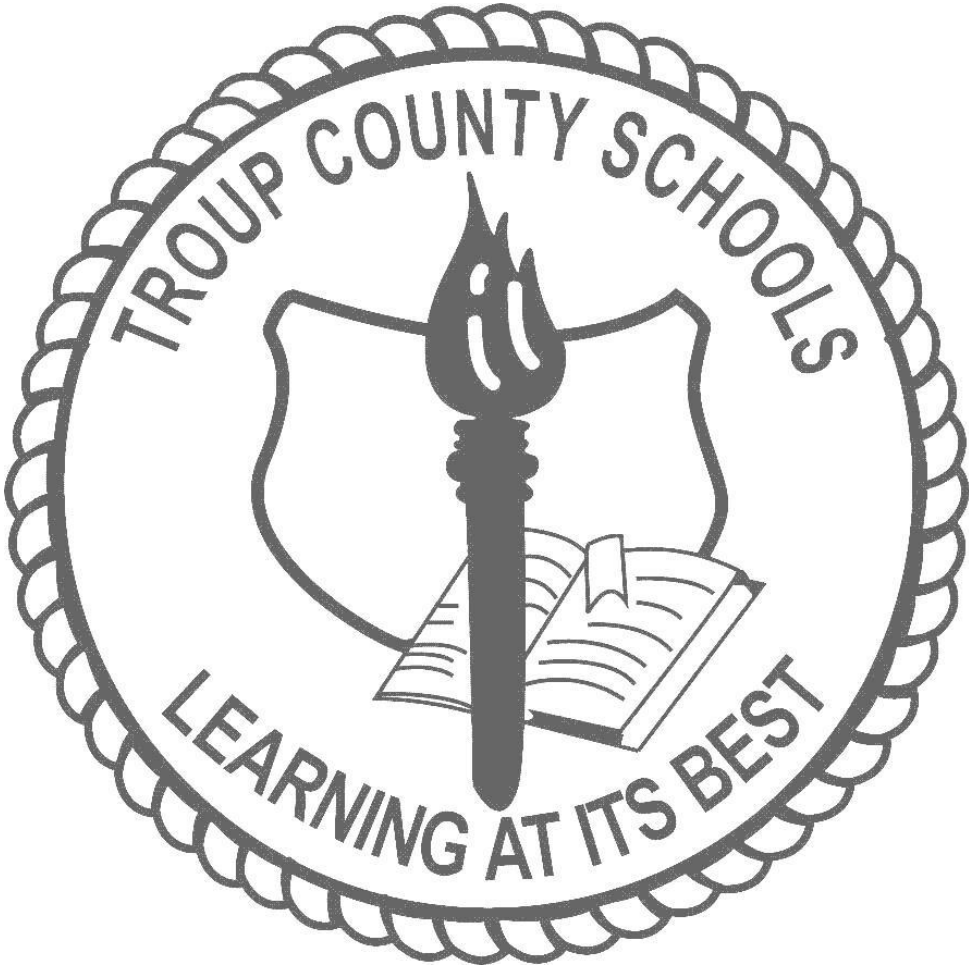


# Career-Related Capstone Project Manual



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**TROUP COUNTY BOARD OF EDUCATION**  
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### Career-Related Capstone Project Description

#### Introduction

The Career-Related Capstone Project is part of an effort to provide all students with an educational experience that prepares them to be college and career ready. This culminating project will be completed during students' senior year in a collaborative effort between 12<sup>th</sup> grade English Language Arts and Social Studies teachers. The Capstone project will allow students to reflect on their career goals, research career-fields they wish to pursue following high school, and compile evidence of career-related experiences. The final project should demonstrate students' ability to think critically and creatively, communicate effectively and apply their knowledge to real-world issues and scenarios.

#### Goals

The goals of the Capstone Project, according to the Georgia Department of Education, are as follows:

- To provide students with the opportunity to apply the knowledge and skills acquired in their courses to research relating to a career interest area.
- To allow students to extend their academic experience into areas of personal career interests, to include working with new ideas, organizations and individuals.
- To encourage students to think critically and creatively about academic, professional, and/or social issues and to further develop their analytical and ethical leadership skills
- To provide students with the opportunity to refine research skills and demonstrate their proficiency in written and oral communication skills

#### Components of the Capstone Project

- Research Paper and Journals
- Portfolio
- Mentor (minimum of 8 hours with a career-related mentor)
- Product (evidence of career-related experiences)
- Final Presentation

#### Grading

Students will receive grades for the Capstone Project in both ELA (12<sup>th</sup> Grade British Literature) and Social Studies (Economics). Students will receive grades for a Research Paper, Journals and final Presentation in their ELA class. Students will receive grades for the Portfolio and Product and a mentor component in their Economics class.

