Senior Capstone Project Packet

2015
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Description of Project

I. Purpose Statement
The purpose of Bear Creek's Senior Capstone Project is to provide each senior with the opportunity to develop and pursue a challenging, meaningful, and self-directed project in an area of personal interest during the last three weeks of the spring semester. Successful senior projects share a number of important attributes: they demonstrate a depth of investment and insight, exhibit a significant level of personal challenge, and advance a student's ability to articulate how their worldview has been explored, challenged or changed by the project experience.

II. Choosing a Capstone Project
In February, each senior develops a project concept that outlines a particular experience, goal, area of service, or creative pursuit that will stretch their abilities, offer a venture into new territory, or significantly stretch their understanding of an area of personal passion, curiosity, or calling.

The following questions are important aspects of successfully designing a project proposal:

**Essential Questions**
- How will the project present a significant challenge to you?
- Why is the project worth doing? Why does this project matter or hold intrinsic worth to you or others?
- Does the project infuse lasting meaning into your life and the lives of others?
- How does the project enlarge your preparedness for the future?
- What connections can you draw between a Christian worldview and your project experience?
- How does it connect to the broader community?

**Logistical Questions**
- Can the project be realistically completed within the three week time period?
- Do you have access to the resources needed to complete the project?
- Are you physically able and prepared to complete the project, without advanced preparation or training?
- Does the project have measurable objectives?

III. Submitting the Project Proposal
Students identify a project concept and complete the project proposal. The proposal is submitted electronically to the Worldview Capstone faculty by the proposal deadline. See Senior Capstone Project Schedule.

The proposal must include a well thought out description of the project, details of how the student will accomplish the project, and an explanation of the significance of the project. The proposal will also require students to identify resources that are needed, a field expert for certain project types and a list of preferred faculty advisors.
Students may consult with Worldview Capstone faculty, Capstone project faculty, other faculty, staff, and content field experts during the proposal design phase to fully develop the intent and construct overall scope of the project prior to submission. A successful project proposal will address each of the Essential Questions listed above and will take into consideration the practicality of the Logistical Questions. The project review panel may require adjustments to your proposal if concerns arise or if more information or clarification is needed.

Any project proposal that does not affirm the standards and guiding principles of The Bear Creek School or poses a risk to self or others will be returned to the student for revision or reconsideration. Students should consult with Capstone faculty or senior advisor for assistance in determining appropriate parameters, if needed.

IV. The Faculty Advisor

The role of the faculty advisor is one of guidance and mentoring. Your advisor is one of the most important contacts that you will have during the project weeks.

You will be paired with a faculty advisor based on a combination of the following factors:

- the preference of the student
- the compatibility of the project with the expertise of the faculty member
- the availability of the faculty member

The faculty advisor will:

- give advice and counsel
- collect and monitor the student's timeline
- regularly check the student's progress
- regularly review the student's journal
- participate in the assessment panel

Each student is expected to meet with their advisor at least two times per week during the span of project weeks. In addition to a faculty advisor, a subject expert is encouraged and often required. Students who make use of subject experts often produce better projects.

V. The Capstone Assessment Panel

The Capstone panel is likely to be comprised of the following individuals:

- Patrick Carruth, Headmaster and President
- Karen Blankenbeckler, Vice President for Academic Affairs
- Karen Beman, Vice President for Enrollment, Collegiate, and Alumni Relations
- Tim Fenderson, Upper School Division Head
- Jeff Gephart, Dean of Students
- Rob Sorenson and Kristin Dennison, Capstone Project Coordinators
- Kevin Davison, Christian Studies Faculty
VI. Capstone Project Components and Assessment
Each project requires several components: a project journal, a project calendar, a high-quality project, and an oral presentation of the project before the panel, peers, and invited guests. The project will be assessed on the following components:

- the quality of the journal
- the quality of the oral presentation
- feedback from the student’s faculty advisor
- the quality of the project reflected by the growth, level of challenge and overall learning gained by the experience
- Each project will be assessed based on the full assessment rubric.

