

A word cloud graphic with a white background. The words are arranged in a cluster, with 'Capstone' and 'Shelton High School' being the largest and most prominent. Other words include 'fieldwork', 'proposal', 'timeline', 'culmination', 'core', 'values', 'project', 'journals', 'presentation', 'advisor', 'crowning', 'achievement', 'research', 'internship', 'time', 'log', 'mentor', 'learning', 'stretch', 'reflection', 'annotated', 'bibliography', and 'rubrics'.

fieldwork
Capstone
proposal timeline
culmination core values project
journals presentation advisor crowning achievement research
Shelton High School
internship time log mentor
learning stretch reflection
annotated bibliography rubrics

Reflection Paper and Presentation Review



Important Dates

- **December 14th, 2020** Fieldwork Time Log due, Reflection Paper due
- **Fill out log as you complete hours.**
- **January 14th, 2021** Capstone Project Presentations due
- **February 5th, 2021** Deadline for Project Presentation Resubmissions

Reflection Paper

- 2 pages typed, double-spaced
- The written reflection should include information about the topic, fieldwork experience, mentor relationship, and related activities.
- You should also plan to discuss successes and challenges and consider the reasons for achievements and what you wish you had done differently.
- You will be assessed on your ability to explain your experiences using details and reflection and to demonstrate your growth over time in preparation for continued lifelong learning.
- DUE DECEMBER 14TH, 2020 WITH [FIELDWORK TIME LOG](#) (p 17 in Handbook or on website under Quick Links Capstone)

**SHELTON HIGH SCHOOL
CAPSTONE FIELDWORK TIME LOG**

Senior's Name: _____

Description of Fieldwork: _____

Mentor's Name: _____

Mentor's Occupation: _____



Date	# of hours	Description of fieldwork

Total hrs. _____

As a mentor, I assure the Capstone Committee that the student spent the time documented on the time log with me.

Mentor Signature _____ Date _____

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Be
sure
to fill
out
log as
you
go!

Guidelines for Reflection Paper

- The student's introduction should include:
 - The topic of his or her Capstone project
 - The reason for his or her interest in this topic
 - Mentorship information and fieldwork experience
- The body of the reflection paper should include:
 - An explanation of activities completed
 - Successes and challenges throughout the process
 - Adjustments made in response to challenges
 - Initial expectations and whether they were met
 - A discussion of what the student would have done differently if he or she repeated the project
- The conclusion should include:
 - The impact of learning on the student
 - A discussion of what the student will take away from the experience
 - A reflection on how this work will influence the student's future endeavors

SHELTON HIGH SCHOOL CAPSTONE REFLECTION PAPER RUBRIC

*The Shelton High School student reads and writes effectively.
The Shelton High School student thinks critically to solve problems.*

Using the rubric as a guide, assign the score that best describes the reflection paper. A "Meets Expectations" must be achieved in each category to pass.

	Exceeds Expectations	Meets Expectations	Working Towards Expectations	Below Expectation
FOCUS AND ORGANIZATION	<p>The paper is clearly focused, coherently organized and contains:</p> <ul style="list-style-type: none"> o An introduction that clearly states the student's specific purpose and interest o Paragraphs that flow in a logical manner o An insightful conclusion that explains why the experience was meaningful and instructive 	<p>This paper is focused and well organized and contains:</p> <ul style="list-style-type: none"> o An introduction that states the student's purpose and interest o Paragraphs that are generally logical o A conclusion that explains why the experience has been meaningful 	<p>This paper has some organization and contains:</p> <ul style="list-style-type: none"> o An introduction that is underdeveloped or lacks details regarding the student's purpose o Paragraphs that lack organization and logic o A conclusion that is underdeveloped and does not fully explain the impact of the student's experience 	<p>This paper has little or no organization and contains:</p> <ul style="list-style-type: none"> o Irrelevant or no introduction o No paragraphs or paragraphs that lack organization and logic o Irrelevant or no conclusion
CONTENT	<p>This paper demonstrates:</p> <ul style="list-style-type: none"> o A relevant and effective explanation of the project's origin o Evidence of a significant learning stretch or challenge o Reflective ideas that are both insightful and complex 	<p>This paper demonstrates:</p> <ul style="list-style-type: none"> o A relevant explanation of the project's origin o Some evidence of a learning stretch or challenge o Ideas that are somewhat reflective and contain some insights 	<p>This paper demonstrates:</p> <ul style="list-style-type: none"> o Some explanation of the project's origin o Minimal evidence of a learning stretch or challenge o Ideas that are minimally reflective or insightful 	<p>This paper demonstrates:</p> <ul style="list-style-type: none"> o Little to no explanation of the project's origin o Little to no evidence of a learning stretch or challenge o Ideas that are neither reflective nor insightful
GRAMMAR CONVENTIONS	<p>This paper:</p> <ul style="list-style-type: none"> o Is free of errors in grammar, usage, and the conventions of written language 	<p>This paper:</p> <ul style="list-style-type: none"> o Is generally free of errors in grammar, usage, and the conventions of written language 	<p>This paper:</p> <ul style="list-style-type: none"> o Contains errors in grammar, usage, and the conventions of written language 	<p>This paper:</p> <ul style="list-style-type: none"> o Contains a variety of repeated errors in grammar, usage, and the conventions of written language
FORMAT	<ul style="list-style-type: none"> o Paper exceeds length requirement 	<ul style="list-style-type: none"> o Paper meets length requirement 	<ul style="list-style-type: none"> o Paper nearly meets length requirement 	<ul style="list-style-type: none"> o Paper clearly does not meet length requirement

