



A capstone is an authentic project, product, or performance that allows for exploration of a passion or curiosity and prepares students for further work or study. The learning and reflection required by a capstone is documented via journals, blog posts, or other artifacts, and, upon completion, is presented in a meaningful way.

Capstones is an opportunity for graduating students to direct their own authentic learning experience while working with a community expert and building 21st century skills so that they are prepared for college, modern careers, and adult life--in line with the district's mission statement of ensuring all students have the knowledge, skills and character to thrive in a changing world. Completing a capstone project is a graduation requirement. Juniors and seniors are guided through the Capstones process in crew.

This handbook currently serves as an overview and is subject to updates at any time. In addition to becoming familiar with the program, parents are encouraged to start talking with their high school students about capstone topics and even considering possible community experts. Brainstorming early will only facilitate this process and strengthen your student's project. In the year to come, we will be sharing project ideas and artifacts in the schools, via social media, and at school and community events.

If you have questions or concerns, you can reach out to your school's capstone coordinator:

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Glenwood Springs High School - Tom Penzel [tpenzel@rfschools.com](mailto:tpenzel@rfschools.com)

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## Capstone Overview

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Starting with the class of 2018, all graduates of Roaring Fork School District will complete a capstone project. Though capstones may take different forms, all students will complete a culminating experience that:

- Encourages students to think critically, solve challenging problems, and develop skills such as communication, public speaking, research, media, teamwork, planning, self-sufficiency, or goal setting.
- Helps prepare students for college, modern careers, and adult life.
- Develops character skills.

### Benefits of the Capstone

Capstones allow students to pursue their passions by finding a topic of personal interest and exploring it in depth, and provide opportunities for academic and/or character growth.

Capstones pay off in terms of extrinsic rewards by giving students the time, space, and resources to complete a deep learning exploration; they will be more prepared to thrive beyond high school. Equally importantly, they will have the opportunity to explore their own, personal interests and passions, and to enjoy the intrinsic satisfaction of learning.

After students graduate from Roaring Fork, they will need to be prepared to complete these types of projects. Any student planning to attend a college or university will have to complete major projects as a part of the university experience. Students planning to enter the workforce directly after high school will require skills such as communication, collaboration, problem solving, and time management. The capstone encourages the students to transition from traditional learning in the classroom to a more interdisciplinary approach, applying their skills to real-world tasks.

### Capstone Requirements

1. [Proposal](#) - *requires approval before proceeding*)
2. [Portfolio](#) with [deliverables](#) and other documentation
3. [Community Expert](#)
4. [A final product](#)
5. [Presentation](#)
6. [Reflection](#)

## Capstone Ideas

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Student will spend time in Crew examining their own interests, reflecting on past learning, and brainstorming ideas for their Capstone. The list below is provided to promote student formulation of a meaningful, personal choice that reflects the philosophy of the project. This is not a definitive list of all possible project topics, nor is it intended to limit student creativity or initiative. **Students may not use a project that will count as a class credit. They can, however, create an extension of a class project for which they received credit.**

### School Service Projects

- Develop and execute a tutoring program
- Write a computer program for the school or an instructor
- Design and publish a newsletter for a school organization
- Design and create a piece of art for public display
- Plan a school-wide art show
- Plan and organize a major-school wide event
- Develop and pilot a school breakfast program

### Community Improvement/ Involvement Projects

- Coordinate a service project for a non-profit organization
- Create marketing materials for a non-profit organization
- Plan, organize, and execute environmental improvement project
- Build or renovate a house as a service project
- Design and build a fitness trail
- Organize a community festival (i.e., arts, music, foods, multicultural heritage, etc.)
- Plan and supervise an elementary school bicycle safety program
- Work with and for a political candidate during a primary or general election campaign
- Create and follow through with a recycling program for a semester
- Become certified to teach CPR and teach a course in the community

Internship or Career-Related Projects (must still demonstrate learning through a product and deliverables, but can focus on the experience)

- Intern with an elementary teacher or subject area teacher
- Intern in a health-related field and share that with a health class
- Intern with a government or legal entity and design a lesson
- Intern with a newspaper or publishing entity and design a lesson
- Intern with a design or advertising firm and create a design or marketing plan
- Intern at a daycare center and create lesson plans
- Intern with a film, theater, or drama entity and share that with the church drama club
- Intern with a general contractor and design something for the school grounds.
- Intern with a skilled tradesman and donate work to a worthy cause

### STEM Projects

- Produce genetically engineered bacteria
- Build a biomass stove
- Build a mini mock-up of a Maglev train

- Create an interactive website to teach a concept

## Fine Arts and Creative Projects

- Compose and perform a piece of music for a senior citizen home
- Organize a student concert
- Organize a student art show
- Edit and produce a magazine for a school/community organization
- Edit and produce a school newspaper
- Write and publish a short story or book of poems
- Design and paint a mural for display somewhere in the community
- Plan and conduct a showing of your personal artwork or writings
- Create a photography exhibit and lead a panel discussion about a current issue

