

Excellence in Education-Share the Vision



CAPSTONE PROJECT

Sinton High School STEM Academy

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STAFF CONTACT INFORMATION

Your administrative and counseling team is excited to have you as part of our Sinton ISD STEM Academy. Should you ever need anything, please don't hesitate to call or email anytime. We know your path to success starts here!

Dan Smith, Sinton High School Principal

dsmith@sintonisd.net

400 N. Pirate Blvd
Sinton, TX 78387
Phone: 361-364-6650
Fax: 361-6668

Mary Lankford, STEM Academy Project Director

mlankford@sintonisd.us

Phone: 361-364-6689

Margie Mercier, Sinton High School Counselor

mmercier@sintonisd.net

Phone: 361-364-6659

Sinton ISD Administration Building

Main Office

322 S. Archer
Sinton, TX 78387
Phone: 361-364-6803
Fax: 361-364-6905

Capstone Faculty Advisors

Alaniz, Andres

Berecka, Alice

Barlow, Heather

Garza, Marta

Gibson, Maggie

Hamilton, Bronson

Knox, Marilyn

Pena, Andrea

Rodriguez, Patricia

Swift, Fletcher

PLTW Engineering

English Department

Science Department

Mathematics Department

English Department

FPS Sponsor

Social Studies Department

CTE Department

English Department

PLTW Engineering

AVID Sponsor

andresalaniz@sintonisd.net

aberecka@sintonisd.net

hbarlow@sintonisd.net

mgarza@sintonisd.net

mgibson@sintonisd.net

bhamilton@sintonisd.net

mknnox@sintonisd.net

apena@sintonisd.net

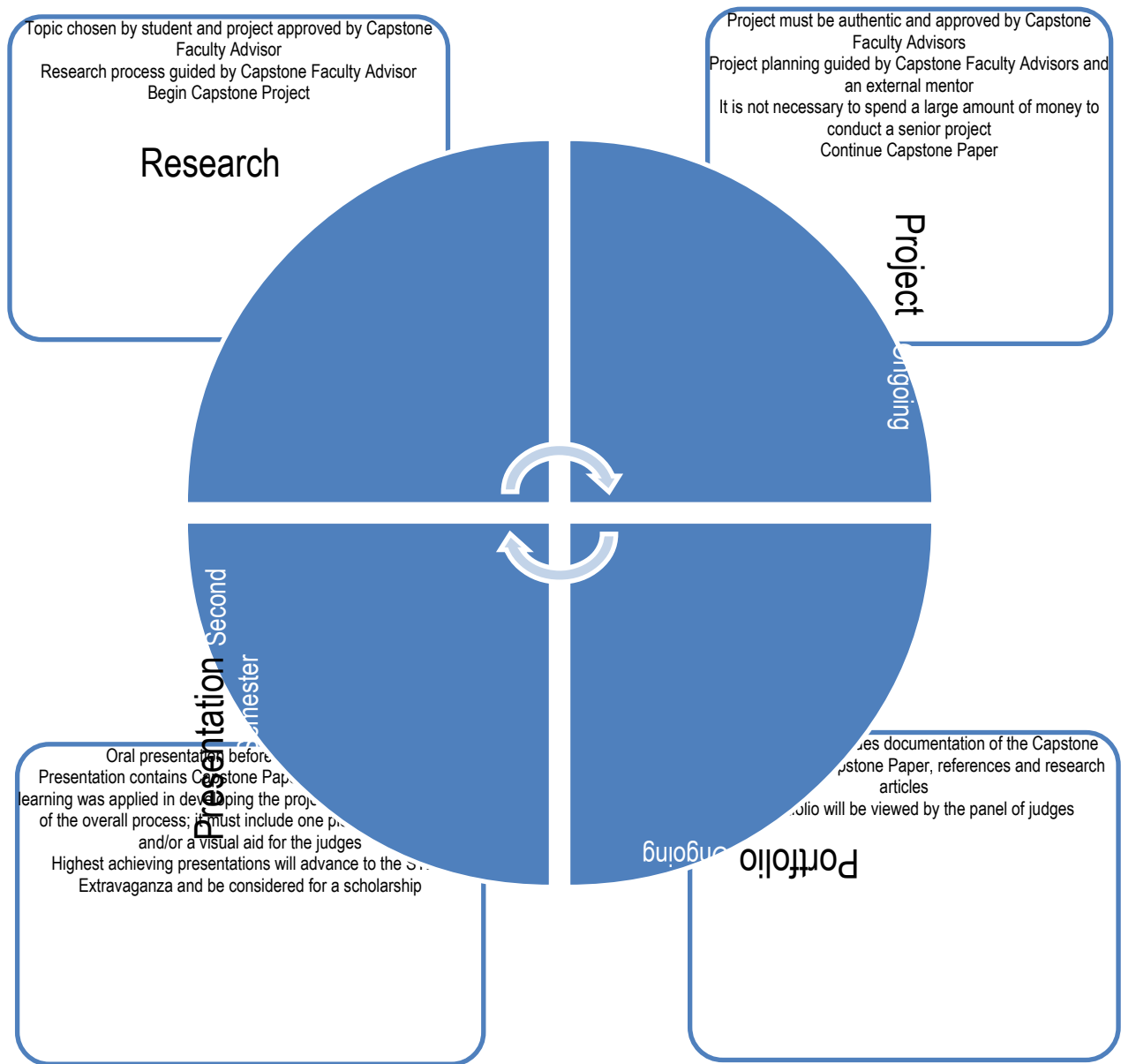
prodriguez@sintonisd.net

wfletcher@sintonisd.net

CAPSTONE PROJECT RATIONALE

- The Capstone Project is an integrated, multifaceted project designed to provide students with an opportunity to synthesize many of the skills they have developed throughout their academic careers.
- Students are provided with an individualized opportunity to demonstrate these combined skills within the community.
- The Capstone Project experience moves students away from departmentalized learning toward a more interdisciplinary approach.
- Students are able to utilize a variety of skills in the areas of writing, speaking, research, and documentation.
- The Capstone Project process begins with a student-selected exploration of a topic of interest; therefore, learning becomes more relevant and “real life.”
- The process will provide experiences that better prepare students for post-secondary college and career success.
-

CAPSTONE PROJECT ELEMENTS
 – CAPSTONE WILL FIT WITHIN YOUR INDIVIDUAL GRADUATION PLAN –



Completion of all four components is required for graduation with STEM Seal and STEM Academy Cord.