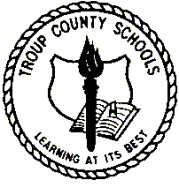


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### Capstone Project Overview

| Requirement                                      | Components   | Ownership                                 | Time Frame                                   |
|--|--|---|--|
| Research PAPER                                   | <ul style="list-style-type: none"> <li>• Journals</li> <li>• Paper (Reasons for selecting career, career goals, relevant information on topics related to occupation, job outlook, required education and training, current trends or changes in the field, etc.)</li> <li>• Rubric</li> <li>• Plan to purchase career-research software to facilitate research</li> </ul>   | ELA                                       | 1 <sup>st</sup> semester                     |
| PRODUCT<br>(Career-Related Education Experience) | <ul style="list-style-type: none"> <li>• Mentor Agreement</li> <li>• Mentor Log</li> <li>• Students choose 5 of the following to complete product (Evidence/artifacts from job shadowing or internship, video or photo journal, brochure of job descriptions and information about employment, employer/instructor evaluation with student analysis, seminars attended, training plans/mastery levels, work samples, “How To” or success tips with glossary of terms used at work, letters of commendation, work/wage records, other ideas must be approved by supervising teacher)</li> <li>• Approved Capstone Project Proposal</li> <li>• Rubric</li> </ul>   | Social Studies                            | 1 <sup>st</sup> and 2 <sup>nd</sup> Semester |
| PORTFOLIO  | <ul style="list-style-type: none"> <li>• Cover Page</li> <li>• Table of Contents</li> <li>• Section I: Letter of Introduction (Social Studies)</li> <li>• Section II: Employability Skills (Social Studies)               <ul style="list-style-type: none"> <li>○ Cover Letter/Letter of Interest</li> <li>○ Resume                   <ul style="list-style-type: none"> <li>▪ Must also include Activities/Honors:                       <ul style="list-style-type: none"> <li>- Extracurricular Activities</li> <li>- Honors/Awards/Recognitions</li> <li>- Career Tech Student Organization Projects/Activities</li> <li>- Scholastic/Attendance Records</li> </ul> </li> </ul> </li> <li>○ Letters of Reference/Recommendation</li> <li>○ Follow-Up Letter/Thank You Letter</li> </ul> </li> <li>• Section III: Academic Work Samples/PAPER (ELA)               <ul style="list-style-type: none"> <li>○ Research Paper</li> <li>○ Journals</li> </ul> </li> <li>• Section IV: Career Related Experiences/PRODUCT (Social Studies)               <ul style="list-style-type: none"> <li>○ Mentor Agreement</li> <li>○ Mentor Log</li> <li>○ Product contract</li> <li>○ Product - 5 pieces of evidence of Career-Related Experience</li> </ul> </li> </ul> | Social Studies                            | 1 <sup>st</sup> and 2 <sup>nd</sup> semester |
| PRESENTATION                                     | <ul style="list-style-type: none"> <li>• Students present evidence of skills and knowledge acquired during Capstone project</li> <li>• Purpose for choosing career, information gained about career choice, future plans</li> <li>• Provide students with an opportunity to work on professionalism, public speaking, and employability skills</li> <li>• Option for community panel or gallery walk presentation</li> <li>• Rubric</li> </ul>   | ELA (with logistical assistance provided) | 2 <sup>nd</sup> semester (after testing)     |



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### Capstone Project Checklist

Student Name \_\_\_\_\_

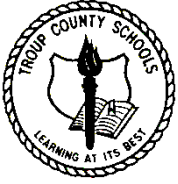
Advisor Name \_\_\_\_\_

| Capstone Project Component | Advisor Responsible for Verifying Submission | Advisor Signature | Date of Submission |
|----------------------------|--|-------------------|--------------------|
| Project Proposal           | Social Studies Teacher                       |                   |                    |
| Research Paper             | ELA teacher                                  |                   |                    |
| Journals                   | ELA teacher                                  |                   |                    |
| Mentor Agreement           | Social Studies Teacher                       |                   |                    |
| Mentor Log                 | Social Studies Teacher                       |                   |                    |
| Product                    | Social Studies Teacher                       |                   |                    |
| Portfolio                  | Social Studies Teacher                       |                   |                    |
| Presentation Evaluation    | ELA Teacher                                  |                   |                    |

Date of Project Completion \_\_\_\_\_

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

Teacher/Advisor Signature \_\_\_\_\_



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### Capstone Project Proposal

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Career Interest Area: \_\_\_\_\_

Reason for choosing this career area (briefly explain why you chose this career and what you hope to learn from completing this project):

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What prior knowledge (if any) do you already have which relates to this project? (Explain how this project will help you gain new knowledge or information)

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How will completing this project help make the connection between your academic and career goals?