## Practical Arts Projects

- Build a piece of furniture and donate it to a charity auction
- Cater a social function for the community, local firemen etc...
- Design and create an original clothing design for a production such as the spring musical or fall play
- Demonstrate carpentry skills by remodeling or enhancing an area in the community
- Design and redecorate a room for a women's shelter
- Write, direct, and perform a children's theater production
- Develop public relations or marketing materials for a theater

## Entrepreneurial Projects

- Set up a small business, keeping financial records and managing time and materials
- Create a company and then develop and produce a product that helps someone or a group
- Organize a fundraising activity for a nonprofit cause

## Experiential Projects

- Complete a foreign exchange opportunity
- Plan and participate in a service trip
- Present at a conference

## Course-Based Projects (extensions of learning in a current course)

- Research paper that allows further exploration of a topic introduced in a course
- Original literary analysis
- Scientific lab experiment designed and conducted by the student
- Scientific or ethnographic fieldwork
- Project Citizen - completion of a project planned during the course
- Investigative journalism - apply skills learned to publish a piece in local newspaper
- Design Build Project (beyond what already happens within the course)
- Creative writing

## Projects to Avoid

- Projects that depend largely on the involvement of other students, e.g., sports camps for kids
- Organizational/traditional fundraisers, e.g., collection boxes in classrooms, etc. UNLESS a student has a significant/intricate/pivotal role in designing and implementing the fundraiser



## Capstones Handbook 2017-2018

- School “improvement” projects UNLESS student has administrative approval and the advisor is willing to actively supervise ALL aspects of the project. We are usually asking students to step out into the world beyond school for their projects.
- Projects that have already occurred- your capstone should be a new experience, or an extension on a previous one, during which you expand your knowledge or skills.

## FAQs

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### **What is the purpose of a capstone?**

A capstone is a culminating academic and intellectual experience that: encourages students to think critically, solve challenging problems, and develop skills such as communication, public speaking, research, media, teamwork, planning, self-sufficiency, or goal setting; helps prepare students for college, modern careers, and adult life; and develops character and life skills.

### **What does it mean for a project to be authentic?**

An authentic project is a project that is real in some way, shape, or form. This could include projects that do one or more of the following:

- meets a real need beyond the classroom
- Is used by real people
- focuses on a real problem relevant to students' lives or faced by adults
- sets up a realistic scenario or situation

### **What is a learning stretch?**

The expectation is that projects challenge students and require students to attain new skills and knowledge. What is a learning stretch for one student may not be a learning stretch for another student. For example, while one student will be challenged to build a rocket, others will be challenged to build a birdhouse. At least one person who reviews every proposal will be familiar enough with the student to determine what is or is not a learning stretch for each student.

## LOGISTICS

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### **How much time will I need to spend on my capstone?**

Students are not required to track the time they spend on their capstones. However, the expectation is that students spend no less than 30 hours working on the project. Ultimately, a capstone is meant to be a significant endeavor to produce a high-quality product--not something that can be done in a few evenings.

### **Can a family member be my community expert?**

No. Family members cannot serve as a student's community expert. While a parent's expertise can certainly benefit a student's project, the process of finding and working with an adult is as beneficial as the expertise provided.

### **Can I do a capstone with another person?**

The quick answer is no. In extremely rare cases, students may be able to demonstrate how a partner or group project would enhance the individual student's learning experience. Because an individual student

is reliant on his/her partner(s) for success on joint projects, partner and group projects are highly problematic and may actually impede the student's learning experience.

**If I want to complete my capstone junior year, can I just follow the same timeline, but start spring of sophomore year?**

No. While students have a lot of flexibility to complete their capstone, the bulk of the project is intended to be done senior year. Crew leaders support students through the process: the determined timeline ensures that information is presented before students work through the process.

**Does my capstone have to be on something career-related?**

No. Students are simply being asked to pick a topic that interests them, which may or may not be career-related. Certainly, a capstone project is an opportunity to explore something that a student is interested in pursuing as a career, but it's also an opportunity to simply explore a hobby or a passion.

**I want to do an internship. Can this be my capstone?**

No. While an internship is a good basis for a capstone, the internship itself is not a capstone, nor is a presentation about your internship a capstone. You will need to create a product, which can certainly connect to your internship. For example, if you want to intern at a veterinary clinic, you may learn from the staff that they need a way to educate clients on how to prevent heartworm in pets. Your product might be to a short animated video, print materials in English and Spanish, and a Facebook campaign to get the word out about heartworm.

**Will there be financial support to help me complete my capstone?**

Capstone scholarships of up to \$100 are available on a need basis. Applications must be submitted to demonstrate need.