CAPSTONE PROJECT STRAND DESCRIPTIONS

– A LIST OF IDEAS AND PROJECTS THAT MAY BE INVOLVED –

Service-Oriented Strand

Students choosing this strand will devote a minimum of 40 hours toward a community service project. For instance, students may develop and implement a unique promotion for raising funds for the local food bank; a community clean-up effort of a public area such as a park, beach, or school; a field-trip or seminar of interest for members of an elderly home; a clothing drive for a homeless shelter; or perhaps even begin their own non-profit to address an unmet community need.

Self-Development Strand (May be through E.D.D.)

Students choosing this strand will spend a minimum of 40 hours working to develop a new skill and demonstrate it, to construct or to create something they have never had the skill base or knowledge to do before. For instance, students could design and build a model of a physical product such a park or building; perform or produce a play they have written or choreographed; develop a technology or mechanically-based idea for actual use; write a computer program for practical application; write, edit, and produce a video; organize a major public event; or begin a business.

Career-Exploration Strand- Internship

Students who choose this strand will complete an internship of a minimum of 40 hours in the career field the student intends to pursue after high school. Students will begin by researching a career area of interest. After identifying a career area of interest, the student will research and identify a local company or organization that will sponsor him or her for internship. If the student is unable to identify a company or organization, the Capstone Committee will attempt to assist with this search effort.

E.D.D.

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. Students will perform research to choose, validate, and justify a technical problem. After carefully defining the problem, students will design, build, and test their solution or prototype. Finally, students will present and defend their original solution to an outside panel.

While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process. Students will spend a minimum of 40 hours outside of class on the project. EDD is a high school level course that is appropriate for 12th grade students.

Pre-requisite: Only students who have completed IED, CEA and POE will be allowed to sign up for EDD.

Note: Students enrolled in EDD may follow an alternate Capstone Project Timeline.