VII. Worldview Articulation
During the presentation and project defense, students should include a reflection of how their worldview has been confirmed, stretched or challenged by their project. In addition, they should show understanding of how the Christian worldview relates to their topic. Panel members will present questions that explore how the Christian worldview is considered within the nature of the project. The worldview concepts below which you have studied throughout your career at Bear Creek will be helpful to reflect meaningfully. Genuine connections to these ideas will help you demonstrate deep reflection about your topic.

- Creation, fall, redemption
- Truth, goodness, and beauty
- God, Humanity, Reality, Truth, Ethics
- Where am I? Who am I? What is the Problem? What is the Solution?
- What is the vision of and for life?

VIII. The Project Timeline
A project timeline is required and will include specific work times, scheduled meetings with the advisor and subject expert, and goals or benchmarks to be accomplished by specific dates. The timeline should receive input from the student’s advisor and will be reviewed at each meeting to chart progress or make adjustments as needed.

IX. The Oral Presentation and Defense
The project culminates in a presentation to peers and a defense of the project before the Capstone panel. The presentation should be no less than twenty minutes in length and no more than thirty minutes in length, including time for questions and answers.

The oral presentation should include the following:

a. an explanation of why the project was chosen
b. an explanation of the project itself
c. the challenges faced in the process of producing the project and how they were overcome
d. a description of how your knowledge base was expanded
e. an explanation of the intrinsic worth of the project experience
f. an analysis of the worldviews related to the project

At the end of the presentation, a question and answer period, led by the Capstone panel will follow each presentation. The audience may also have an opportunity to ask questions of each presenter. This is considered the oral defense.

At the close of the defense, a 10 minute recess will occur allowing the panel time to discuss and evaluate the project, the journal, advisor feedback, the presentation, and the quality of the defense. The overall project will be evaluated as a totality, measured by the rubric included in this packet.

The project is a component of the graduation requirements and will be given the mark of pass, fail, or pass with honors. Seniors who receive the project distinction of pass with honors will be recognized at the Evening of Honors celebration. Students who do not pass will need to satisfactorily complete all requirements before transcripts are finalized.

X. Special Considerations during the Project Weeks

Capstone Project weeks are to be devoted fully to the Capstone Project. Students should anticipate that the project will take at least as much time as a normal school day (approximately 6-7 hours, 5 days a week). Students who work outside of school will need to review their work schedule with the Upper School Division Head prior to the start of project weeks.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21</td>
<td>Capstone Project Packets distributed</td>
</tr>
<tr>
<td>February 2</td>
<td>Proposal Early Submission Date (only if need to make travel plans or requesting a major policy exception)</td>
</tr>
<tr>
<td>February 11</td>
<td>Proposal Regular Submission Date (returned by March 12.)</td>
</tr>
<tr>
<td>March 12</td>
<td>Proposals returned to students and faculty advisors assigned</td>
</tr>
<tr>
<td>March 20</td>
<td>Proposal revisions due</td>
</tr>
<tr>
<td>March 14-May 16</td>
<td>Students should meet with advisors two to three times before senior finals to discuss plans and ideas</td>
</tr>
<tr>
<td>March (by month end)</td>
<td>Initial faculty advisor meeting During office hours or at another time arranged with your advisor. Discuss your project and arrange a timeline for future meetings. Bring your proposal and your advisor meeting log with you to this meeting.</td>
</tr>
<tr>
<td>April 1</td>
<td>Capstone Project Timeline due See Capstone Project Timeline Guidelines in this packet</td>
</tr>
<tr>
<td>April 16</td>
<td>Capstone Project Timeline revisions due</td>
</tr>
<tr>
<td>May 4-15</td>
<td>AP Testing</td>
</tr>
<tr>
<td>May 14 - 15</td>
<td>Senior Finals</td>
</tr>
<tr>
<td>May 15</td>
<td>Capstone Project Kick-off Celebration following last senior final. Lunch provided for students and their faculty advisors</td>
</tr>
<tr>
<td>May 18-June 7</td>
<td>Project weeks Meet with your faculty advisor twice weekly Bring your Advisor Meeting Log, timeline, and your journal with you when you meet with your advisor</td>
</tr>
<tr>
<td>June 4-5</td>
<td>Mock Presentations Mock presentations are given to your faculty advisor. Check technology and any uncommon elements of your presentation. Projects should be essentially finished for your mock presentation Bring your Practice Presentation Evaluation with you to this final meeting with your advisor</td>
</tr>
<tr>
<td>June 8-10</td>
<td>Capstone Project Presentations Students attend all presentations of all the students in their assigned group</td>
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</tbody>
</table>
Components of the Project