**Can I turn in something I did in the past as my capstone? Can I do a capstone on something I'm doing in another class?**

No double dipping: anything a student has done in the past or is doing for another class cannot be used as a capstone. However, students can absolutely build on or extend what they have done as part of their capstones.

### ASSESSMENT

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**Who approves my proposal?**

Your proposal will be reviewed by a small group of teachers and administrators. They will read your proposal, provide feedback to help make it stronger, and assess it according to a district-wide proposal rubric. The goal of the proposal review is to ensure your ideas are well-developed and realistic before you begin working in depth.

**Who grades my final capstone product?**





Your product will be reviewed by a small group of teachers and administrators. They will review all your documentation in addition to the final product because they want to know about the process and learning involved.

### **Does each school use its own rubric, or are rubrics the same across the district?**

While there will be some variation in implementation of the program by school, all schools will use the same materials and have the same expectations for all capstone projects.

### **Do we have to give a presentation at the end?**

Yes and no. The expectation is that students present their project in an authentic way, which may or may not be a traditional presentation. Students should consider how to share their project with an intended group. For example, a student who creates a collection of original photography may display it in a local restaurant and host a small opening event. If there is not an obvious and authentic audience for your project, there will be an opportunity to share your product at a showcase event.

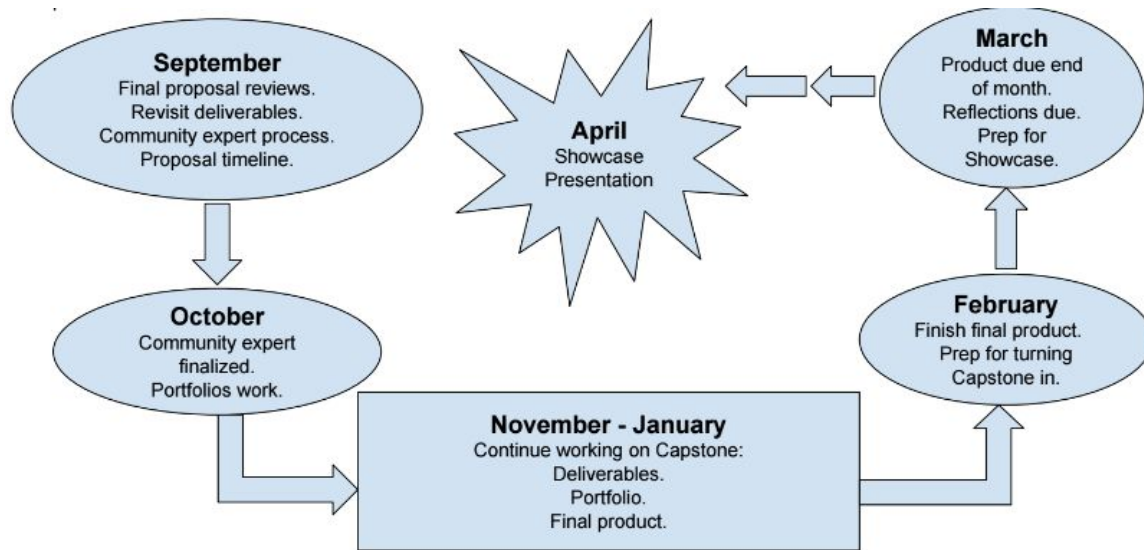
### **What if my project doesn't go as planned?**

You can have great success even if you experience failure! It's okay and even expected that things do not always go as planned. The important thing for success is that students document the learning that happened throughout the process.

### **What happens if I don't complete a capstone?**

Starting with the class of 2018, completing a capstone is a requirement to graduate. Thus, students who do not complete a capstone will not graduate.

## Timeline and Important Dates



Proposals Due (for 11th grade students) - March 23, 2018

Presentation Showcases - mid-May to mid-June (varies by high school)

Product Review - May 18, 2018



## Proposal Template

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[Student's address]

[Today's date]

[Crew Leader's Name]

[School address]

Dear [Crew Leader]:

**Paragraph 1: *Capstone Topic and Products***

What is your proposed topic? What will be your final product, project, or performance? What deliverables will you produce along the way?

**Paragraph 2: *Rationale and Authenticity***

Explain your interest and any previous experience you have in this field. Why do you want to do this? How will this project combine your passions and talents? How is your project authentic?

**Paragraph 3: *Learning Stretch***

What will you learn during this project? How will this project challenge you and build on existing knowledge and skills?

**Paragraph 4: *Resources and Support***

Consider the resources you will need in order to complete your capstone. What kind of community expert do you need in terms of expertise, background, and/or field of study? If you have an idea of a specific community expert, you can include their name or place of business here. What kinds of materials, tools, supplies, or other support do you think you will need?