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What type of mentor will you need to help you complete your work-based learning and/or career-related capstone project? (i.e. physician, police officer, teacher, etc.)

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What evidence do you plan to provide of your career-related experience? (Which 5 options do you plan to complete for the product portion of your portfolio?)

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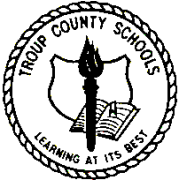
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Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_



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**Mentor/Mentee Agreement Form**

**Student/Mentee Name** \_\_\_\_\_

**Teacher/Advisor Name** \_\_\_\_\_

**Career Interest Area for Project** \_\_\_\_\_

**Project Description (Must include career-field and how the mentor you selected relates to your career field; not to exceed 100 words--use back or attach additional page, if necessary).**

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

**Goals of the Capstone Project**

The goals of the capstone project:

- provide students with the opportunity to apply the knowledge and skills acquired in their courses to do research relating to a career interest area
- allow students to extend their academic experience into areas of personal career interests, to include working with new ideas, issues, organizations, and individuals
- encourage students to think critically and creatively about academic, professional, and/or social issues and to further develop their analytical and ethical leadership skills
- provide students with the opportunity to refine research skills and demonstrate their proficiency in written and/or oral communication skills



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## Mentor/Mentee Agreement Form

**Mentor Name** \_\_\_\_\_

### Mentor Contact Information

Business Name or Occupation \_\_\_\_\_

Street Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone # \_\_\_\_\_

Email address \_\_\_\_\_

**Briefly describe the qualifications that you feel would make you suitable as a mentor for this student's capstone project (OPTIONAL):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Agreement

Mentor:

I agree to serve as a mentor for the duration of this project. During this period, I will provide information and experiences that would assist the mentee in completion of the project requirements. However, as a volunteer mentor, I also understand that I will not be held responsible or liable for the outcome of the project.

Mentee/Student:

**I understand that in order to meet the requirements of the Capstone Project, my mentor hours must relate to the career-field I selected for the capstone project.** I understand that I must complete eight (8) hours with my mentor and submit all required documentation to complete the project.

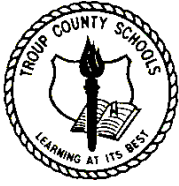
### Signatures

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

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

Teacher/Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

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



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### Capstone Project Mentoring Log

| Date | Time Spent<br>Hours/Minutes | Activities | New Learning | Mentor<br>Initials |
|------|-----------------------------|------------|--------------|--------------------|
|      |                             |            |              |                    |
|      |                             |            |              |                    |
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Student Signature: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_





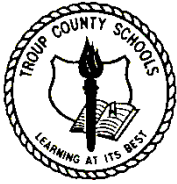
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### Capstone Project Research Paper Requirements

Research Paper for Capstone Project must meet the following requirements:

- Length Requirements:
  - 3 -5 Pages
- Formatting Requirements:
  - MLA format (see attached MLA Format Checklist; Appendix G)
- Source Requirements:
  - Minimum of 4 sources on Works Cited page
- Must address each of the following:
  - Reasons for selecting this specific career/pathway
  - Career goals
  - Relevant information to inform reader on topics related to occupation
  - Job outlook
  - Education and training needed
  - Current trends or changes in the future of the career field
  - Optional: “hot topics” in the field (e.g. latest research on a particular medicine used in treating certain diseases; genetic research or food safety in the area of Agriculture; natural gas pipeline safety in the area of energy; the role of state assessments in the field of education)



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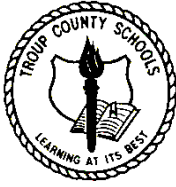
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### Capstone Project Research Paper Rubric

Student Name \_\_\_\_\_

#### Teaching Task Rubric (Informational or Explanatory)

| Scoring Elements                        | Exemplary (4)  | Proficient (3)  | Needs Development (2)  | Ineffective (1)  | Points |
|---|--|---|--|--|--------|
| MLA Format                              | Paper always uses proper MLA format (ie. heading, margins, font, spacing, page numbers and works cited)  | Paper mostly uses proper MLA format with 1-2 lapses.  | Paper demonstrates an attempt to use MLA format but with frequent lapses.  | Paper does not use proper MLA format.  |        |
| Controlling Idea and Focus/Introduction | Establishes a strong controlling idea with a clear purpose maintained throughout the response. Addresses all aspects of topic appropriately and maintains a strongly-developed focus.  | Establishes a controlling idea with a clear purpose. Addresses topic appropriately and maintains a clear, steady focus.                             | Establishes a controlling idea with a general purpose. Addresses topic appropriately, but with a weak or uneven focus.   | Attempts to establish a controlling idea, but lacks a clear purpose. Attempts to address topic, but lacks focus or is off-task.  |        |
| Reading/ Research                       | Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.  | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.                    | Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.  | Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.  |        |
| Development                             | Presents thorough and detailed information to strongly support the focus and controlling idea. Thoroughly discusses relevant and salient implications or consequences and one or more significant gaps/unanswered questions. | Presents appropriate details to support the focus and controlling idea. Briefly notes a relevant implication or a relevant gap/unanswered question. | Presents appropriate and sufficient details to support the focus and controlling idea. Explains relevant and plausible implications and a relevant gap/unanswered question.                | Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. Implication is missing, irrelevant, or illogical. |        |
| Content Understanding                   | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.  | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.                        | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. | Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.                         |        |