XII. Capstone Project Timeline

The Capstone Project timeline is a planning and working calendar that charts the intended completion of your project. Important meetings, benchmarks, and target accomplishments should be included in the initial calendar. Adjustments and potential modifications are anticipated during the course of your project and should be discussed with your advisor.

1. The timeline should span the dates of March 12 – June 5.

2. Include at least 3 meetings with your faculty advisor and any preliminary work, such as ordering resources or scheduling airline flights on your timeline.

3. Each day of your timeline should include the following:
   - Objectives for each day ("Things To Do" list)
   - Goals for time allocation (number of hours/day you predict you will spend on the project broken into objectives or tasks of the day)
   - A schedule of appointments with your faculty advisor
   - Scheduled journaling time (see Capstone Project Journal Guidelines)
   - The date and time of your project presentation

4. Use Excel, Publisher, Office Calendar, or a Word table to lay out your timeline. Make sure it can be loaded electronically into www.turnitin.com. Sometimes it’s best to create a PDF document so it can be easily read no matter the program. It must be completely typed and have a professional or stylized look to the format.

5. The timeline is an active, rather than a static, document. As you approach the beginning of your project, you will gain a clearer idea of your activities during the project weeks. You should update the changes and growth in your plans as you prepare for the start of the project. When you begin your project your timeline will also adjust with each day’s activities. Every project often looks different than what you anticipated initially in your timeline. Keep a record of this.

6. Once finished with the timeline, give a copy to your faculty advisor and submit it to your Capstone faculty by April 1. You will revise per suggestions and submit the next version by April 16. Please include the final version with your journal on the day of your project presentation that represents what you actually did by day.

Please make one copy of your timeline for yourself, one for your faculty advisor, and include a copy on your electronic proposal for Capstone faculty advisors. The copy you keep for yourself will need to be included in your Journal.
XIII. Capstone Project Journal

The project journal is written daily and chronicles the cumulative experience and personal reflections while working on the project.

A successful journal includes daily entries that describe details of each day and offers reflection on what is being learned and accomplished. Journal entries should also describe challenges and significant breakthroughs or accomplishments encountered along the way.

Your journal can be typed and then bound in a folder or a binder or neatly handwritten in a journal type notebook. If you choose to use a journal type notebook, please make sure that your journal is at least 5” x 7” or larger. Your journal needs to be neatly presented and compiled.

Thoughtful journal entries should be at least 250 words from day to day, not including additional photos and artifacts attached. Your final journal reflection will be much longer.

You should bring your journal with you to each of your advisor meetings.

Contents of your Journal

Your Journal should include the following paperwork:

- The project proposal
- A copy of the project timeline
- The Advisor Meeting Log
- Regular, reflective entries that record your daily experience with the project
- Comments from your faculty advisor and your responses to those comments
- Where appropriate, pictures or illustrations
- The Practice Presentation Evaluation
- A final reflective evaluation of your overall experience with the project.

Please attach these to your journal in some way

From March through May, you should keep periodic entries (2-3 entries a month) that record your ongoing work on the project and reflect some of the following questions:

- What have I been learning?
- What challenges have I faced? Why did these challenges arise?
- What changes am I making to my plans?
- Is what I am doing important? Why or why not?
- Is what I am doing enjoyable? Why or why not?