Sincerely,

[Student's Name]

## Proposal Rubric

### Paragraph 1: Capstone Topic and Products

What is your proposed topic? What will be your final product, project, or performance? What deliverables will you produce along the way?

Exceeds Standards	Meets Standards	Below Standards (must revise)
<ul style="list-style-type: none"> <li><input type="checkbox"/> You describe your product—what you will actually create—in detail. You have included as many specifics as possible at this point. It is very clear what you plan to do.</li> <li><input type="checkbox"/> Your list of deliverables is thorough. You have considered all phases of your product creation (beginning, middle, and end), and have chosen appropriate types of documentation to fit each stage.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> You describe your product—what you will actually create—in some detail. You may have some gaps of information, but it is clear what you plan to do.</li> <li><input type="checkbox"/> Your list of additional deliverables is specific and complete.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Your product idea is vague. You need to develop more of the details in order to make it clear what you want to do.</li> <li><input type="checkbox"/> Your list of additional deliverables needs to be more specific or thorough.</li> </ul>

### Paragraph 2: Rationale and Authenticity

Explain your interest and any previous experience you have in this field. Why do you want to do this? How will this project combine your passions and talents? How is your project authentic?

Exceeds Standards	Meets Standards	Below Standards (must revise)
<ul style="list-style-type: none"> <li><input type="checkbox"/> You meet all criteria in the “meets standards” category.</li> <li><input type="checkbox"/> In addition, your rationale is thorough and thoughtful. You convince me that this approach is not only a perfect fit for you, but will also communicate to a greater audience your depth of learning.</li> <li><input type="checkbox"/> Your product is <i>fully</i> authentic. It involves tools, tasks, standards, processes, or audiences used by adults in real settings and by professionals in the workplace, and meets one or more of the following criteria: <ul style="list-style-type: none"> <li>• It meets a real need in the world, or the products that you create are used by real people, OR</li> <li>• It has a direct impact on or use in the real world.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> It is evident that you are interested in this topic/product.</li> <li><input type="checkbox"/> You explain any prior knowledge or related experience you may have related to the product.</li> <li><input type="checkbox"/> Your product is <i>somewhat</i> authentic. It involves tools, tasks, standards, processes, or audiences used by adults in real settings and by professionals in the workplace, and meets one of the following criteria: <ul style="list-style-type: none"> <li>• It sets up a scenario or simulation that is realistic, even if it is fictitious, OR</li> <li>• It creates a product that may not actually be used in the real world, but is similar to the kinds of products people really use.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> It is unclear why you are interested in this particular topic; your rationale lacks thoughtful development.</li> <li><input type="checkbox"/> It is unclear what prior experience or knowledge you have.</li> <li><input type="checkbox"/> Your product is not very authentic. It does not resemble the kind of work done in the world outside of school, or it is not intended to have an effect on anything apart from an academic purpose. It may lack a public audience, or may not actually be used by anyone.</li> </ul>

**Paragraph 3: Learning Stretch**

What will you learn during this project? How will this project challenge you and build on existing knowledge and skills?

Exceeds Standards	Meets Standards	Below Standards (must revise)
<ul style="list-style-type: none"> <li><input type="checkbox"/> You meet all criteria in the “meets expectations” category. In addition, You explain in detail how your learning goals will challenge you and build on existing knowledge and/or skills. You make a convincing argument for how the product is a “learning stretch”.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> You explain how your capstone will extend your current academic knowledge and/or skills. Project is a “learning stretch”.</li> <li><input type="checkbox"/> You clearly articulate what you do not know about the project, and have a good sense of what you will have to learn in order to complete the project.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> It is unclear how your capstone will extend your current academic knowledge and/or skills OR project does not seem like a “learning stretch” for you.</li> <li><input type="checkbox"/> It is unclear what you will need to learn or do to complete the project.</li> </ul>

**Paragraph 4: Resources and Support**

Consider the resources you will need in order to complete your capstone. What kind of community expert do you need in terms of expertise, background, and/or field of study? If you have an idea of a specific community expert, you can include their name or place of business here. What kinds of materials, tools, supplies, or other support do you think you will need?

Exceeds Standards	Meets Standards	Below Standards (must revise)
<ul style="list-style-type: none"> <li><input type="checkbox"/> You meet all criteria in the “meets expectations” category. In addition, you have identified several specific people or businesses or types of businesses that may be able to serve as a mentor.</li> <li><input type="checkbox"/> You meet all criteria in the “meets expectations” category. In addition, your list of additional resources or support is specific, well thought-out, and demonstrates a beginning level of research.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> You identify the type of expertise you need in a community expert. This may include skills, knowledge, or other experience that will support your capstone.</li> <li><input type="checkbox"/> You identify any additional types of resources or support you need.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> It is unclear what type of skills, knowledge, and background you will be seeking in a mentor.</li> <li><input type="checkbox"/> It is unclear what additional resources or support you need.</li> </ul>

## Portfolio Requirements

The following items will be required for your portfolio in Schoology. You will have a chance to see examples in crew and you will get support in making your portfolio. However, it is up to you to document your work and save all deliverables so you are prepared to assemble your portfolio.