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### Capstone Project Research Paper Rubric

Student Name \_\_\_\_\_

**Teaching Task Rubric (Informational or Explanatory)**

| Scoring Elements               | Exemplary (4)  | Proficient (3)   | Needs Development (2)  | Ineffective (1)   | Points |
|--------------------------------|--|--|--|---|--------|
| Organization                   | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific topic.   | Maintains an appropriate organizational structure to address the specific requirements of the topic.   | Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure. | Attempts to organize ideas, but lacks control of structure.   |        |
| Conventions                    | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features.                   | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics |        |
| In-text citations (MLA format) | Consistently cites sources using an appropriate format. All cited works are cited in the correct format with no errors.  | Cites sources using an appropriate format with only minor errors. Most sources are cited in the correct format.  | Inconsistently cites sources. Few cited works are done in the correct format.  | Sources are used without citation.  |        |
| Works Cited Page (MLA format)  | Done in the correct MLA format with no errors. All entries are alphabetized and indented properly in MLA format. Includes 4 or more complete references.   | Done in the correct MLA format with few errors. Includes 3 references.   | Contains frequent errors in MLA format. Includes 2 references.   | Lack of MLA format/numerous errors.   |        |

Scoring Scale (Grade Equivalent)    31-36 (90-100)    24-30 (80-89)    17-23 (70-79)    12-16 (60-69)    9-11 (Below 60)    Total Points \_\_\_\_\_



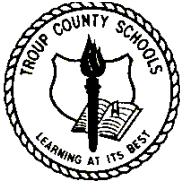
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### Capstone Project Portfolio Requirements

Portfolio should include each of the following:

- Cover Page
  - Graphic or Unique Design
  - Name
  - School
  - Title of Project (Career-Related Capstone Project)
  - Occupation or Career-Field related to your Capstone Project Experience
- Table of Contents
- Section I: Introduction
  - Letter of Introduction
    - Self-reflective piece
    - Work Philosophy
    - Goals (Post-Secondary; College and/or Career)
    - Introduce Portfolio and Significance of Capstone Project
  - Capstone Project Proposal
- Section II: Employability Skills
  - Cover Letter/Letter of Interest
  - Resume
    - Must also include activities/honors
  - Letter Requesting Letter of Recommendation
  - Letter(s) of Recommendation
  - Follow-Up/Thank You Letter
- Section III: Academic Work Samples
  - Research Paper
  - Journals #1-5
- Section IV: Career Related Experiences (Product)
  - Mentor Agreement
  - Mentor Log
  - Choose 5 of the following to complete your product:
    - Evidence/Artifacts of Job Shadowing/experience
    - Evidence/Artifacts of Internships/experience
    - Photo or video journal
    - Calendar of activities and written journal that corresponds
    - Brochure of Job Description and Information about Employment
    - Employer/Instructor Evaluation with Student Analysis
    - Evidence of Seminars or Training Attended with Student Analysis
    - Training Plans or Mastery Levels with Student Analysis
    - Work Samples
    - “How To” or “Tips to be Successful” Book with Glossary of Terms used at work
    - Work/wage records
    - Video tutorial
    - Other ideas must be approved by supervising Teacher/Administrator



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### Capstone Project Portfolio Rubric