Do not feel limited to these particular questions; the key is to think reflectively about the project experience.
During the project weeks in May and June, your daily entries should record the following specific details:

- How many hours did you spend working that day?
- What specific things did you accomplish that day?
- What do you need to modify in your plans for the next day?

**Also consider the following reflective questions:**

- What has been personally significant today?
- How will today’s actions influence the project’s completion?
- What was challenging about today’s work? Why was it so challenging?
- What did you learn about yourself?
- Did you meet your goals for the day? If not, why not?
- Again, these questions are examples – what is important is that your journal includes not just your actions, but also your reflections.

**Consider including the following items where appropriate:**

- Drawings or sketches
- Photographs
- Relevant paperwork
- Any relevant additions (e.g. a sample of fabric, a computer chip, a bag of Kenyan soil, etc.)

**The final element of your journal is your comprehensive assessment of the project:**

On the last day or two of your project, evaluate yourself based on the goals you set for yourself and your actual experience. Consider the following questions:

- How was my project valuable or meaningful to me?
- How did this project bring value to others?
- How did this project stretch my knowledge base, my imagination, or my character?
- How has this project enhanced my worldview?
- Did this project reflect my unique abilities and passions?
- Did I have fun?

You should bring your journal to all of your advisor meetings, where your advisor will review your journal. Leave space in your journal for comments from your advisor.

*Please hand your journal to the panel at the beginning of your presentation.*
XIV. Capstone Project Presentation

Important Considerations

• PowerPoint is recommended for your presentation, although a similar media application may also be acceptable. You need to include photographs, pictures, and possibly video clips or other media elements.
• Save your presentation onto a flash drive and make sure you check that the format of your presentation works properly in the room in which you are scheduled to present. You may also use your own laptop, if desired. In all cases, check electronic compatibility **well in advance** of your presentation time.
• You should be prepared for a presentation of 20 minutes, followed by 10 minutes of questions.
• Use good rhetorical and presentation skills. Engage your audience meaningfully.
• Practice your presentation several times to decide what really works.
• After you have practiced your presentation alone, a practice presentation with your faculty advisor is required. This must be scheduled in advance with your advisor. Your faculty advisor will counsel you on “finishing touches” and offer recommendations to strengthen your presentation.
• The presentation must be done solely by you. It is not appropriate for friends, parents, or any others to contribute once the presentation has begun.
• Be punctual and fully prepared for your time slot.
• Dress in either professional business style dress or, if your project has a specific type of clothing associated with it, such subject specific attire is also appropriate, however please check in with Capstone faculty on specific attire requests.
• Do not forget to invite your advisor and your parents to your presentation and spend time thanking people at the end of your presentation!

*The panel recommends this format. If you have a different idea, please run it by your faculty advisor.*