SELECTING A CAPSTONE PROJECT

You may already know exactly what Capstone Project you wish to pursue, or perhaps you don't know where to begin. We have provided an approach for brainstorming and selecting a topic. Remember, this is a project in which you will invest a significant amount of time and energy. It should be something that you are passionate and excited about so that you will learn from the experience and have a great time doing it.

The following steps are guidelines for brainstorming and selecting an exciting and interesting Capstone.

Step 1 – Generalize

Explore a general area of interest.

- Subject area should be relatively broad and something you are interested in.

Examples:

Environmental Science

Classic Literature

Visual and Performing Arts

Creative Writing / Publishing

Industrial Arts

Agriculture

Business/Tourism

Human Services

Computer Science

Film / Photography

Step 2 – Narrow the subject area

What are your reasons for interest in this subject area?

- Why does this subject area interest you?
- Does this subject area have long term interest? Why?
- Do you have particular skills and/or knowledge already in this area that you are looking to expand?
- Are there people around you or whom you have access to who may be interested in getting involved or assisting you?
- Specifically, what parts of the subject are you curious about or are most interested in?

Step 3 – Choose a topic within the subject area that is most appropriate for the Capstone

In this step, it is important to consider your access to the resources that you will need to complete Capstone. The Capstone should stretch your abilities and create new learning opportunities.

- Do you have some general skills and/or knowledge in the topic?
- Will the topic challenge you? Is this challenge surmountable? Be creative in your resolution of the challenge.
- If you believe your topic may include community service activities or an internship, do you have organizations or companies within your area that you can approach to work with, or could you travel and stay with a relative to achieve access to an organization or company of interest?
- Do you have access to other individuals who may have some expertise in your topic? Remember, this is your project, but it is quite acceptable to learn from others and their experiences.

Step 4 – Picking a Capstone Project strand

Consider the best method to showcase the topic of your Capstone Project by reviewing the description of the requirements of each project strand. Below are examples of how a student might arrive at a project strand selection. It is critical to understand that any Capstone Project could fit into any project strand. The ultimate decision of how you arrive at your selection is how you best learn and how enjoy spending your time. Consider the following:

Example 1

Step 1: Computer Science

Step 2: Network Management

Step 3: Student has taken computer classes and develops small websites as a hobby. Friend's father works for a local computer consulting company that is open to an internship.

Step 4: **Career-Exploration** with an internship working with the Information Technology team at the local computer consulting company.

Example 2

Step 1: Architecture

Step 2: Modern Design and Construction

Step 3: Student has always enjoyed or been drawn to a particular design of buildings. Perhaps the student is an artist, with a passion for drawing buildings and landscapes. The student may have even taken classes in which he or she has been introduced to CAD software.

Step 4: **Self-Development** with a specific focus on designing and building a model of a small private residence using modern architecture design techniques.

Example 3

Step 1: Human Services

Step 2: Elderly Care

Step 3: Student currently volunteers at a local retirement center and has observed the interaction between the residents of the center and children who have visited other residents in the center. Student senses value in these interactions.

Step 4: **Service-Oriented** with a specific focus on the development of a new socialization program for residents at the retirement center. Program may include a monthly event in partnership with a local elementary school where students “adopt” and visit a residents of the retirement center.

CAPSTONE PROJECT PROPOSAL FORM
- STUDENT WORKING DOCUMENT -

Student Name: _____		
Capstone Faculty Advisor: _____		
Date Received: _____	Total Score: _____	
Approved?	YES	NO

Project:

What is the title of your Capstone Project?

Project Merit:

Describe your physical project in detail. For internship; name and describe where you plan to intern. _____

Who benefits from your project? How do they benefit?

If internship, explain how it will fit into your career pathway.

Explain the importance of your project. Explain why it is worthwhile.

Project Challenge:

How is this project/internship a challenge to you?

How does this project/internship relate to you?

Project Logistics:

When is the project/internship going to occur? Why are you choosing this time to do your project/internship?

What materials will you need to complete this project? How will you acquire them?

Where do you plan to hold your project or display your product?

Explain whom you think you need your mentor to be (need not be a specific person).