Presentation in JANUARY

- You must present your Capstone Project to your advisor and homeroom peers.
- Share your presentation with your homeroom teacher via Google Classroom by January 14th.
- After the presentation, your advisor will rate the quality and validity of your presentation based on the standards of the Capstone Project Presentation Rubric.

The Capstone Presentation must:

- Be 5-10 minutes long.
- Describe fieldwork and Capstone experience, including how you decided on the topic and the insights gained from the fieldwork.
- Describe the learning stretch. How did the project challenge your skills and knowledge?
- Include audio/visual aids (poster/recording/video/Prezi/PowerPoint/Google Slides) that will help explain the experience and what was learned through the project. If the project resulted in an actual product, this product or pictures of it should be included in the presentation.
- Explain how the Capstone experience changed or influenced you.
- PLEASE DRESS PROFESSIONALLY! p. 27



Overdue Assignments

Please turn in any late or revised assignments as soon as possible. Students who are up to date with all work will get first choice of presentation dates.

Presentation Rubric

	Exceeds Expectations	Meets Expectations	Working Towards	Below Expectations
PRODUCT	<ul style="list-style-type: none"> Final product clearly meets/exceeds all requirements; may include but not limited to video, before/after photograph, how-to manual, PowerPoint, etc. Product is complete and clearly fulfills the accepted Project Proposal. 	<ul style="list-style-type: none"> Final product meets all requirements; may include but not limited to video, before/after photograph, how-to manual, PowerPoint, etc. Product is complete and fulfills the accepted Project Proposal. 	<ul style="list-style-type: none"> Final product meets most requirements; may include but not limited to video, before/after photograph, how-to manual, PowerPoint, etc. Product is nearly complete and basically addresses the goal set out in the Project Proposal. 	<ul style="list-style-type: none"> Final product is incomplete and does not meet all requirements. Final product is not adequately documented and does not address the goal set out in the Project Proposal.
PRESENTATION	<ul style="list-style-type: none"> 5-10 minutes is utilized effectively. The student includes all information necessary to demonstrate a clear understanding of the topic. The student does not often refer to his/her notes. The student clearly demonstrates effective use of technology. The student presents on assigned due date. The student continuously engages the audience by maintaining good eye contact and using appropriate body stance. 	<ul style="list-style-type: none"> 5-10 minutes is utilized. The student demonstrates an understanding of the topic. The student refers to his/her notes. The student demonstrates effective use of technology. The student presents on assigned due date. The student engages the audience by establishing good eye contact and using appropriate body stance. The student dresses appropriately for the presentation. 	<ul style="list-style-type: none"> 5-10 minutes is not utilized effectively. The student demonstrates a basic understanding of the topic. The student frequently refers to his/her notes. The student does not clearly demonstrate effective use of technology. The student presents on assigned due date. The student infrequently engages the audience by establishing good eye contact and using appropriate body stance. The student dresses 	<ul style="list-style-type: none"> 5-10 minutes is not utilized—presentation is too short. The student is unable to demonstrate an understanding of the topic. The student reads the presentation from his/her notes. The student does not demonstrate effective use of technology. The student does not present on assigned due date. The student does not engage the audience by establishing good eye contact and does not use appropriate body stance. The student does not dress appropriately for the presentation.

	<ul style="list-style-type: none"> o The student dresses appropriately for the presentation. 		appropriately for the presentation.	
VERBAL EXPRESSION	<ul style="list-style-type: none"> o The student is able to express his/her speech in a clear and understandable manner, using the appropriate tone, inflection, volume, and speed of speech. o The student clearly expresses the purpose of the presentation and communicates his/her resources and supporting details. o The student can clearly cite references. o The student demonstrates poise and mastery of his/her material when questioned by the audience. 	<ul style="list-style-type: none"> o The student is able to express his/her speech in an understandable manner that shows an understanding of the material. o The student expresses the purpose of the presentation and communicates his/her resources and supporting details. o The student can cite references. o The student is able to answer questions from the audience. 	<ul style="list-style-type: none"> o The student is somewhat able to express his/her speech in an understandable manner that shows an understanding of the material. o The student has difficulty expressing the purpose of the presentation and communicating his/her resources and supporting details. o The student can cite some references. o The student is able to answer some questions from the audience. 	<ul style="list-style-type: none"> o The student does not present in a clearly audible voice. o The student does not express a focus or purpose. o The student does not cite any references. o The student is not able to answer questions from the audience.