<table>
<thead>
<tr>
<th>Recommended # of minutes</th>
<th>Section of Presentation And Recommended Content</th>
</tr>
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<tbody>
<tr>
<td><strong>2-3 minutes</strong></td>
<td><strong>Introduction</strong></td>
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<tr>
<td></td>
<td>• ‘Hook’ (startling fact or statistic; provocative question, anecdote, or famous quotation)</td>
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<tr>
<td></td>
<td>• Introduce yourself.</td>
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<tr>
<td></td>
<td>• Tie in the hook to your project.</td>
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<tr>
<td></td>
<td>• State the topic of your project and also the aim. (What did you set out to accomplish?)</td>
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<tr>
<td><strong>4-5 minutes</strong></td>
<td><strong>Brief Overview</strong></td>
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<tr>
<td></td>
<td>• What were the principal project activities?</td>
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<td></td>
<td>• What was the process or product?</td>
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<tr>
<td></td>
<td>• Who were your mentors (your “subject experts”), or which agencies were involved?</td>
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<td></td>
<td>• Where/when did the major action take place?</td>
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<tr>
<td></td>
<td>• Consider covering the 5 Ws: Who, What, When, Where, Why/How of your project.</td>
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<tr>
<td><strong>8-10 minutes</strong></td>
<td><strong>The Close-Up</strong></td>
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<tr>
<td></td>
<td>▪ Expand on some aspects of your project in depth. Some suggestions for elaboration are:</td>
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<tr>
<td></td>
<td>o Explain a problem you encountered and how you dealt with it.</td>
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<td></td>
<td>o Describe a day in the life of your project – focus on one process which took several hours to complete. This should be a key aspect of your project.</td>
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<td></td>
<td>o Describe a day in the life of an expert you shadowed.</td>
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<table>
<thead>
<tr>
<th><strong>4-6 minutes</strong></th>
<th><strong>The Home Stretch</strong></th>
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<tbody>
<tr>
<td></td>
<td>▪ Summarize what you have learned.</td>
</tr>
<tr>
<td></td>
<td>▪ How has this project challenged and caused you to grow? What have you learned about yourself? How will this be useful as you head to college or into your professional career?</td>
</tr>
<tr>
<td></td>
<td>▪ Has the project changed the way you think of, feel, or experience God or the way you relate to others? What is/are your Christian worldview connection(s)?</td>
</tr>
<tr>
<td></td>
<td>▪ How were you stretched in knowledge and character?</td>
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<tr>
<td></td>
<td>▪ Remember to thank your team …. (your adviser, experts, family, friends, mentors)</td>
</tr>
</tbody>
</table>
XV. Questions the Panel May Ask During Your Project Defense

Personal growth
- Why did you choose this particular project?
- Did this experience change you in any way? How?
- Did your senior project help your understanding of worldview? How?
- Did you see God at work in your project? How?

Challenges
- What was the most difficult part of your project? Why was it so difficult?
- What part of the project brought you the most joy? Why?
- How did the project require you to ‘step outside your comfort zone’?
- How was the actual project different from your original expectations?
- What surprised you about your project?
- If you could start the senior project over, what would you do differently?
- Did you meet your original goal? If not, why? Was it too ambitious? Were there forces outside your control?

Lasting Value
- Why does your project matter?
- In five years, what will you remember most about your project experience?
- How will you follow up on what you have learned?
- Would you recommend your project to future seniors at Bear Creek? Why or why not?
- Was your project valuable to others? How?
- How do you see this experience impacting your future (not the project per se but the experience)? What lessons from this project experience do you foresee that you will carry with you to college and into your professional future?
XVI. Capstone Project Evaluation

Student: ______________________________ Project: ___________________________________

General Aspects of Presentation: (25 points)  TOTAL Points (out of 25): ______

Student Preparedness (Indicate points: _______ out of 10):

Some points to consider before assigning a grade:

- Pre-Project Preparation: All preliminary project paperwork (i.e. proposal, acknowledgement of responsibilities, revisions, and timeline) was submitted on time to the Capstone Class teachers and to the project advisor.
- The student arrives promptly with notes, materials, handouts, and technological needs prepared.
- The student has invited appropriate guests and faculty.
- The student is professionally dressed.
- The student’s behavior is appropriate (good attitude, no gum, etc.).

Presentation Content: (Indicate points: ______ out of 10):

Some points to consider before assigning a grade:

- The student uses visual material effectively to enhance communication.
- The student uses examples or anecdotes as illustrations.
- The student includes introduction and pertinent general information.
- The student demonstrated how their knowledge was enhanced and broadened through the effort required of the project.
- The student presents well-organized, cogently developed, and compelling points.
- The student concludes presentation appropriately.
- The student clearly integrates and articulates the development of the project and the intrinsic worth that impacted him/her as he/she worked on this project.

Overall impression of the presentation: (Indicate points: _____ out of 5):

Some points to consider before assigning a grade:

- The student speaks clearly and articulates well.
- The student makes eye contact with the audience; does not read the slides.
- The student answers questions intelligently and sufficiently generalizes the importance of the experience into the larger scope of his/her life.
- The presentation demonstrates sufficient effort and preparation on the part of the student - in content, materials, and preparation and rehearsal.
Project Evaluation: (75 points)  
Indicate TOTAL Points: _____ out of 75

Worldview component: (Indicate points: _____ out of 15):

The student masterfully demonstrates the implications of Christian worldview for their project and applies the methods of worldview analysis available to them.