CAPSTONE PROJECT APPROVAL RUBRIC

– USED BY CAPSTONE FACULTY ADVISOR TO EVALUATE CAPSTONE PROJECT PROPOSAL FORM –

Upon review of the student’s proposal, the project/product will be assessed by using the following rubric as a guideline. To ensure project success, it is imperative that the evaluations are honest. If the student scores particularly low, the student will be advised as to ways in which to increase his or her score.

	5 Points	4 Points	3 Points	2 Points	1 Point
Project/Internship Relationship <input style="width: 50px; height: 20px; margin-left: 20px;" type="text"/>	The paper and the project/internship are closely tied together.	There is a strong relationship between the paper and the project/internship.	There is a relationship between the paper and the project/internship.	There is a small relationship between the paper and the project/internship.	There is no relationship between the paper and the project/internship.
Project/Internship Merit	The project extends beyond the scope of a school assignment. It is important on a broader scale.	The project is something that should be done and is worthwhile. It benefits more than the student.	The project itself shows some importance; however, the project mainly benefits the one completing it.	Benefiting only the student, the project itself shows a little bit of merit.	The purpose of the project is unclear, with little to no benefit to anyone.
Project/Internship Challenge	The student details the challenges of the project/internship. Completion will take considerable time and dedication to complete.	The project/internship shows an application of abilities learned. The project will be a challenge with some chance of failure.	The project/internship is well within the abilities of the student to complete and demonstrates the educational abilities gained.	The project/internship has merit but poses little challenge to the student. Learning stretch is minimal.	The project/internship seem trivial in nature and shows little or no application of high school learning.
Project/Internship Logistics	Student provides a complete and well thought out plan for project/internship completion. Additionally, the student has identified a potential mentor.	The student has shown thought pertaining to project completion, and the plan presented will probably allow him/her to navigate through obstacles.	The student has a vision of the project but seems to be lacking a concrete plan. Some ideas are presented, but they are vague and lack direction.	The project is merely in the vision state. Student might have a general idea of what needs to be done, but has almost no plan to complete it.	The student lacks any idea or direction. There is a complete disconnect between the project choice and understanding of how the project will get done.
Project/Internship Time	The student shows a clear and accurate understanding of the amount of time it will take to complete the project/internship.	The student shows an understanding of time allotment; however, he or she ignores the time required to complete one part of the project.	For the most part, the student understands the amount of time required, but ignores or underestimates the time required for some parts.	The student figures out the amount of time required for the project, but it is mostly inaccurate due to many omissions and over estimations.	The student shows little or no realization of the time it would take to finish the project.
Misc.-Optional <=5 pts to may be added if there is a reason beyond those previously listed. Please explain reasoning. <input style="width: 50px; height: 20px; margin-left: 20px;" type="text"/>					

Total Score

Please add total points awarded from above sections and place this total on the front page of the *Capstone Project Proposal Form*. 15 points or greater required for approval.

– CAPSTONE PROJECT APPROVAL RUBRIC MUST BE ACCEPTED BEFORE PROCEEDING –

Capstone Paper Requirements

- 1 inch margins
- 12 point font size with font chosen from one of the following:
 - Times New Roman
 - Arial
 - Tahoma
- Page numbers in a consistent location according to APA format.
- Double-spaced throughout the outline, text, and references page.
- Minimum of five sources, including one personal interview.
 - Research articles must be saved in your digital portfolio, with any referenced or quoted text highlighted
 - Put the APA citation at the top of the article
- Proficient level of grammar, spelling, punctuation, and usage.
- In-text citations according to APA format.
- Title page and a references page according to APA format.
- Five pages in length, not including the title page and references page
- The paper must be written in the student's own words, except for properly documented quotes from sources.
- Note: papers that show evidence of plagiarism (cutting and pasting information from the internet, representing someone else's ideas as your own, copying from another student's paper, or failing to document sources and use in-text citations) will not receive credit.

Guidance

For guidance, conference with your Capstone Faculty Adviser.

APA Format Information

The Purdue Online Writing Lab provides students with excellent information on APA format. Access online at <http://owl.english.purdue.edu/owl/resource/560/01/>

CHOOSING & SECURING THE RIGHT MENTOR

REQUIREMENTS

Like every other part of the Sinton STEM Capstone Project, you are given a great amount of freedom in your choice of the mentor. However, he or she must fit the following requirements:

- be at least 25 years of age
- be an expert in the area of your project
- must not be related to you

MENTOR EXPECTATIONS

Once you have a potential mentor in mind, you and this potential mentor must realize the expectations. Your mentor is expected to:

- meet with you a minimum of three times
- help you take the project from idea to reality
- confirm the number of hours spent on the project
- verify that your project has been completed

Be mindful that it is not the mentor's responsibility to get you to complete your project.
This is your project, not theirs.