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

| Portfolio Components     | Requirements   | Five (5) points  | Three Points (3) points      | Zero (0) Points | Points Earned |
|--------------------------|--|--|------------------------------|-----------------|---------------|
| Cover Sheet              | <ul style="list-style-type: none"> <li>• Graphic or Unique Design</li> <li>• Name</li> <li>• School</li> <li>• Occupation or Career Pathway Related to Capstone or Work-Based Learning Experience</li> </ul>   | Complete, Professional and Visually Appealing  | Incomplete or Unsatisfactory | Missing         | ____/ 5       |
| Table of Contents        | <ul style="list-style-type: none"> <li>• Lists all four sections of Portfolio</li> </ul>   | Complete, Professional and Organized   | Incomplete or Unsatisfactory | Missing         | ____/ 5       |
|                          |  |  |                              |                 |               |
| Portfolio Section        | Requirements   | Twenty (20) Points   | Ten (10) Points              | Zero (0) Points | Points Earned |
| 1. Introduction          | <ul style="list-style-type: none"> <li>• Letter of Introduction               <ul style="list-style-type: none"> <li>○ Self-reflective</li> <li>○ Describes qualities and goals of the individual</li> <li>○ Introduces portfolio</li> <li>○ Explains career choice</li> <li>○ Work philosophy</li> <li>○ Career goals</li> <li>○ Academic plan of study</li> </ul> </li> <li>• Capstone Project Proposal</li> </ul> | Complete and professional  | Incomplete or Unsatisfactory | Missing         | ____/ 20      |
| 2. Employability Skills  | <ul style="list-style-type: none"> <li>• Cover Letter/Letter of Interest</li> <li>• Resume (with activities/honors)</li> <li>• Letter(s) of Recommendation</li> <li>• Follow-Up/Thank You Letter</li> </ul>  | Complete and professional  | Incomplete or Unsatisfactory | Missing         | ____/ 20      |
| 3. Academic Work Samples | <ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Journals</li> </ul>   | Complete and professional  | Incomplete or Unsatisfactory | Missing         | ____/ 20      |
|                          |  |  |                              |                 |               |
| Portfolio Section        | Requirements   | 30 Points  | 15 Points                    | 0 Points        | Points Earned |
| 4. Product               | <ul style="list-style-type: none"> <li>• Mentor Agreement</li> <li>• Mentor Log</li> <li>• Five Pieces of Evidence of Career-Related Experience (Product)</li> </ul>   | Complete and professional (includes both mentor requirements and product requirements) | Incomplete or Unsatisfactory | Missing         | ____/ 30      |

Total Points Earned \_\_\_\_\_ out of 100





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### Capstone Project Product Requirements and Approval

Select the FIVE options below you will complete for the PRODUCT component of your Capstone Project:

- Tangible Evidence or Artifacts from Job Shadowing or Mentor Experience (cannot be Mentor Log)
- Evidence/Artifacts from Internships/Career-Related Experiences (must be created by student)
- Photo or Video Journal
- Calendar or Activities and written journal that corresponds
- Brochure of Job Descriptions and Information about Employment (must be created by student)
- Employer/Instructor Evaluation with Student Analysis
- Seminars or Training Attended with Student Analysis
- Training Plans/Mastery Levels with Student Analysis
- Work Samples
- "How To" or "Tips to be Successful" Book with Glossary of Terms used at work (created by student)
- Work/wages records
- Letters of commendation (from work-related experience)
- Video Tutorial (must be created by student)
- Other Ideas must be approved by supervising teacher/administrator
  - If proposing an option not listed above describe your idea below. You must have your advisor's signature below your description for this option to receive credit on your Product Rubric.

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Teacher Signature \_\_\_\_\_ Date of Approval \_\_\_\_\_

Teacher Comments (requirements, etc.) regarding this option:

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I, \_\_\_\_\_, (Capstone Project Advisor) approve the five options above for \_\_\_\_\_ (student's name) for his/her Capstone Project.

Teacher Signature \_\_\_\_\_

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



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### Capstone Project Product Rubric

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

| <i>Mentor Component</i>                  |   |   |                  |
|--|---|---|------------------|
|  | Ten (10) Points   | Zero (0) Points   | Points Earned    |
| Mentor Agreement                         | Complete and signed by all parties  | Incomplete, missing signatures or not submitted   | ____ / 10 points |
|  |   |   |                  |
|  | Forty (40) Points   | Zero (0) Points   |                  |
| Mentor Log                               | minimum of eight (8) mentor hours completed by student; all activities and descriptions of new learning complete; includes mentor initials by hours and signed by all parties | Less than eight (8) hours completed; missing activities and descriptions of new learning; not signed by all parties | ____ / 40 points |
| Total Points Earned for Mentor Component |   |   | ____ / 50        |
| points                                   |   |   |                  |

| <i>Product Component – Option #1</i>   |  |   |                 |
|--|--|---|-----------------|
|  | Six (6) Points   | Zero (0) Points   | Points Earned   |
| Describe the option chosen by student: | Demonstrates application of knowledge acquired during career-related experiences                   | Does not demonstrate application of knowledge OR missing                | ____ / 6 Points |
|  | Two (2) Points   | Zero (0) Points   |                 |
|  | Provides evidence of authentic career-related experience   | Does not provide evidence of authentic experience OR missing            | ____ / 2 points |
|  | Demonstrates ability to create professional, creative and visually appealing work-related products | Does not demonstrate ability to create work-related products OR missing | ____ / 2 points |
| Total Points Earned for Option #1      |  |   | ____ / 10       |
| points                                 |  |   |                 |

