

## Capstone Presentation

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The final phase of the Capstone is a conversation celebrating your learning journey. Your conversation should be supported by audio/visual aids.

### Professionalism

**Appearance:** you should be dressed appropriately for your conversation. Your dress and personal appearance is an important part of the discussion.

**Attendance:** you **need** to arrive at least 15 minutes before your scheduled time. If using equipment or any technology, you **must** make sure that it is set up **before** presentation starts.

### Presentation

Whatever your method of presentation, you should begin or conclude by introducing yourself and your Capstone Project. Your goal is to provide the audience with a clear and concrete sense of what you did and what you gained from the experience.

- Have a recognizable introduction and conclusion
- Describe the content of your research, project or event.
- How was your project a challenge for you? How did it stretch or enhance your skills and knowledge?
- Include audio/visual aids (poster, PowerPoint, Prezi, video, performance, demonstration, etc.) that will help your audience better understand what you learned from your Capstone Project.
- If your project resulted in an actual product, this product or pictures of the product need to be part of your presentation.
- If you choose to use a video clip to support your presentation, it cannot be longer than 1:30 seconds.

**Throughout your presentation, you must show evidence of the 6 Core Competencies through depth of understanding of your topic, the progression you achieved throughout your project and the self-reflection you went through.**

***Remember that you are the expert and have invested a significant amount of time and energy into this project. Speak clearly and with appropriate pace. Show your confidence and enthusiasm for what you achieved. This a huge accomplishment and you should be proud of yourself!!!***



## Helpful Presentation Tips

<b>Introduction</b>	Introduction is creatively designed to effectively engage the audience.
<b>Organization</b>	Effectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience.
<b>Link between research and actions</b>	Thoroughly identifies and explains the link between research and actions.
<b>Core Competencies</b>	Clearly identifies, explains and connects to the 6 Core Competencies.
<b>Presentation of knowledge and ideas</b>	Effectively use speech to communicate key ideas.
<b>Delivery</b>	Use appropriate voice projection, inflection, eye contact and dress professionally. Keep appropriate pacing and respect audience member's time. Use positive and confident body language.
<b>Vocabulary</b>	Use academic and domain-specific words and phrases, and clarify unknown words and phrases.
<b>Visual aids</b>	Strategically use digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest.
<b>Audience</b>	Be prepared to respond to questions.



Capstone Portfolio Rubric

Criteria	Extending	Proficient	Developing	Emerging
<b>Information Gathering</b>	Information gathered is extremely relevant to the student's area of inquiry. Demonstrates logical organizational structure that allows the student to access the information easily and ensures original and authentic content. Present a bibliography, cited correctly.	Information gathered is relevant to the student's area of inquiry. Demonstrates coherent organizational structure that allows the student to access the information easily and ensures original and authentic content. Present a bibliography.	Information gathered lacks focus and depth of understanding of the area of inquiry. Structure allows student to access information but struggles to be coherent or logical. Relies heavily on the 'voice' of the original writer. Partial presentation of bibliography.	Minimal information gathered. Lacks focus and depth of understanding of the area of inquiry. Content is either intentionally or unintentionally plagiarized. Does not present a bibliography.
<b>Proposal</b>	Proposal enhances student's personal strengths and competence. The proposal demonstrates excellent evidence of synthesizing, and analysing knowledge of topic.	Proposal identifies student's personal strengths and competence. Demonstrates coherent skills in synthesizing, and analysing knowledge of topic.	Proposal doesn't fully reflect connections to student's personal strengths and competence. Satisfactory skills in synthesizing, and analysing knowledge of topic.	Proposal does not identify student's personal strengths and competence. Less than basic skills in synthesizing, evaluating and analysing knowledge of topic.
<b>Timeline</b>	Reflects outstanding planning: Has set realistic and challenging goals. Follows the due dates outlined in the proposal, yet, demonstrates adaptability and initiative as Capstone progresses.	Reflects competent level of planning: Has set realistic goals. Mostly follows the due dates outlined in the proposal, while demonstrating adaptability as Capstone progresses.	Reflects satisfactory level of initial planning: Follows some due dates outlined in the proposal. Requires prompting and lacks initiative when dealing with changes in Capstone progress.	Reflects less than satisfactory level of planning: Has not followed the due dates outlined in the proposal. Demonstrates rigid resistance to obstacles and feedback.
<b>Journal of Progress</b>	Reflects effort and time commitment beyond minimum project requirement. Entries are done on a weekly or bi-weekly frequency as determined by the teacher. Reflections clearly demonstrate the questions; Where am I going?, Where am I now?, and Where are the gaps?	Reflects effort and time commitment above minimum project requirement. Entries are done on a weekly or bi-weekly basis and include most agreed upon aspects. Reflections demonstrate the questions; Where am I going?, Where am I now?, and Where are the gaps?	Reflects effort and time commitment at or slightly below minimum project requirement. Entries are done on an inconsistent basis, but include agreed upon aspects. Reflections minimally demonstrate the questions; Where am I going?, Where am I now?, and Where are the gaps?	Reflects effort and time commitment that fall short of the minimum project requirement. Entries lack key details or are incomplete.
<b>Final Journal Reflection</b>	Response demonstrates an in-depth reflection on Capstone experience and personal growth is evident. Reflections are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on Capstone experience. Reflections are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on Capstone experience. Reflections are unsupported. Examples, when applicable, are superficial, not included or are irrelevant to the assignment.	Response demonstrates a lack of reflection on Capstone experience. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Final Product of Chosen Strand(s)</b>	Creates a unique and authentic product or performance that relates to the proposal. Innovative with outstanding quality: refined and appealing.	Create a high level original product or performance that relates to the research project. Quality product that is polished.	Create a satisfactory product or performance that relates to the research project.	Reflects very little quality of product or performance.
<b>Evidence and Artifacts</b>	Evidence and artifacts represent quality and depth of learning. Connections to the overarching theme are integrated throughout the evidence demonstrating critical thinking and personal growth. Provides a comprehensive picture of Capstone journey.	Evidence and artifacts represent sufficient depth of learning. Connections to the overarching theme of the Capstone are clearly established providing a general picture of the Capstone journey.	Minimal evidence and artifacts represent superficial learning. Connections to the overarching theme of the Capstone are inconsistent and lack clarity.	Insufficient evidence and artifacts. Connections to the overarching theme of the Capstone are unclear or absent.



## Final Capstone Reflection Journal Entry

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The last requirement of the Capstone Project prior to your presentation is to reflect on the process by writing a **final journal reflection**. You will need to answer **ALL** required questions.

### **Required Questions:**

The Capstone is a unique and demanding challenge. In completing it, what did you learn about your subject? Your skill set? Yourself?

How is your project relevant to you, the school or the community-at-large?

How did you demonstrate the six Core Competencies throughout this project? (See attached Core Competency sheet)

What impact if any did your Capstone project have?

Thinking about the whole process and your finished product, what are you most proud of?

What was a difficulty you encountered and how did you solve the problem?

What is one thing about your finished project you wish you could change? Why?

What advice would you give to a student who will be completing their Capstone Project next year?

What source from your research helped you the most? (or least?).

What is one thing about your approach to your project that you wish you could change? Why?

