



**Old Saybrook High School
Capstone Handbook
2018-19**

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Preface

The purpose of this handbook is to provide valuable information to assist Old Saybrook High School students in a successful completion of the Capstone Project. This reference has a variety of materials, including important timelines that will be used by students, parents, and mentors to help students demonstrate the skills they need beyond OSHS.

Capstone enables students to demonstrate the many skills they have obtained while in Old Saybrook Public Schools. Additionally, Capstone fulfills the following OSPS graduation requirement: Commencing with the graduating class of 2021, in order to graduate and be granted a diploma students must satisfactorily complete (1) a minimum of twenty-five credits, including ... a one credit senior demonstration project or its equivalent, as approved by the State Board of Education.¹

This handbook was approved by the Old Saybrook Board of Education on November 27, 2018.

Capstone History

The Senior Project has been a part of the Old Saybrook High School culture for years. This project has been a point of pride for students and faculty. These projects have often set apart Old Saybrook students from their peers. As of July 2017, the CT State Department of Education adopted language about a Capstone graduation requirement. Furthermore, the OSPS Strategic Plan adopted in 2016, focuses on ensuring that instruction is personalized as much as possible. The Capstone Project has many of the same attributes as the senior project, but Capstone enables students to broaden their application of skills and interests.

Definition of a Capstone²

Also called a *capstone experience*, *culminating project*, or *senior exhibition*, among many other terms, a **capstone project** is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year of high school or middle school, or at the end of an academic program or learning-pathway experience. While similar in some ways to a college thesis, capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, presentation, or performance. Capstone projects are generally designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting—i.e., skills that will help prepare them for college, modern careers, and adult life. In most cases, the projects are also interdisciplinary, in the sense that they require students to apply skills or investigate issues across many different subject areas or domains of knowledge. Capstone projects also tend to encourage students to connect their projects to community issues or problems, and to integrate outside-of-school learning experiences, including activities such as interviews, scientific observations, or internships.

¹ The entirety of the High School Graduation Policy is available in the OSHS Student Handbook

² Taken from Glossary of Education Reform: <https://www.edglossary.org/capstone-project/>

The following are a few representative educational goals of Capstone projects:

- i. **Increasing student motivation and engagement.** The creative nature of capstone projects, which are typically self-selected by students and based on personal interests, can strengthen student motivation to learn, particularly during a time (twelfth grade) when academic motivation and engagement tend to wane.
- ii. **Increasing educational and career aspirations.** By involving students in long-term projects that intersect with personal interests and professional aspirations, capstone projects can help students with future planning, goal setting, postsecondary decisions, and career exploration—particularly for those students who may be unfocused, uncertain, or indecisive about their post-graduation plans and aspirations.
- iii. **Improving student confidence and self-perceptions.** Capstone projects typically require students to take on new responsibilities, be more self-directed, set goals, and follow through on commitments. Completing such projects can boost self-esteem, build confidence, and teach students about the value of accomplishment. Students may also become role models for younger students, which can cultivate leadership abilities and have positive cultural effects within a school.

Goals of a Successful Capstone

The following are overarching goals of the Capstone. Students will be able to demonstrate the following skills³:

- Critical Thinking and Problem Solving
 - Critical Thinking and Problem Solving is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events as well as applying knowledge and skills in practical ways to solve real world problems.
- Initiative and Entrepreneurship
 - Initiative and Entrepreneurship denote creative, inventive and resourceful ways individuals use to solve problems, search out, and strive for new innovations.
- Effective Oral and Written Communication
 - Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.
- Collaboration across Networks and Leading by Influence
 - Collaboration across networks is the ability to work together with diverse groups to facilitate the exchange of ideas to achieve a goal, make decisions, and solve problems. Leading with influence is the ability to generate results collaboratively, in a variety of contexts without direct authority.

³ These skills are from the US Department of Defense, see https://content.dodea.edu/teach_learn/professional_development/21/docs/21st_century_skills_rubrics/Learner%20Outcomes%20and%20Reflection%20and%20Evaluation%20Rubrics.pdf for more information

- Agility and Adaptability
 - Agility and adaptability is being able to constantly adjust to changing demands by using a variety of tools to solve complex problems with responsiveness and flexibility. Handling disruption, rapid transformation, and reorganization of information is necessary for 21st century learning: “Learning to be comfortable with being uncomfortable”.
- Accessing and Analyzing Information
 - Accessing and analyzing information is the ability to know when there is a need for information and how to identify, locate, evaluate, and effectively use that information for solving problems.
- Curiosity and Imagination
 - Curiosity and imagination is the capacity to synthesize existing ideas and to work creatively in ways characterized by innovation and divergent thinking.