| <i>Product Component – Option #2</i>   |   |   |                  |
|--|---|---|------------------|
|  | Six (6) Points  | Zero (0) Points   | Points Earned    |
| Describe the option chosen by student: | Demonstrates application of knowledge acquired during career-related experiences                    | Does not demonstrate application of knowledge OR missing                | ____ / 6 Points  |
|  | Two (2) Points  | Zero (0) Points   |                  |
|  | Provides evidence of authentic career-related experience  | Does not provide evidence of authentic experience OR missing            | ____ / 2 points  |
|  | Demonstrates ability to create professional, creative and visually appealing work-related products. | Does not demonstrate ability to create work-related products OR missing | ____ / 2 points  |
| Total Points Earned for Option #2      |   |   | ____ / 10 points |





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### TCSS Capstone Project Product Rubric

| <i>Product Component – Option #3</i>   |  |   |                 |
|--|--|---|-----------------|
|  | Six (6) Points   | Zero (0) Points   | Points Earned   |
| Describe the option chosen by student: | Demonstrates application of knowledge acquired during career-related experiences                   | Does not demonstrate application of knowledge OR missing                | ____ / 6 Points |
|  | Two (2) Points   | Zero (0) Points   |                 |
|  | Provides evidence of authentic career-related experience   | Does not provide evidence of authentic experience OR missing            | ____ / 2 points |
|  | Demonstrates ability to create professional, creative and visually appealing work-related products | Does not demonstrate ability to create work-related products OR missing | ____ / 2 points |
| Total Points Earned for Option #3      |  |   | ____ / 10       |
| points                                 |  |   |                 |

| <i>Product Component – Option #4</i>   |  |   |                 |
|--|--|---|-----------------|
|  | Six (6) Points   | Zero (0) Points   | Points Earned   |
| Describe the option chosen by student: | Demonstrates application of knowledge acquired during career-related experiences                   | Does not demonstrate application of knowledge OR missing                | ____ / 6 Points |
|  | Two (2) Points   | Zero (0) Points   |                 |
|  | Provides evidence of authentic career-related experience   | Does not provide evidence of authentic experience OR missing            | ____ / 2 points |
|  | Demonstrates ability to create professional, creative and visually appealing work-related products | Does not demonstrate ability to create work-related products OR missing | ____ / 2 points |
| Total Points Earned for Option #4      |  |   | ____ / 10       |
| points                                 |  |   |                 |

| <i>Product Component – Option #5</i>   |  |   |                 |
|--|--|---|-----------------|
|  | Six (6) Points   | Zero (0) Points   | Points Earned   |
| Describe the option chosen by student: | Demonstrates application of knowledge acquired during career-related experiences                   | Does not demonstrate application of knowledge OR missing                | ____ / 6 Points |
|  | Two (2) Points   | Zero (0) Points   |                 |
|  | Provides evidence of authentic career-related experience   | Does not provide evidence of authentic experience OR missing            | ____ / 2 points |
|  | Demonstrates ability to create professional, creative and visually appealing work-related products | Does not demonstrate ability to create work-related products OR missing | ____ / 2 points |
| Total Points Earned for Option #5      |  |   | ____ / 10       |
| points                                 |  |   |                 |

|  |  |  |
|--|--|--|
| Total Points Earned for Mentor Component | Total Points Earned for Product Components | Total Points Earned for Career-Related Experience (Mentor AND Product) |
| ____ / 50 points                         | ____ / 50 points                           | Grade = ____ / 100 points  |



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### Capstone Project Presentation Evaluation Rubric

