings the research to a natural end, and restates the thesis.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
10. Research topic is a challenging stretch in learning that reveals new skills/knowledge.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*

Final Project Rubric

KEY: 1 = I'm Excellent ~ I have no concerns ~ I really went the extra mile!
 2 = I'm Fair ~ I worked on this criteria but did not do as much as I could have
 3 = I'm in Trouble ~ I did not adequately meet this criteria

Criteria	Self Evaluation			Advisor's Input	Capstone Coordinator's Input
	1	2	3		
				* Add detailed notes including a plan to help students progress	
1. Student is well-prepared and took charge of the final presentation.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
2. Costume/Dress and personal appearance are appropriate.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
3. Introduction stimulates interest and adequately describes the Capstone topic.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
4. Presentation is well-paced and designed to maintain the viewers' interest throughout.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
5. The presentation is well-organized, developed and supported by the associated research paper.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
6. Presentation progresses logically with a clear beginning, middle and supported conclusion or end.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
7. Presentation Skills: Student uses appropriate eye contact, gestures, movement and posture.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
8. Speaking Skills: Student uses proper grammar, diction, rate of speech and vocabulary.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
9. Presentation is between 15-30 minutes in length.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
10. Final Project is a challenging stretch in learning that reveals new skills/knowledge.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*

Binder Checklist

- Signed MSB Capstone Project Approval Form
- Signed Parent/Guardian Permission Form
- Signed Code of Ethics/MSB Capstone Project Policies Acknowledgment
- Long-Term Planning Checklist
- Formative Self-Evaluation x4
- Rough Draft
- Works Cited Page
- Research Paper
- Research Paper Rubric
- Supporting Documentation: Outlines, interviews, etc.
- Final Project ~ electronic copy
- Final Project Evaluation Rubric

Date Submitted: _____

Student: _____

Advisor: _____

Date Submitted: _____

MSB Capstone Project Coordinator: _____

Date Approved: _____