Capstone Components⁴

1. Project Proposal⁵
 - a. This includes: a description of the project, an anticipated timeline, and teacher approval of a robust project
2. Academic Research Paper
3. Reflection Process
 - a. This includes: written journals, conversations with teachers throughout the year, as well as at the conclusion of the project
 - b. Students are required to meet three times throughout the process with at least one of the Capstone coordinators (Sarah Fawcett, sfawcett@oldsaybrookschoools.org; Kristen Hunter, khunter@oldsaybrookschoools.org)
4. Culminating Presentation
 - a. This includes: a presentation during the Student Showcase Gallery Walk and a substantial summative presentation
5. Robust Project
 - a. This will fulfill the broad goals of the proposal
6. Time Commitment of a minimum of 45 hours
 - a. This includes time on the research paper, reflection meetings, and the project itself

⁴ These expectations were determined by the OSHS English department in 2017-18

⁵ The specific expectations of each of these components is up to individual teacher discretion

Capstone Roles and Responsibilities

Ultimately, it is the student’s responsibility for the success of Capstone project. Each student must work closely with his/her mentor and Capstone coordinator(s) to ensure he/she is meeting major milestones, charting his/her progress, and reaching out for assistance when needed.

Guardian Involvement

The Capstone project at Old Saybrook High Schools offers you a unique opportunity to observe your child’s progress through a rigorous, authentic, personalized learning experience. The expectation of the Capstone Project is that each student complete a project of his/her choosing and meet all Capstone requirements, which includes an academic research paper, a reflection process, and final presentation.

The Capstone project provides students with opportunities to exemplify all of the components of RAM PRIDE: *Perseverance, Respect, Integrity, Dedication, and Excellence*. There will be times when a student makes mistakes. As a parent/guardian, we ask you to provide the support, encouragement, and motivation to keep your child on track. Capstone is often more focused on the process than the eventual product.

Thank you for your support in your child’s journey. If you have any questions, please reach out to the Capstone coordinators or your child’s teacher mentor.

Thank you for your support,

Sarah Fawcett & Kristen Hunter - Capstone Coordinators

I have read the above communication and agree to give acceptable support to my child as described above.

Parent/Guardian Signature

Date

Student Name

Year of Graduation

Student Commitment

As a student at Old Saybrook High School, I understand and acknowledge the following:

- The Capstone project is a graduation requirement of Old Saybrook Public Schools; I must complete this project and all components of the project to successfully graduate.
- I will, with integrity, document my hours and involvement in this project.
- It is imperative to stay in close contact with my teacher mentor and Capstone Coordinator(s) to ensure I am on track.
- I will use all the skills I have learned during my time in Old Saybrook schools, and there will be times the work will be challenging and difficult. I will do my best to self advocate and use my resources to the best of my ability.
- I will adhere to the Academic Integrity Guidelines I have signed in my English class.
- I will adhere to the timelines outlined in the Capstone Handbook.
- If I cannot follow the established timelines, the following may occur:
 - I may be risking privileges such as early dismissal from school, late arrival to school, privileged study hall, and/or may have to make up lost time during X Block or after school.
 - Development of an action plan with my mentor and Capstone Coordinator(s); This action plan will include:
 - A timeline with my teachers and parents/guardians to get back on track.
 - Weekly check ins with my mentor and/or Capstone Coordinator(s)

Student Signature

Date

Student Name

Year of Graduation

Capstone Timeline

| Component of Capstone | Due Date |
|--|---------------------------------------|
| Project Proposal - This includes: a description of the project, submission of Student & Mentor Information Sheet, an anticipated timeline, and teacher approval of a robust project | December 1 ⁶ |
| Academic Research Paper | Completed by June 1 |
| Reflection Process - This includes: written journals, conversations with teachers throughout the year, as well as at the conclusion of the project | |
| Check in with Capstone Coordinator(s) or Designee #1 | Prior to November 20 |
| Check in with Capstone Coordinator(s) or Designee #2 | Prior to March 1 |
| Check in with Capstone Coordinator(s) or Designee #3 | Prior to June 1 |
| Final sign off for Capstone completion with Capstone Coordinator(s) | Prior to Graduation |
| Robust Project - Completion based on evidence from Capstone Summative Report | Prior to June 1 |
| Culminating Presentation - This includes: a presentation during the Student Showcase Gallery Walk and a substantial summative presentation | Prior to June 1 |
| Time Commitment of a minimum of 45 hours - This includes time on the research paper, reflection meetings, and the project itself | Continuous throughout the school year |