- (13-15 points) Worldview concepts are expertly addressed both by implicitly shaping understanding of their project and discussing application of worldview frameworks and related issues.
- (10-12 points) Worldview concepts are adequately addressed with some discussion of worldview frameworks and related issues.
- (0-9 points) Worldview concepts are minimally addressed, if at all, with little or no discussion of worldview frameworks and related issues.

The value of the project to the student – intrinsic value (Indicate points: _____ out of 10):

- (9-10 points) The intrinsic worth developed and addressed is a convincing and organic extension of the student’s learning experience.
- (7-8 points) The intrinsic worth is superficially addressed and applied to the project in order to fulfill the requirement.
- (0-6 points) The intrinsic worth is minimally addressed, if at all, and is not convincingly developed as an extension of the project.

The value of the project to the community – extrinsic value (Indicate points: _____ out of 10):

- (9-10 points) The student clearly demonstrates an engagement with a larger community relevant to his/her project. The student also clearly articulates the importance of this project to the community at large.
- (7-8 points) The student marginally demonstrates an engagement with a larger community relevant to his/her project. The student also marginally articulates the importance of this project to the community at large.
- (0-6 points) The student does not demonstrate an engagement with a larger community relevant to his/her project. The student also does not articulate the importance of this project to the community at large.

The learning effected by the project (Indicate points: _____ out of 10):

- (9-10 points) Through the project, the student extended him/herself in a new way.
- (7-8 points) The student has stayed in a familiar area but has examined the subject in a new way.
- (0-6 points) The student has not gone beyond the knowledge and subject he/she already knew.

The project implementation from start to finish (Indicate points: _____ out of 10):

- (9-10 points) The project demonstrates an excellent use of time. The student was resourceful and demonstrated autonomy to an excellent level. The panel can conceive of no way for this student to improve upon the project.
- (7-8 points) The project demonstrates an adequate use of time. The student was resourceful and demonstrated autonomy to a satisfactory level. The panel can find one significant way for student to improve the project.
- (0-6 points) The project demonstrates a poor use of time. The student was resourceful and demonstrated autonomy to a poor or inadequate level. The panel can find a number of ways for student to improve project.

The interaction with the Advisor (Indicate points: _____ out of 10):

- (9-10 points) The comments by the advisor are outstanding; the student completed a practice presentation.
- (6-8 points) The comments by the advisor are satisfactory; the student completed a practice presentation.
• (5 or less points) The comments by the advisor are unsatisfactory; the student completed a practice presentation.
• (Automatic loss of 5 points) The student did not complete a practice presentation.

The Journal (Indicate points: _____ out of 10):
• Is neatly prepared.
• Excellently follows the directions laid out in the packet.
• Contains a thorough account of time spent on the project.
• Includes photos / illustrations which clearly demonstrate progression through the project.
• Includes a final comprehensive assessment of the project.
• Evidences a deeper reflection.

OVERALL TOTAL Points: _____ out of 100

Note: Honors Consideration = 90 points or higher

Comments by the panel member:
XVII. Advisory Meeting Log

This Meeting Log must be brought with to every meeting with your advisor. Please ask your advisor to fill this out and give it back to you after each meeting. You will include this sheet at the beginning of your project journal.

BEFORE THE PROJECT KICK OFF

1. Meeting #1 Date: __________________________
   a. Student was prompt and prepared. (Student had project proposal, calendar, and Advisor Meeting Log.)
   b. Student proposed a rough calendar timeline for the project; this plan will eventually evolve into the Project Timeline.
   c. Student thoroughly briefed the advisor on his / her intentions for this project.
   d. Comments by the advisor: __________________________

2. Meeting #2 Date: __________________________
   a. Student was prompt and prepared.
   b. Student is making appropriate arrangements with “subject experts.”
   c. Student has updated advisor on the progress of his / her project preparations.
   d. Student has given a copy of Project Timeline to their advisor.
   e. Comments by the advisor: __________________________

AFTER THE PROJECT KICK OFF – DURING THE PROJECT WEEKS

You should be in formal contact with your advisor twice a week during the course of the project. Formal contact can include face-to-face meeting, telephone call, or substantial email exchange. You should arrange the manner of contact with your advisor in advance, and include this on your timeline.