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

|  | Exemplary (4)   | Proficient (3)   | Needs Development (2)   | Ineffective (1)  | Points              |
|--|---|--|---|--|---------------------|
| <b>Language/Grammar</b><br>(Student speaks effectively and uses correct grammar)   | Student uses a rich variety of words appropriate for context, has no grammatical errors, and uses excellent sentence structure  | Student selects words appropriate for context, uses correct grammar and sentence structure   | Student uses some words appropriate for the context, uses some correct grammar and sentence structure   | Student uses words inappropriate for the context; uses little correct grammar and sentence structure   |                     |
| <b>Organization/Time</b><br>(Student organizes ideas logically, connects key points, uses time effectively)  | Student presents information clearly and creatively; connects all key points; completes presentation within allotted time   | Student presents information clearly; connects some key points; completes presentation within 1- 2 minutes of allotted time  | Student introduces the topic; little evidence of connecting key points; completes presentation within 3- 4 minutes of   | Student has no introduction to the topic; no connecting of key points; completes presentation more than 5 minutes of allotted time   |                     |
| <b>Content/Career Knowledge Gained</b><br>(Student presents information in a manner that represents understanding and knowledge of career) <ul style="list-style-type: none"> <li><input type="checkbox"/> Reasons for selecting</li> <li><input type="checkbox"/> Career Outlook (Overall and local)</li> <li><input type="checkbox"/> Education/Training required; where offered?</li> <li><input type="checkbox"/> Mentor experience</li> <li><input type="checkbox"/> Pros/Cons of career</li> <li><input type="checkbox"/> Entry Level Salary/ opportunities for advancement</li> </ul> | Student presentation clearly defines the topic and the relation to the selected career; supports the topic with exceptional research and multiple resources; provides exceptional evidence of personal, academic, and career growth | Student presentation defines the topic and the relation to the selected career; supports the topic with research and some resources; provides some evidence of personal, academic, and career growth | Student presentation defines the topic but lacks a relation to the selected career; supports the topic with limited research and resources; provides little evidence of personal, academic, and career growth | Student presentation does not define the topic and lacks a relation to the selected career; supports the topic with no research and resources; provides no evidence of personal, academic, and career growth | ___x2<br>=<br>_____ |
| <b>Delivery/Communication</b> (Student speaks clearly, maintains eye contact and good posture, and focus on topic; gallery walk participants must include tangible or multi-media visual aid)  | Student gains attention through enthusiastic use of voice, tone, and enunciation; maintains constant eye contact and stands straight; Visual aid is professional, innovative and complements communication                          | Student gains attention through use of voice, tone, and enunciation; maintains eye contact and stands straight most of the time; Visual aid is professional and does not distract from communication | Student gains attention through some use of voice, tone, and enunciation; limited eye contact and good posture; Visual aid is unprofessional and/or distracts from communication                              | Student does not gain attention through use of voice, tone, and enunciation; little or no eye contact and good posture; Visual aid is missing.   |                     |
| <b>Appearance</b><br>(Student is dressed appropriately for the presentation)   | Student dresses in appropriate and professional attire that is representative of the career area and articulates clearly why appropriate dress is important   | Student dresses in appropriate and professional attire that is representative of the career area   | Student dresses in somewhat appropriate and professional attire that is representative of the career area   | Student does not dress in appropriate and professional attire that is representative of the career area  |                     |

Total Points \_\_\_\_\_

Scoring Scale (Grade Equivalent):                      21-24 (90-100)    15-20 (80-89)    10-14 (70-79)    5-9 (60-69)    0-4 (Below 60)



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# **APPENDICES**

**(Templates, Sample Letters, and Other Resources)**

**APPENDIX A**  
**TCSS Capstone Portfolio Letter of Introduction Sample**

*You can base your letter of introduction on some of the features of this sample letter. Plan to include a letter of introduction in your Capstone portfolio as the first part of your Introduction section.*

Dear Reader:

The portfolio in front of you represents who I am—an energetic, creative individual who enjoys learning about new technology and the ways it can be used to help people work more effectively. This portfolio showcases the knowledge and experiences I have gained about my potential career field during my Capstone project. For example, on page three of this portfolio, you will find the printed home page I designed for Operation Reptile Rescue, a local non-profit organization. It illustrates the advanced features I was able to program into the organization’s entire web site to make it more user-friendly.

*Describes personal characteristics, strengths, and goals*

*Highlights portfolio work sample*

When people at school or at home have a computer question or puzzle to solve, they come to me for help. I especially like to work on challenging problems, but I enjoy helping people with just about any question. It is important to me that my work is helpful to others. I have a strong work ethic and I think that is one of the most important attributes of an outstanding employee. At school this year, I was awarded the Grace Hopper Computer Technology Award.

*Describes goals, Achievements, and work philosophy*

After I graduate from high school, I plan to pursue a degree in Information Technology. Right now, I am proficient in HTML programming, JavaScript, ColdFusion, and ASP. I am also able to use PhotoShop. Many of these skills were either acquired or improved by working with my mentor and completing a job shadow experience at Custom Technology Solutions. As you browse this portfolio, please pay special attention to how I use my love of technology to help others.

*Explains how portfolio reflects skills and knowledge*

Sincerely,

*John Smith*

John Smith

**APPENDIX B**  
**TCSS Capstone Portfolio Letter of Interest/Resume Cover Letter Sample**

2200 Your Address Lane  
Your City, GA 30240

Date

Name of Intended Reader  
Title of Intended Reader  
Name of Business  
1100 Business Address Lane  
Your City, GA 30240

Dear \_\_\_\_\_:

I am writing to apply for an internship with your business as a daycare assistant. I have experience in working with young children, and I believe that I would be a great addition to your daycare facility. I have been a childcare provider for multiple families for three years.