⁶ If a student is taking English in Action, Exploramos!, or Advanced Research Methods, this first milestone date may be different. Please see teacher mentor for more information.

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Old Saybrook High School Capstone Project Expectations

Spring 2019

The components of the Capstone Project are as follows⁷:

1. Project Proposal
 - a. This includes: a description of the project, submission of Student & Mentor Information Sheet, an anticipated timeline, and teacher approval of a robust project
 - i. Date Completed _____ Teacher Signature _____
2. Academic Research Paper
 - i. Date Completed _____ Teacher Signature _____
3. Reflection Process
 - a. This includes: written journals, conversations with teachers throughout the year, as well as at the conclusion of the project
 - i. Capstone Coordinator Meeting #1: _____
 - ii. Capstone Coordinator Meeting #2: _____
 - iii. Capstone Coordinator Meeting #3: _____
 - iv. Final Sign Off: _____ Teacher Signature⁸ _____
4. Robust Project
 - a. Completion based on evidence from Capstone Project
 - i. Date Completed _____ Teacher Signature _____
5. Culminating Presentation
 - a. This includes: a presentation during the Capstone Showcase and a substantial oral presentation⁹
 - i. Student Showcase:
Date Completed _____ Teacher Signature _____
 - ii. Presentation: Date Completed _____ Teacher Signature _____
6. Time Commitment of a minimum of 45 hours

⁷ The specific expectations of each of these components is up to individual teacher discretion

⁸ This specific requirement will be completed with the Capstone Project is *complete*

⁹ The specific expectations for this requirement will be up to the mentor teacher's discretion

Scholar Name: _____

Project Title: _____

The above student has met all of the requirements of the Old Saybrook High School Capstone Project.

Sample Capstone Projects

Projects focused on Community¹⁰:

- Teaching Goodwin Teachers how to Utilize 3D Printer
- Artist Legacies - Preserving the Murals of OSHS
- Development of a Little Library in the Old Saybrook Community
- Organizing the OSPS Cancer Walk (overnight event held at OSHS or OSMS)
- Coaching a team of younger players (soccer, basketball, lacrosse, Little League, et. al.) (2018)
- Organizing a fashion show of prom dresses
- Training a seeing eye dog
- Planning and organizing the Cycle Against Cancer
- Literacy Volunteers Bookdrive (2018)
- Coaching at the Special Olympics (2018)
- Educating others about Mexico/US Culture (2018)
- Designing the OSHS submarine
- Establishing the OSHS Athletic Honor Roll (2018)
- Mentoring OSMS Student (2018)
- Love 146 Lock-in (2018)
- Teaching CPR (2018)
- OSMS Track and Field Meet (2018)
- Hurricane Relief (2018)
- Training a Guide Dog (2018)
- Bring Music to Alzheimer Patients (2018)
- Senior Video (2018)
- Breaking Barriers: The Effects of Fine Arts on Middle School Students (2018)
- Saving Our Oceans, One Straw at a Time (2018)
- Cleaning the Town (2018)
- A Story Brought to Life: Teaching ELLs Through Puppetry and Movement (2018)
- Healthy Eating: Not Just for the Wealthy (2018)
- Healing Hearts: Connecting Middle School Students with Emotional Supports (2018)
- Fire and Home Safety Education for Seniors (2018)
- DARE to End Addiction (2018)
- Kicking out Obesity (2018)
- Let's Get Fit (working with Goodwin Buddies) (2018)
- Seniors Take on Facebook (2018)
- STEM Forward Early On (2018)
- Old Saybrook Fire Truck Custom Fabrication (2018)
- The Act of Preschoolers Learning Social Bonds and Vocabulary: Working Together and Forming Bonds (2018)
- Promoting Community Service with Habitat for Humanity (2018)
- Prescription Opioids: The Killer Hiding in Your Medicine Cabinet (2018)
- Keeping the Brain Wired Right (2018)
- Sustainability in Schools: How Students Can Take Action (2018)
- Teaching Technology: Engaging Teachers with Technology (2018)
- Introducing STEM to Goodwin (2018)
- Updating the OSHS courtyard