1. Approved Proposal
2. Community Expert paperwork
3. Timeline
4. *Budget* (optional, depends on topic)
5. Select deliverables from the list below, including evidence from your presentation
6. Reflection

\*\* Deliverables will vary by student; we encourage you to meet with your crew leader if you have questions about which deliverables would be logical and a good fit for your capstone topic.

## Possible Capstone Deliverables by Topic

Subject Area	Types of Documentation
Biology/Chemistry/ Engineering	<ul style="list-style-type: none"> <li>● Lab write-up</li> <li>● Lab notebook (new entry for every lab session) showing calculations, trial and error, data from experiments</li> <li>● Design decisions</li> <li>● Model</li> <li>● Reflection document</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>● Screen shots showing process</li> <li>● Sketches</li> <li>● Requirements from “client” or user</li> <li>● Design decisions</li> <li>● Code samples</li> <li>● Weekly reflection on struggles/ problems</li> <li>● Testing documentation</li> <li>● User feedback</li> </ul>
Writing/ Marketing	<ul style="list-style-type: none"> <li>● Outline</li> <li>● Notes</li> <li>● Storyboard</li> <li>● Drafts (by section, chapter, etc.)</li> <li>● Layout</li> <li>● Plot &amp; character sketches</li> <li>● Edited versions (with margin notes)</li> <li>● Pamphlets, posters, or flyers</li> </ul>
Audio or Film	<ul style="list-style-type: none"> <li>● Script (by section)</li> <li>● Edited versions (with margin notes)</li> <li>● Plot &amp; character sketches</li> <li>● Outtakes (videos of mistakes)</li> </ul>

	<ul style="list-style-type: none"> <li>• photos</li> </ul>
Workshops/ Classes/ Events	<ul style="list-style-type: none"> <li>• Objectives (what you want to achieve) or mission statement</li> <li>• Lesson plans</li> <li>• Lesson plans with revisions</li> <li>• List of activities</li> <li>• Reflection (after each session)</li> <li>• Survey/ feedback forms (filled out by participants)</li> <li>• Video clips (edited)</li> <li>• Syllabus</li> <li>• Agendas</li> <li>• Pamphlets, posters, or flyers</li> </ul>
Visual Arts and Design	<ul style="list-style-type: none"> <li>• Sketches</li> <li>• Patterns</li> <li>• Weekly reflection on struggles/ learning</li> <li>• Photos showing process</li> <li>• Practice pieces with reflection</li> <li>• Photos and video</li> <li>• Artist's statement</li> </ul>
Event (fundraising or other)	<ul style="list-style-type: none"> <li>• Objectives (what you want to achieve) or mission statement</li> <li>• Invitations</li> <li>• agendas</li> <li>• Survey/ feedback forms (filled out by participants)</li> <li>• Video clips (edited) and photos from event</li> <li>• Reflection</li> <li>• Budget/ documentation of money raised</li> <li>• Thank-you notes</li> <li>• Pamphlets, posters, or flyers</li> </ul>