I am currently a senior at \_\_\_\_\_ High School. After graduating, I intend to go to college and major in Early Childhood Education. Working at your facility will help me gain even more experience with young children and help prepare me for my future career.

I hope that you will consider me for this position. You may contact me by phone at (555) 555-5555 or by email at your.name@yahoo.com. I look forward to speaking with you to discuss my experiences and qualifications.

Sincerely,

Your Name [signed]

Your Name [typed]



## APPENDIX D

### TCSS Capstone Project Sample Reference Page

JOHN DOE

123 Your Address Road  
Lagrange, GA 55555

(706) 555-5555  
j.doe@gmail.com

#### References

Reference Name

His/Her Title

His/Her Company or Business

Address

Phone Number

Email

Reference Name

His/Her Title

His/Her Company or Business

Address

Phone Number

Email

Reference Name

His/Her Title

His/Her Company or Business

Address

Phone Number

Email

**APPENDIX E**

**TCSS Capstone Project: Sample Letter Requesting Letter of Recommendation**

Directions: You can use this template to craft a letter to request that someone complete a letter of recommendation for you. At least one letter of recommendation is a requirement as a part of your Capstone Portfolio.

Date

Name of your Employer, Mentor, Supervisor, etc.

Name of Business

Address

Lagrange, GA 30240

Dear \_\_\_\_\_:

As a part of my Senior Capstone Project at \_\_\_\_\_ High School, I am required to include a letter of recommendation in my final portfolio. I am writing to you in hopes that you will be willing to write a recommendation describing your experience working with me. Hopefully, your letter of recommendation could be used not only in my portfolio, but also for future employment opportunities. My portfolio must be complete by \_\_\_\_\_, 2017. Please let me know by \_\_\_\_\_, 2017 if you are able to complete this letter for me. I can pick up the letter in person, or you can email it to me at your.name@gmail.com. Thank you for your time.

Sincerely,

Your Name [signed]

Your Name [typed]



**APPENDIX F**  
**TCSS Capstone Project Sample Thank You/Follow-Up Letter**

Directions: Use the sample interview follow-up letter below to assist in constructing your own letter for your Capstone portfolio. Make sure that your letter includes each of the following:

1) thank the person for meeting with you, 2) mention something you liked about the interview or company and 3) repeat your interest in the opportunity.

Your Address  
Your City, GA 30240  
(555) 555-5555  
Your.name@gmail.com

Date

Name of Intended Reader  
Address  
City, GA 30240

Dear \_\_\_\_\_:

Thank you for taking the time to speak with me yesterday about the \_\_\_\_\_ position with \_\_\_\_\_.

It was a pleasure meeting with you, and I truly enjoyed learning more about the role and the company. After our conversation, I am confident that my skills and experiences are a great match for this opportunity.

I am very enthusiastic about the possibility of joining your team and would greatly appreciate a follow-up as you move forward with the hiring process. If you need any further information, please do not hesitate to contact me by email or phone. Thanks again, and I hope to hear from you in the near future.

Sincerely,

Your Name [signed]

Your Name [typed]

## APPENDIX G

### MLA Format Checklist for Research Papers

#### General Format Specifications for all Pages of the Paper

- Double spaced
- One inch margins
- 10 – 12 pt. font, Times New Roman or Courier New
- Last name & page number in upper right hand corner of all pages

#### Page One of the Paper

- Author's name is in the header on the left hand side of the first page.
- Instructor's name appears as the second line of the header on the left margin of the first page.
- The name of the course appears as the third line of the header on the left margin of the paper.
- The date, in MLA format, appears as the fourth line of the header on the left margin of the paper.
- The title of the paper appears centered above the text. The text of the title should not be underlined, italicized, in bold, or in quotation marks.

#### MLA Citations

- Every source cited in the text must be documented in a Works Cited page at the end of the paper.
- The author's name (or a key word from the title) is located in a parenthetical citation or in an introduction to the borrowed material (IBM).
- Page number(s) (if applicable) are placed in the parenthetical citation.
- Parenthetical citations at the end of the sentence are followed by the appropriate punctuation mark (comma or period).

#### Works Cited Page

- Works Cited is centered at the top of the page.
- The Works Cited page is a separate page at the end of the paper.
- The Works Cited page is double-spaced.
- The first line of the first entry is typed flush with the left-hand margin.
- The second and all following lines of the entry are indented one-half inch.
- The Works Cited page contains entries that are listed in alphabetical order by the first word in each entry.
- Each entry provides correct and complete bibliographic information.
- The Works Cited page **ONLY** contains references that are actually cited in the paper.