¹⁰ Some of these projects are from classes that specifically help students build Capstone Projects, such as Exploramos, English in Action, and Advanced Scientific Research

- Planning and organizing a race (e.g; The Color Run)

Projects focused on self betterment or discovery:

- Learning a new musical instrument
- Veterinarian Experience (2018)
- Rebuilding a boat (2018)
- Wrote a first draft of a play or novel
- Becoming SCUBA certified (2018)
- Personal Fitness (2018)
- Training and participating in an adventure race (Spartan, Tough Mudder, et. al) (2018)
- Taking a Lyme Art Academy Course (2018)
- Composing an Opera (2018)
- Creating a hand powered flashlight (2018)
- Refurbishing a Trailer (2018)
- Business Upstart (2018)
- Brass Ensemble (2018)
- Creating a Beastery (2018)
- Building a Cabinet (2018)
- Organic Dog treats (2018)
- Building a Snowboard workbench (2018)
- Learning to play Golf (2018)
- Flower Arranging (2018)

Legacy Projects - Some projects lend themselves to leaving a *legacy* at Old Saybrook High School. Below are *some* of the projects that could be carried on for multiple years.

- **Project Title:** DARE to End Addiction; **Legacy Title:** Incorporation of DARE program into OSHS - *Lucas Jordan (Class of 2018)*
- **Project Title:** Foster Care Wellness Packs; **Legacy Title:** Foster Care Wellness Packs - *Grace Scherber (Class of 2018)*
- **Project Title:** Introducing STEM to Goodwin; **Legacy Title:** STEM Education Opportunities at Goodwin - *Tammi Welge (Class of 2018)*
- **Project Title:** Vex Robots; **Legacy Title:** STEM Education Opportunities at Goodwin - Vex Robotics - *Tanya Gianitsos (Class of 2018)*
- **Project Title:** Lending a Helping Hand; **Legacy Title:** Community Service Fair - *Sharay Marineau and Makaylah McDonald (Class of 2018)*
- **Project Title:** Let's Get Fit; **Legacy Title:** Goodwin Buddies Athletic Program - *Shane Henderson (Class of 2019)*
- **Project Title:** Middle School Track Meet; **Legacy Title:** Middle School Track Meet - *Alyssa Layte and Carlina Spadaccini (Class of 2018)*
- **Project Title:** Music for Alzheimer Patients; **Legacy Title:** Music for Alzheimer Patients - *Tanner Jones and Jonathan Noyes (Class of 2018)*
- **Project Title:** OSHS Hall of Fame; **Legacy Title:** OSHS Hall of Fame - *Matthew Barnes and Kyle Savino (Class of 2018)*
- **Project Title:** Promoting Community Service with Habitat for Humanity; **Legacy Title:** OSHS Habitat for Humanity Chapter - *Zachary O'Dell (Class of 2018)*
- **Project Title:** Senior Video; **Legacy Title:** Senior Video - *Nellie LeMay (Class of 2018)*
- **Project Title:** Sustainability in Schools: How Students Can Take Action; **Legacy Title:** SAT School Day Activities and Activism - *Rachel Vigorita (Class of 2019)*

- **Project Title:** Teaching High School Students about the Holocaust; **Legacy Title:** Encountering Survivors/Differences - *Rachel Reed (Class of 2018)*
-

Outreach Opportunities in the Old Saybrook Community

- The Kate
- Acton Library
- Shoreline Soup Kitchen & Pantry
- Old Saybrook Youth & Family Services
- Goodwin Elementary
- OSMS
- Old Saybrook Historical Society
- Estuary
- Chamber of Commerce
- Old Saybrook Parks and Rec
- Rotary Club
- Department of Energy & Environmental Protection (DEEP in Old Lyme)
- SARAH Foundation
- Vista Life Innovations
- CT Humane Society
- Florence Griswold Museum
- Connecticut River Museum
- TAIT (TEAM Feline Mobile Unit)
- High Hopes
- YMCA - Westbrook
- Apple Rehabilitation
- Lions Club
- Project Courage
- Bushy Hill
- Veterans of Foreign Wars (VFW)

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Rubrics and Forms¹¹

Capstone Proposal

[Scholar Name]

[Name of Project]

Background

[Briefly describe the *academic* research you will conduct/conducted related to your proposed project]

[Briefly describe the *opportunity* you are proposing]

Proposal statement: *I am (actions you are undertaking) because I want to (overall objective) in order to (how this will improve yourself or community).*

Project Goal

[What will be the end results of the project?]