INTRODUCING YOURSELF & MEETING YOUR MENTOR FOR THE FIRST TIME

Be prepared to discuss the following with your potential mentor:

- who you are
- where you attend school
- why you are calling or meeting with them
- what your project is about

Remember to be confident in your answers to the potential mentor.

Should the prospective mentor agree, be prepared to arrange date and time for the meeting.

When you first meet your mentor:

- dress appropriately
- **be on time for your appointment**
- have your list of questions ready and be prepared to ask them
- be courteous and respectful
- thank the person for his/her time when you leave
- ask for a business card so you know where to send a thank you note, and
- send a thank you note (very important)

Have your **Mentor Expectations Form** ready and filled out to **give to your mentor** so that phone numbers and contact names are there for contacting you. Be ready to explain this form to him or her.

MENTOR EXPECTATIONS FORM

First of all, **Thank You** for choosing to be part of this exciting and rewarding program by agreeing to mentor this student. Your participation is a vital component to the successful completion of this student's project. This document is provided as a resource to help you understand the nature of the mentoring arrangement you are embarking upon.

Expectations

As a mentor to this student, you are expected to:

- Be willing to help the student with his or her project
- Meet a minimum of three times throughout the project
- Give information to the student and /or assist the student in locating information and resources
- Provide guidance to the student
- Be a resource
- Help the student take the project from idea to reality
- Help the student push his/her limits and go beyond previous experience or skill levels
- Confirm the number of hours the student spent working on the project
- Verify that the project has been completed as required

Remember that this project and experience are the student's. You are a facilitator, resource, and friend, but it is the student's responsibility to keep in touch with you and complete the project. The relationship forged with this student should not be a burden. If you experience any problems with the student, please feel free to contact his or her Capstone Faculty Advisor. Again, thank you for your time and effort.

Capstone Faculty Advisor

Student's Name

Phone Number

Phone Number

Email Address

Email Address

CAPSTONE PROJECT PARENT/GUARDIAN CONSENT/LIABILITY RELEASE FORM

To the parents/guardians of : _____

Your son/daughter is about to embark upon an exciting educational journey! The Capstone Project will provide enormous benefits for your child now and for the future. Successful completion of the Capstone Project is a valuable tool in determining your child's mastery of the educational content he or she has learned over the past 12 years, as well as providing them the opportunity to learn and practice critical 21st century skills needed for future endeavors.

Please take some time to discuss the project with your child, and initial each of the items below indicating that you have read, and approve each.

____ I approve of my child's selected Capstone Project.

____ I acknowledge that the intent of the Capstone Project is to stretch my child to learn and demonstrate new skills and/or knowledge. I agree that my child's Capstone project will achieve this goal.

____ I understand that some of the work required to complete the Capstone Project will be completed outside of normal school hours.

____ I understand that all transportation for work related to the Capstone Project is the responsibility of the student or parent.

____ I understand that all costs and risks associated with the Capstone Project are the responsibility of the student or parent.

____ I understand that my student will be required to keep an activity log that outlines time spent on major tasks of the Capstone Project.

____ I understand that integrity and honesty are just as important as all other aspects of the Capstone Project. Any suspicion that my child has plagiarized or has been dishonest in any aspect of the Capstone Project process may result in a referral to the Capstone Committee or other school administration. I understand my student will not receive credit for plagiarized work.

I understand that the school, State, and their agents are not responsible for any potential risks resulting from the Capstone Project. Accordingly, I release Sinton High School, the Texas State Department of Education and their agents from all claims arising from any financial obligation incurred, and damage, injury, or accident suffered while my child participates in the Capstone Project.