## Rubric for Final Product

Pass with Honors	Pass	Need to Revise or Complete
<p><b>REFLECTION. In the end, the most important part of your capstone is what you learn about yourself as a student, learner, and citizen.</b></p>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Your reflection is honest, reflective, and insightful.</li> <li><input type="checkbox"/> Your reflection moves beyond a simple description of the project to an analysis of how the experience contributed to your understand yourself, others, and/or skills/knowledge.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Your reflection is honest and reflective.</li> <li><input type="checkbox"/> Your reflection shows you are attempting to analyze the experience to better understand yourself, others, and skills/knowledge.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Your reflection needs to be more reflective or honest.</li> <li><input type="checkbox"/> You make an attempt to apply the learning experience to understand yourself, others, and/or course concepts but fails to demonstrate depth of analysis.</li> </ul>
<p><b>LEARNING STRETCH. Your capstone is an opportunity to learn about something you've always been passionate or curious about. It's a chance to learn new skills, or gain new knowledge, or be pushed in new ways.</b></p>		
<p>Product is an original work that clearly demonstrates challenge and growth for the student by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Going beyond other coursework to produce an original idea in the field <b>OR</b></li> <li><input type="checkbox"/> Incorporating (through documentation) complex skills, processes, and content that is typically only performed by professionals in the field.</li> </ul> <p><i>** Option to personalize – how is this a learning stretch for THIS student?</i></p>	<p>Product is a sophisticated, if not entirely original, work that demonstrates challenge and growth for the student by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Offering insights/inferences that extend beyond the learning gained through other coursework.</li> <li><input type="checkbox"/> Showing (through documentation) that student has learned new skills and/or processes critical to the field of study.</li> </ul>	<p>Product demonstrates little challenge and growth for the student because:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The documentation doesn't reveal insights or learning that extend beyond student's other coursework.</li> <li><input type="checkbox"/> Documentation reveals very few new skills and/or processes or student has an incomplete grasp of skills/processes or is unable to demonstrate them well.</li> </ul>
<p><b>QUALITY. After high school, you will be judged by real-world standards, and this is an opportunity to learn what those standards look like in different fields. Your capstone should provide you the opportunity to complete several versions or drafts, receive feedback, make improvements, and reach the standard required in the professional world of work.</b></p>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Product meets professional standards and could be presented in the workplace without many changes.</li> </ul> <p><i>** Option to personalize – what, exactly, does high quality look like with this type of product?</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Product clearly went through several drafts or designs, is polished, and is ready for public presentation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Product shows effort, but is not ready for public presentation.</li> </ul>
<p><b>AUTHENTICITY. Students and adults alike are more likely to be motivated to do something well if it is "real", either because it has an impact on someone else, helps solve a real problem, or involves real-world tools or standards.</b></p>		
<p>The product is as authentic as possible given the confines of a high school project. It is evident that much effort has been made to make it beneficial, purposeful, or real. It utilizes tools, tasks, standards,</p>	<p>Your product is somewhat authentic. It utilizes tools, tasks, standards, processes, or audiences used by adults in real settings</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The product is not very authentic. More effort could have been made to make it beneficial, purposeful, or real, either by meeting a real need, focusing on a real issue or problem, setting up a realistic</li> </ul>



processes, or audiences used by adults in real settings and by professionals in the workplace, and meets at least one of the following criteria:

- It meets a real need in the world, or the products that you create are used by real people, OR
- It has a direct impact on or use in the real world.

and by professionals in the workplace, and meets one of the following criteria:

- It sets up a scenario or simulation that is realistic, even if it is fictitious, OR
- It creates a product that may not actually be used in the real world, but is similar to the kinds of products people really use.

scenario, or utilizing real-world standards/tools/audiences, or generally making it bigger than the student him/herself.

**DOCUMENTATION. The process that you go through to complete your project is often as important as the product itself, but sometimes the full process is hard to understand just by looking at a final product. Your documentation helps others understand the learning, effort, revisions, and mistakes that went into the final product.**

- Key documentation in your Schoology (or other online) portfolio is **thorough**. The artifacts/ deliverables have been chosen with care and provide comprehensive, organized documentation of the product creation.
- The documentation **supports and enhances** the process required to create the product.

- Key documentation necessary to evaluate your product is **included and organized** (or linked) in Schoology (or other online format). This may include select drafts, photos, videos, meeting notes, and journal entries.
- The documentation **shows the process** that occurred to create the product.

- Key documentation is **missing**, or the artifacts/ deliverables **need to be more organized**.
- The documentation doesn't show the process required to create the product. **More evidence is needed** of the learning and work.

**PRESENTATION. You presented your capstone to an audience, either at the presentation showcase or a different, authentic setting. In doing so, you shared a slice of what you learned and/or demonstrated something related to your capstone.**

- Presentation completed. Details (location, date, and audience):

**FINAL EVALUATION (select one)**

- Pass with Honors**
- Pass**
- Need to Revise**

**COMMENTS:**

## Presentation Overview

All students will present their capstone to an audience. The presentation is an opportunity to:

- Share new knowledge and skills with an authentic audience.
- Practice skills needed after high school such as communication, public speaking, and planning.
- Create a school and community culture of project-based learning.
- Help younger students understand what is involved in a capstone so they can be better prepared when it's their turn.
- Celebrate all the hard work that has gone into the capstone.

Presentations should be engaging and fit each student's project. For this reason, starting with the Class of 2018, students can choose from two types of formats:

### **OPTION 1: Present in front of an authentic audience that is well-suited to the capstone topic.**

<i>Sample Product</i>	<i>Corresponding Presentation</i>
Promotional video for Aspen Santa Fe Ballet (ASFB)	Attend ASFB board meeting and present video to the board before distributing it to current and potential donors
Original score for Symphony in the Valley concert	Play in the performance (and capturing it on video)
Series of original portraits and landscape photographs	Display photos in local coffee shop
Building a working computer from old, non-working components	Serve as a guest speaker for the middle school STEM club. Share the process, mistakes, and new learning that resulted from the project

### **OPTION 2: Provide a hands-on demonstration at a school-wide showcase event.**

<i>Product</i>	<i>Presentation</i>
Design and manufacture tape measures, and sell them on through Amazon ecommerce site.	At the Capstone showcase, demonstrate various prototypes and teach visitors how to make their own sketchups.
Write and produce a short suspense film in the style of Hitchcock	At the Capstone showcase, present a screening of the film and have visitors practice editing.
Learn the techniques of costume and stage makeup and be in charge of makeup for the high school drama production	At the Capstone showcase, apply stage makeup to guests.