- [specific & measurable objective/goal related to problem stated above]
- [specific & measurable objective/goal related to problem stated above]

Action Steps

| Steps | Task | Start & End Dates | Measure(s) of Success |
|-------|------|-------------------|-----------------------|
| 1 | ... | ... | |
| 2 | ... | ... | |
| 3 | ... | ... | |

Resources

[describe community partners (including teachers) who you will work with on this project]

[resources, both material and informational, that will be used to complete this project]

Community Communication

[How will the project and the success of the project be communicated to the OS community? If your communication is a panel audience for your final project, please include their names]

Approval Signatures

[Scholar Name], OSHS Student

[Teacher Name], Mentor Teacher

¹¹ Since the Capstone project will be embedded in some courses' content, some rubrics will be teacher developed; though the goal is to have common rubrics in the future

Capstone Proposal Rubric

| Skill | Exceeds Standard | Meets Standard | Approaching Standard | Not Yet at Standard |
|---|---|--|--|---|
| W.7 Conduct short as well as more sustained research projects to answer a question; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation | <ul style="list-style-type: none"> -- smoothly synthesizes information on background, research, and opportunity or problem --proposal statement is succinct yet thoughtful and encompasses the overarching goal of the project -- resources are realistic and thoughtful -- project goal(s) are both realistic and robust | <ul style="list-style-type: none"> -- synthesizes information on background, research, and opportunity or problem --proposal statement is succinct and / or thoughtful and encompasses the project's goal -- resources are realistic -- project goal(s) are realistic OR robust but not quite both | <ul style="list-style-type: none"> -- somewhat synthesizes information on background, research, and opportunity or problem --proposal statement attempts to encompass the project's goal -- resources are mostly realistic -- project goal(s) may be too lofty, or not nearly ambitious enough | <ul style="list-style-type: none"> -- lacks synthesis of information on background, research, and opportunity or problem --proposal statement does not yet address the project's goal -- resources are unattainable or invalid -- project goal(s) are missing or are related to the project |
| SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners / readers can follow the line of reasoning: the organization, development, substance, and style are appropriate to purpose and audience | <ul style="list-style-type: none"> -- proposal statement is succinct yet thoughtful and encompasses the range of the opportunity or problem -- action steps are relevant, timely, and thoughtful -- anticipates and addresses the most relevant form of communication to the audience | <ul style="list-style-type: none"> -- proposal statement is realistic and addresses the opportunity or problem -- action steps are relevant and timely -- addresses a relevant form of communication to the audience | <ul style="list-style-type: none"> -- proposal statement may not be entirely realistic and may or may not address the opportunity or problem -- action steps are somewhat relevant; somewhat timely -- addresses a form of communication to the audience | <ul style="list-style-type: none"> -- proposal statement does not address the opportunity or problem within the project -- action steps are irrelevant or unfocused to the project's goal(s) -- does not address a form of communication OR does not consider a relevant form of communication |

Student and Teacher Mentor Information Sheet

Student Information

Student Name: _____

Year of Graduation: _____

Project Title: _____

Teacher Mentor Information

Mentor Name: _____

Class Name Project will be Associated (if applicable): _____

Community Outreach Information (if applicable)

Name of Organization: _____

Address of Organization: _____

Primary Point of Contact: _____

Email Address of Primary Contact: _____

This information needs to be forwarded to Mrs. Fawcett and Mrs. Hunter by November 20th.

- **Mrs. Fawcett can meet with students in room 113 during periods 2, 3, 4, 6, and 7. Please make an appointment to meet via email at sfawcett@oldsaybrookschoools.org.**
- **Mrs. Hunter can meet with students in room 223 (off the LMC) during periods 2, 5, 7, and 8. Please make an appointment to meet via email at khunter@oldsaybrookschoools.org.**

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Reflection Expectations

It is expected that students are reflecting about their progress of the project as they move through the process. Students should be journaling about their experiences. This includes successes, opportunities for growth, or questions they have.