Parent/Guardian's Name (Print): _____

Parent/Guardian's Signature: _____

Date: _____

PARENT/GUARDIAN EMERGENCY CONTACT FORM
– RETURN TO YOUR CAPSTONE FACULTY ADVISOR –

Student's Name: _____

Capstone Faculty Advisor: _____

Parent/Guardian Information Date Received: _____

For Parents/Guardians

Name: _____

Address: _____

Phone Number (s): _____

Emergency Contact: _____

Phone Number (s): _____

Doctor's Name: _____

Phone Number: _____

List any allergic reactions: _____

Name of insurance carrier: _____

Other information: _____

I hereby authorize emergency medical treatment

X _____
Signature of Parent/Guardian Date

We hereby give permission for _____
Name of Mentor

to mentor _____
Name of Son/Daughter

with his/her Capstone Project. The expectation is that the school and mentor will exercise every precaution in order to avoid any injury to the student involved in the Capstone Project. I further understand that both the mentor and the school district will not be held responsible financially or otherwise should an accident occur during my child's participation in this activity and accept full responsibilities for such injuries

X _____
Signature of Parent/Guardian Date

Parent/Guardian's Name (Print): _____

CAPSTONE PROJECT VERIFICATION FORM

– FOR MENTOR’S USE –

You have been chosen to verify this student’s efforts on the **physical project** phase of his/her Capstone Project. Most of the time spent on this project has been out of class, and verification is vitally important. Perhaps you have seen the student working throughout the entire project phase, or maybe you have only seen him/her working one part of the project. Please answer the following questions based on what you have seen in order to help evaluate his/her performance. We very much appreciate your cooperation. Thank you.

Student Name: _____

1. Can you verify he/she spent at least 15 hours on this project? Yes _____ No _____
How many hours can you verify? _____ Explain: _____

2. Have you seen this project at different stages of completion, not just the final phase?
Yes _____ No _____ Explain: _____

3. What problems specifically did this student encounter, and what evidence of problem-solving did you observe?

4. What changes in skill or attitude improvement did you observe in the student over the time that he/she worked on the project?

5. What successes did you see this student achieve? Explain: _____

6. Based upon what you have observed during the project phase, please rate using numbers 5 through 1 (5=highest, 1=lowest), the student’s application of the criteria below. Write N/A if not observed or not applicable to the project.

- _____ Took a learning risk (went beyond comfort zone)
- _____ Applied knowledge to project
- _____ Used a variety of resources
- _____ Maintained balance and perspective
- _____ Developed and stayed with a project plan and timeline
- _____ Strived to do his/her best (the quest for quality)
- _____ Demonstrated initiative and responsibility
- _____ Practiced courteous, mature behavior

***Comments (Use back if necessary):**

Signature _____

Name _____

Date _____

CAPSTONE PROJECT ELECTRONIC PORTFOLIO CHECKLIST
 – PORTFOLIO ITEMS ARE SAVED ELECTRONICALLY.
 USE THIS AS YOUR CHECKLIST FOR COMPLETENESS. –

REQUIREMENTS	IS IT COMPLETE?	
1. Title Page <ul style="list-style-type: none"> • Your title page will consist of the following information, centered on the page (vertically and horizontally). <ul style="list-style-type: none"> ○ Name ○ Title of Capstone Project ○ Mentor ○ Capstone Faculty Advisor ○ Sinton ISD STEM Academy 	Yes	No
2. Capstone Project Proposal Form	Yes	No
3. Capstone Project Approval Rubric	Yes	No
4. Capstone Paper	Yes	No
5. Capstone Project Time Log	Yes	No
6. Capstone Project Verification Form from Mentor	Yes	No
7. Additional Forms of Verification (3 additional forms of verification required). You are not limited to the examples listed below; however, they may include the following: <ul style="list-style-type: none"> • Certificate of completion or award • Letters of recommendation from people in the community • Receipts or bills of sale • Photos of you in the process of working on your project, with explanations and captions • News articles of your project or presentation, with a photo of you from the article • Invitations to your event 	Yes	No