## Capstone Scholarship Application

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The Roaring Fork Schools is asking seniors to direct their own learning on something that interests and challenges them through capstones. While we believe high-quality, engaging projects can be done without financial resources, we are making scholarships of up to \$100 available to ensure that all students have access to **supplies, materials, or other necessities** to pursue their interests.

In order to qualify for a scholarship, students must turn in an application that addresses the questions below. Applications will be reviewed by a committee, and awarded based on need and impact.

Applications will reviewed several times throughout the year until funding is exhausted. To be considered, please submit your application by the following dates:

- September 22, 2017
- October 20, 2017
- December 15, 2017
- May 25, 2018 (for class of 2019 only)

Your application should be around 1 typed page, single spaced, and include:(you may use form below)

1. An itemized budget and budget narrative providing a rationale (based on research) for proposed expenditures.
2. An explanation of how you will contribute some of your own funds (how much, how you will earn the money, etc.) or an explanation of why you are unable to contribute your own funds.
3. An explanation of how having this money will make your senior project better and enhance your learning.
4. Your approved proposal (please attach)

Throughout the trimester, you will be asked to turn in receipts to document the use of the money.



# Capstones Handbook 2017-2018

Name \_\_\_\_\_ Date \_\_\_\_\_

Project Title \_\_\_\_\_

Estimated Expenses for Capstones Project: \_\_\_\_\_

EXPENSE	AMOUNT
TOTAL	

Narrative providing a rationale (based on research) for proposed expenditures

Explanation of how you will contribute some of your own funds (how much, how you will earn the money, etc.) or an explanation of why you are unable to contribute your own funds

Explanation of how having this money will make your senior project better and enhance your learning



## Community Expert Agreement Form

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***Filled out by Student***

Student Name:

Telephone number:

Email address:

Student's Primary Capstone Supervisor (Site Coordinator or Crew Leader):

Telephone number:

Email address:

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***Filled out by Community Expert***

Name of Community Expert:

Address:

Telephone number:

Email address:

Employer Name:

Employer Address:

Employer Phone:

## Community Expert & Student Responsibilities

### Community Experts are expected to:

- Be an adult outside of the student's family.
- Have planned communication with the student. The schedule will vary by project; some community experts might connect with their students weekly, while others will meet less frequently. Early on, the student and community expert should discuss time expectations and schedule these appointments.
- Comply with RFSD's policy regarding background checks for volunteers. (See background check screening questions below.)
- Maintain a professional relationship with the student.
- Assist the student by answering questions and offering guidance throughout the project process.
- Encourage academic rigor. Community experts know what professional standards look like in their field and feel comfortable offering feedback and pushing the student to produce high quality work.
- Recommend contacts and identify potential resources in the field. Community experts might allow students to shadow themselves on the job or recommend a "must read" book in their field.
- Contact the Site Coordinator if questions or concerns arise.
- Provide feedback on the final product.
- Complete a brief Community Expert Survey at the end of the school year.

As a community expert, I will supervise and support the work of the above student for his/her capstone. If I encounter any problems or have any concerns, I agree to contact the Site Coordinator (see contact information above). I have read this agreement and understand my responsibilities.

**Community Expert Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

### STUDENTS are expected to:

- Contact his/her community expert to reschedule a session if needed.
- Allow enough lead time when scheduling meetings or requesting additional support. Do not expect that community experts can or should meet at the last minute.
- Be prepared for meetings, which includes preparing questions, coming with information, etc.
- Ask his/her community expert for help as needed.
- Accept feedback from community experts who serve as the expert for the subject matter.
- Communicate any questions or concerns with the Site Coordinator.

I understand my responsibilities to my community expert for the capstone project.

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## Background Check Screen

RFSD Board policy requires background checks for all volunteers, including community experts, who meet with their students four or more times. Please complete the following questions to determine if you need to get a background check before serving as a community expert for the Capstones program.

Have you been a Capstones community expert before?  Yes  No

Have you had a background check done by the Roaring Fork Schools before?  Yes  No

How many times will you and the student meet?

Will only communicate electronically

Up to 3 times

4 or more times

NO BACKGROUND CHECK	FULL BACKGROUND CHECK
Communicating electronically or meeting fewer than 4 times.	Meeting 4 or more times.