Throughout the school year, students will meet with one of the Capstone Coordinators to ensure he/she is on track for meeting the Capstone requirement. During these meetings, students are expected to bring their journal and any work they have completed in the process. For classes which are project focused (English in Action, Advanced Research Methods, and ¡Exploramos!), these reflection meetings may occur with the content area teacher.

The meeting times are as follows:

| | |
|--|----------------------|
| Check in with Capstone Coordinators or Designee #1 | Prior to November 20 |
| Check in with Capstone Coordinators or Designee #2 | Prior to March 1 |
| Check in with Capstone Coordinators or Designee #3 | Prior to June 1 |
| Final sign off for Capstone completion with Capstone Coordinator(s) | Prior to Graduation |

Students will receive an appointment to these meetings via their Old Saybrook email account.

Journaling

In order to get the most out of your Capstone experience, you will need to be both self-directed and self-reflective. Keeping a journal will help you in both of these areas. It will help you **stay organized** – you can keep lists of important dates, contact information for collaborators, resources you want to check out, and tasks you need to accomplish. It will give you a place to **reflect** on your experiences – to ask questions, express your emotions, set goals, and dream big. Also, since your journal will be shared with your mentors, you can use your journal to **keep mentors informed** about your research and Capstone. We are so excited to watch you grow as independent researchers, thinkers, problem-solvers, and activists, and we know that this journal will be an important tool along your journey.

Journals to share with your mentor(s) should be at least 250 words and include the number of hours you have committed to your project since your last journal.

Possible Journal Rubric

| Skill | Exceeds Standard | Meets Standard | Approaching Standard | Not Yet Proficient |
|--|---|--|--|---|
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.10) ¹² | --goals and reflection on goals are specific and thoughtful -- organization and/or reflection is thoughtful and developed --entry and overall journal are organized and clear (e.g. formatting, writing) | --goals and reflection are specific --organization and/or reflection is developed --entry and overall journal are mostly organized and clear (e.g. formatting, writing) | --goals and reflection are somewhat unspecific or inconsistent (e.g. do not build off each other from one entry to the next) --organization and/or reflection is partially developed --entry and overall journal are confusing or disorganized in some places | --goals and reflection are very unspecific and inconsistent --organization and/or reflection is not adequately developed --entry and overall journal may be confusing and disorganized |

¹² From the Common Core State Standards for English and Language Arts
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Academic Research Paper Expectations

During the course of a student's course of study, students learn various critical reading, analytical writing, and synthesis skills. The purpose of the Capstone Research Paper is for students to have an authentic platform to share their knowledge about a topic of their choosing. This research paper asks students to analyze a perspective or make an argument about a topic. This research paper is an expanded essay which presents a student's own interpretation, evaluation, or argument, which is supported with robust, academic sources.

The specifics about the research paper will be up to the mentor teacher/capstone coordinators' discretion.