PORTFOLIO RUBRIC

Student Name: _____

Capstone Faculty Advisor: _____

	Exceptional = 4	Good = 3	Adequate = 2	Deficient = 1	Score
Title Page	Graphic element is perfectly suited to the topic, and color is used effectively. Spacing of elements enhances the overall effect.	Choice of graphic element is a good fit for the topic. Color choice is good as well. Some elements could be better spaced. Overall, a good cover.	Choice of graphic is adequate or vaguely related to the topic. Spacing as well as use of color could be improved.	Required items are included but with no consideration as to placement and spacing. Color is minimal or not present at all.	
Capstone Project Paper	Final Capstone Project Paper is properly formatted and follows all the Capstone Paper guidelines.	Final Capstone Project Paper is properly formatted and follows most of the Capstone Paper guidelines.	Final Capstone Project Paper is properly formatted and follows some of the Capstone Paper guidelines.	Final Capstone Project Paper is not properly formatted and does not follow the Capstone Paper guidelines.	
Project Verification *Time Log *Project Verification Form	All items are present and are exceptionally neat in appearance and well organized.	All items are present and neat in appearance.	All items are present but are somewhat messy and unorganized.	Items may be missing and little care was given to their appearance and organization.	
Varia *Photographs *Receipts *Articles *Fliers	All items are present and neat in appearance. Careful consideration to photographs. Captions thoroughly explain what is happening in the photos and provide irrefutable evidence of the project.	All items are present and neat in appearance. Photographs provide good support for the project. Captions provide a good explanation of what is happening in the photos. Consideration has also been given to the photos' placement on the page.	All items are present and neat in appearance. Photographs provide only adequate support for the project and may be haphazardly placed on the pages. Captions may be sketchy or poorly written.	Some items are missing and/or poorly organized. May be messy in appearance. Quality of photos is poor and does not support the project.	
Overall Aesthetics	This is a portfolio that could serve as an example of superior work. It is evident that great pride has been taken in the project and in the portfolio.	This is a good portfolio and could be used as a model. Care has been taken in the project and portfolio.	This portfolio meets the standard but could have been better. It is evident that the student took little pride in his/her work.	This portfolio is inadequate and does not even meet minimum requirements. Some items may not be present and appearance is messy and unorganized.	
Thank You Notes to Mentor and Judges	Thank You notes contain no errors and are free of smudges and errant marks. Letters are signed by the student and handwritten in correct format.	Thank You notes contain only one or two errors in spelling. Letters are signed by the student and handwritten in correct format with only one or two very minor errors.	Thank You notes contain several errors in spelling or sentence structure. Letters are signed by the student and handwritten in correct format with several minor formatting errors.	Thank You notes contain many errors in grammar, spelling, sentence structure and formatting. Letters may or may not be signed by the student.	

Total: ____

Total Points Earned = _____ / 24 total pts. = final grade of _____

CAPSTONE ORAL PRESENTATION GUIDELINES

Overview

The oral presentation is the final portion of the Capstone Project process. You will prepare a seven minute speech about your research, project and personal growth during the process. The speech will be delivered to a panel of three judges. The judges will have the attached rubric to evaluate your research, project, growth and your public speaking skills.

Guidelines

- 7-9 minute oral presentation
- business attire
- visual aids
- question and answer session
- if a video is part of the visual, it can be no longer than two minutes
- must be structured (introduction, body, conclusion)

Attention Device 30 seconds

An attention device is a tool used by speakers to grab the interest of an audience. The attention device you choose will depend on your topic, the audience, and the mood that you want to set for your presentation. The attention devices can be:

- personal experiences
- stories
- references to the occasion, audience, or topic
- rhetorical questions
- humor
- quotations

Introduction 1:30

An introduction includes the thesis statement that states the point you expect to make in your presentation. You must also establish your ethos (credibility and a common bond with the audience) during the introduction. An introduction can include:

- your name
- personal information
- how the project was chosen
- how the project relates to you
- your future plans

Body 4:00

The body of a presentation has two to five main points with supporting details that are connected with transitions. Consider your purpose for the presentation and that will determine the main points. Questions to ask yourself:

- What ideas do I need to communicate to the audience to accomplish my purpose?
- Do the points I have chosen refer to my thesis statement?
- Are my main points supported by information?