**I understand that, in accordance with RFSD’s Volunteer Policy, after three meetings with the student, I will need to complete a background check before engaging in further meetings.**

Community Expert Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

## Background Check Information

If you need a background check according to the screen above, please complete the following steps:

1. Get a fingerprint card from the front office of the student’s school.
2. Go to your local police station (details below) with a fingerprint card and your ID. Tell them you are a volunteer for the Roaring Fork Schools, and the district will be billed for the background check.
3. Return your completed fingerprint card to the school you picked it up from.

You will only be contacted if there is a concern.



### Police Stations

Basalt Police Department  
100 Elk Run Dr, # 115  
(970) 927-4316

Carbondale Police Department  
511 Colorado Ave # 911  
(970) 963-2662

Glenwood Springs Police Department  
101 W 8th St  
(970) 384-6500

Please contact Ashley Hathaway at (970) 384-6027 or [ahathaway@rfschools.com](mailto:ahathaway@rfschools.com) for more information about the fingerprint process.

### Confidentiality Agreement

A student has the right to expect that their respective educational records and information are kept confidential by all employees, student teachers, and individuals volunteering in the schools as outlined by the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. §1232), Colorado Revised Statutes [C.R.S. 24-72-204 (3)(e) (I-II)], and Board of Education policies (JRA-R; JRA/JRC-E-1).

In your role as a community expert, you may be exposed to student information simply by being present in a school. As a community expert for the Roaring Fork Schools, it is important that you assist us in protecting the privacy of our students. This includes refraining from sharing information regarding a student even with others who are genuinely interested in the student's welfare (e.g. family members, other parents, community members, social workers, scout leaders, clergy, or healthcare professionals, former teachers).

By signing below, you are acknowledging that you will maintain the confidentiality of any student information or record that you may be exposed to as a community expert. You understand and agree that your failure to maintain the confidentiality of all student educational records or information may lead to the discontinuation of your role in the Roaring Fork Schools.

Signature \_\_\_\_\_ Date \_\_\_\_\_



## Final Reflection Guidelines

An important part of the capstone process is reflecting on what you have learned, how the project has impacted you and others, and considering ways to improve in the future. Your reflection will be graded on the final product rubric, using this criteria:

**REFLECTION. In the end, the most important part of your capstone is what you learn about yourself as a student, learner, and citizen.**

<ul style="list-style-type: none"> <li><input type="checkbox"/> Your reflection is honest, reflective, and insightful.</li> <li><input type="checkbox"/> Your reflection moves beyond a simple description of the project to an analysis of how the experience contributed to your understanding yourself, others, and/or skills/knowledge.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Your reflection is honest and reflective.</li> <li><input type="checkbox"/> Your reflection shows you are attempting to analyze the experience to better understand yourself, others, and skills/knowledge.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Your reflection needs to be more reflective or honest.</li> <li><input type="checkbox"/> You make an attempt to apply the learning experience to understand yourself, others, and/or course concepts but fails to demonstrate depth of analysis.</li> </ul>
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**Required Questions:** At a minimum, and regardless of format, all students must respond to these questions:

1. **Process:** *How has this project changed or grown from your proposal? Discuss the reasons for the change or growth.*
2. **New Skills/Knowledge:** *How was this project a learning stretch for you? What did you learn about yourself as a learner, worker, and/or citizen during the project? (You can include reflection on time management, strengths, weaknesses, communication abilities, etc.)*
3. **Challenges:** *When did you doubt yourself the most during this process? What did you learn from that? How did you work through your doubt?*
4. **Impact on your Future:** *How has accomplishing your capstone prepared you for life after high school?*

**Format:** You may choose the format for your reflection, but whichever format you choose, be prepared to respond in depth to the required questions. Possible formats include:

- Written
- Video
- Interview (record on video)
- Digital Presentation (prezi, Google slides, etc.)

**Length:** For a written reflection, your responses to **each question** should be about of two paragraphs long in order to provide the depth of reflection that is expected. If you are struggling to reflect at length on the required questions, you may answer *additional* questions to get to an overall minimum length of six paragraphs, or approximately 600-1200 words. Please use this as a guide-- what is most important is the insight, analysis, and honesty you convey.



**Optional Questions:** If you need additional prompts to encourage your thinking, you may choose to respond to one or more of the following questions:

1. What process did you go through to produce the product? Did everything work the way you had planned?
2. What lessons did you learn? Describe your successes and frustrations.
3. How has this project affected you?
4. What new skills did you learn while doing this work? (Memphis)
5. Did you have any interesting or unique experiences while completing your project?
6. What part of your project are you most proud of, and why?
7. What was the hardest part of doing this project? What were your challenges?
8. What mistakes did you make, and what did you do to limit the impact or shift your course?
9. How did your community expert influence your project?
10. What kinds of support could you have used during the process?
11. If you could do anything about the project over again, what, if anything, would you change?
12. What advice would you give to other students who are preparing to embark on the capstone process?