Possible Academic Research Paper Rubric

| Skill | Exceeds Standard | Meets Standard | Approaching Standard | Not Yet at Standard |
|--|---|--|---|--|
| W.1a Introduce precise, knowledgeable claim, establish the significance of the claim, distinguish the claim from alternate claims, and create an organization that logically sequences claim, counterclaims, reasons, and evidence. | -- Claim is specific and focused throughout -- The writer organizes paper sequentially to support a sophisticated flow of ideas | -- Claim is specific and focused throughout -- The writer organizes paper sequentially to support a flow of ideas | -- Claim is established but focus drifts occasionally -- Basic organization of ideas, may seem formulaic | -- Claim is unclear -- Focus drifts throughout paper |
| W.1b Develop claim and counterclaims fairly and thoroughly; supply the most relevant evidence; anticipate the audience's knowledge level, concerns, values, and possible biases. | -- Thoroughly develops claim with robust, sophisticated reasons and evidence -- Anticipates and addresses the audience's needs by acknowledging their concerns, values, and biases | --Develops claim with strong reasons and evidence -- Adequately addresses the intended audience's needs by acknowledging their concerns about the subject | --Develops claim with adequate evidence --Does not address the intended audience's concerns about the subject | --Claim is undeveloped --Supporting evidence is either not present or is unconnected to the claim -- The writer does not anticipate the reader's needs |
| W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | --Tone, organization, and style are academic and fluid --To establish tone, domain-specific language is explained and used strategically | --Tone, organization, and style are academic --To establish tone, domain-specific language is explained and used | --Tone, organization, and style are mostly academic --To establish tone, domain-specific language is explained, but may be confusing | --Tone, organization, and style are not academic --Style is not appropriate to task, purpose, or audience --Domain-specific words are not defined |
| W.8 Gather relevant information from multiple authoritative print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. ¹³ | --Information is from a variety of relevant and robust sources --Information is integrated into the text selectively to allow for the flow of ideas --All citations are fully correct | --Information is from a variety of relevant sources --Information is integrated into the text to allow for the flow of ideas --Citations are mostly correct; may have minor errors | --Information is from some sources --Information is mostly integrated into the text --Citations have frequent errors, can still be traced back to original source | --Information is from limited sources --Information not integrated into the text --Over reliance on one or two sources --Citations have egregious errors which do not allow for tracing back to original source |
| L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | --There are no mistakes in conventions of standard English grammar and usage | --There are very few mistakes in conventions of standard English grammar and usage | --Mistakes in conventions of standard English grammar and usage impede the reader's understanding | --The paper has so many errors in grammar and usage as to make the paper unreadable |

¹³ plagiarism will result in a zero on this assignment; we will use TurnItIn.com to ensure academic integrity

Possible Presentation Rubric

| Skill | Exceeds Standard | Meets Standard | Approaching Standard | Not Yet at Standard |
|--|--|--|--|--|
| L.6 Use general academic and domain-specific words and phrases, sufficient for speaking at the college and career readiness level | --language is academic and fluid --domain-specific language is explained to a general audience and used strategically | --language is academic --domain-specific language is explained to a general audience | --language is mostly academic --domain-specific words are explained; explanation may be confusing | --language is frequently not academic --domain-specific words are not defined |
| SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; the organization, development, substance, and style are appropriate to purpose and audience. | --focus on central claim is strong and clear throughout the presentation --evidence, examples and explanation develop the claim fully and clearly | --focus on central claim throughout the presentation --evidence, examples and explanation develop the claim adequately | --focus on central claim is occasionally weak or unclear --evidence, examples, and explanation develop the claim; may be gaps in logic or clarity | --focus on central claim is often weak or unclear --evidence, examples, and explanation do not develop the claim; may be irrelevant or unclear |
| SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence. | --slide is clear and easy to read/see --visual explanation further clarifies/ explains most important content | --slide is clear and easy to read/see --visual explanation connects to most important content | --slide may be difficult to read/see --visual explanation connects to the content; may not connect to most important content | --slide may be difficult to read/see --connection between visual and content is weak or confusing |
| W.7 Conduct short as well as more sustained research projects to answer a question; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | --smoothly synthesizes information, presenting only the most relevant information | --synthesizes information, presenting relevant information | --some synthesis of information --information presented may be too much or too little | --weak synthesis of information --information presented is not relevant or excessive |
| W.8 Gather relevant information from multiple authoritative sources; integrate information selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | --annotated bibliography shows source of information --shows use of a wide range of robust sources --all citations are fully correct | --annotated bibliography shows source of information --shows use of a range of sources --citations are mostly correct; may have minor errors | --annotated bibliography shows source of most information --overrelies on a few sources --citations have frequent errors but can still be traced back to original source | --annotated bibliography does not shows source of all information --overrelies on one source --citations have frequent errors and cannot be traced back to original source |

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Permission to Leave School for Capstone Responsibilities

Student Name: _____ **Student Signature:** _____

Parent Signature: _____

Supervising teacher name and signature: _____

Date Submitted: _____

Purpose of Leaving School: _____

Contact Name: Sarah Fawcett, Kristen Hunter, 860-395-3175

Means of Transportation: **Student MUST provide own transportation** _

By signing this form, all parties have agreed that the student has permission to participate in a day or portion of a day out of school for their Capstone project, and all school rules, dress code, and regulations as outlined in the OSHS Student Handbook apply to this and all field trips.

Letter Day & Date: _____

| Period | Class | Teacher Signature |
|---------------|--------------|--------------------------|
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