Your main points should be linked by transitions. Transitions show the relationship between the two points being connected. A variety of transitions keep the presentation interesting. Examples of transitions are:

- First of all
- Next
- On the other hand

Visual aids may be used during the body of the presentation. The visual aids may be

- objects and models
- pictorial reproductions
- pictorial symbols

Conclusion 1:00

The conclusion to a presentation summarizes the main ideas of the presentation. The conclusion serves three purposes:

- summarizes the main points of the presentation
- restates the thesis
- provides a clear ending to the presentation

The conclusion should leave the audience with something to think about and remember. The speaker will invite the audience to ask questions at the conclusion of the oral presentation.

Examples:

- I will be happy to answer questions.
- I now open the floor for questions.
- I invite your questions at this time.

CAPSTONE PROJECT PRESENTATION EVALUATION

Student Name _____

Total Speech Time _____

Name of Judge _____

Date _____

*Area I: CONTENT (scores based on numeric value; straight 3's do not equal a "C" grade.)					
INTRODUCTION: has interesting attention device; states purpose of the presentation	5	4	3	2	1
BODY OF SPEECH: main ideas and points supported by accurate and appropriate details	10	8	6	4	1
APPLICATION OF LEARNING: self-discovery evident (clues "I never knew...I learned...")	10	8	6	4	1
ORGANIZATION: not choppy, but logical idea flow	10	8	6	4	1
CONCLUSION: summarizes, makes memorable impression	5	4	3	2	1
BALANCED CONTENT: shows relationships between research and project; speech is within 7-9 minute time limit	5	4	3	2	1
LANGUAGE USAGE: avoids slang phrases; uses appropriate word choice, style, transitions	5	4	3	2	1
TOTAL AREA I: (50 Possible)					

*Area II: DELIVERY					
EYE CONTACT: not reading speech, looks at audience	5	4	3	2	1
NON-VERBAL: demeanor posture, appropriate/natural gestures	5	4	3	2	1
VERBAL: volume, rate, clarity, vitality	5	4	3	2	1
BUSINESS ATTIRE/APPEARANCE: neat and appropriate	5	4	3	2	1
COURTESY: punctual and prepared	5	4	3	2	1
AUDIO/VISUAL: something beyond the actual project, integral to speech, created to enhance presentation	5	4	3	2	1
TOTAL AREA II: (30 Possible)					

*Area III: QUESTION & ANSWER PERIOD					
IMPROMPTU SKILLS: fluency and confidence of student responses	10	8	6	4	1
QUALITY OF RESPONSES: knowledge and information in answer	10	8	6	4	1
TOTAL AREA III: (20 Possible)					

Judges: Please add your comments to the back of this sheet.
Students need your thoughts and feedback.

TOTAL AREA I+II+III: (100 Possible) _____

CAPSTONE PROJECT TIMELINE

WHAT	TO WHOM	BY DATE
Capstone Project Proposal (will be reviewed and approved in the order received)	Capstone Faculty Advisor	October 15, 2015
Secure Mentor	Capstone Faculty Advisor	October 15, 2015
Capstone Paper Elements	Capstone Faculty Advisor	Fall Semester 2015
<ul style="list-style-type: none"> • Interview questions submitted and approved 	Capstone Faculty Advisor	
<ul style="list-style-type: none"> • Interview completed and submitted 	Capstone Faculty Advisor	
<ul style="list-style-type: none"> • Interview Thank You letter submitted 	Capstone Faculty Advisor	Within One Week of Interview
Capstone Paper Submission	Capstone Faculty Advisor	January 12, 2016
Capstone Project Completed	Capstone Faculty Advisor	TBA
Capstone Presentation Elements	Capstone Faculty Advisor	TBA
<ul style="list-style-type: none"> • Presentation plan completed and submitted 	Capstone Faculty Advisor	TBA
<ul style="list-style-type: none"> • Presentation plan visuals completed and submitted 	Capstone Faculty Advisor	TBA
Capstone Presentation	Audience of business partners, teachers, students, parents and mentors	TBA
<ul style="list-style-type: none"> • Thank You notes to judges 	Capstone Faculty Advisor	TBA
Electronic Portfolio Submitted (refer to page 20 for requirements)	Capstone Faculty Advisor	TBA

Note: Students enrolled in EDD will follow an alternate Capstone Project Timeline according to the EDD teacher's classroom specifications.

***Final dates will be included in May 2016.
This version will be replaced with the updated Capstone Booklet on our STEM Academy Blog at that time.***

<http://sintonisd.us/stemacademy/>