1. Meeting / Contact Date: __________________________
   a) Student is prepared for our meeting. 1 2 3 4 5
   b) Student is making consistent and appropriate progress on the project. 1 2 3 4 5
   c) Student is open to suggestion and constructive criticism of the project. 1 2 3 4 5
   d) Student is following the Project Timeline. 1 2 3 4 5
   e) Student has a plan for our next meeting. 1 2 3 4 5
   f) Student is journaling and recording progress on a regular basis. 1 2 3 4 5
b) 5Student is making consistent and appropriate progress on the project.
c) Student is open to suggestion and constructive criticism of the project.
d) Student is following the Project Timeline.
e) Student has a plan for our next meeting.
f) Student is journaling and recording progress on a regular basis.
g) Suggestions for the next meeting:
e) Student has a plan for our next meeting.  1  2  3  4  5
f) Student is journaling and recording progress on a regular basis.  1  2  3  4  5
g) Suggestions for the next meeting:

5. Meeting / Contact Date: _________________________
   a) Student is prepared for our meeting.  1  2  3  4  5
   b) Student is making consistent and appropriate progress on the project.  1  2  3  4  5
   c) Student is open to suggestion and constructive criticism of the project.  1  2  3  4  5
   d) Student is following the Project Timeline.  1  2  3  4  5
   e) Student has a plan for our next meeting.  1  2  3  4  5
   f) Student is journaling and recording progress on a regular basis.  1  2  3  4  5
   g) Suggestions for the next meeting:

6. Meeting / Contact Date: _________________________
   a) Student is prepared for our meeting.  1  2  3  4  5
   b) Student is making consistent and appropriate progress on the project.  1  2  3  4  5
   c) Student is open to suggestion and constructive criticism of the project.  1  2  3  4  5
   d) Student is following the Project Timeline.  1  2  3  4  5
   e) Student has a plan for our next meeting.  1  2  3  4  5
   f) Student is journaling and recording progress on a regular basis.  1  2  3  4  5
   g) Suggestions for the next meeting:

THE LAST WEEK OF THE PROJECT WEEKS

✔ Final Meeting: Practice Presentation: Date and Time:
                     _________________________

✔ Is presentation room reserved and technology tested:
                      _________________________

✔ Bring your “Practice Presentation Evaluation” to this meeting. Give it to your advisor to fill out. Include the completed evaluation in your project journal.
XVIII. Practice Presentation Evaluation
To be given to your advisor on June 4 or 5

Please bring this evaluation form when you give a mock presentation for your advisor. Your advisor will fill this out and give it back to you. You will include this sheet at the beginning of your Project Journal.

a. Project was completed to a point at which a mock presentation was possible and helpful. Yes No

b. Student has made an earnest attempt to check the compatibility of his/her technology with the school’s technology. Yes No

c. Student informed advisor of the date of his / her final presentation. Yes No

d. Student has invited advisor to presentation. Yes No

e. What are the most successful aspects of the presentation?

f. Elements of the project that need work:

Elements of the presentation that need work:

Comment on the student’s incorporation of the intrinsic worth of this project. Is it convincingly presented as an organic extension of the learning the student achieved through the project experience? What can the student do to improve their discussion of the worth of this project?

Comment on the student’s depth of thought related to worldview. Is the student thoughtful and prepared to discuss how the project should be considered in light of the Christian worldview? Does it reflect a natural outgrowth of the student’s experience? What can the student do to improve the worldview discussion?

Additional comments:
XIX. Acknowledgement of Responsibilities

Sign and hand in with the project proposal.

I have read the Capstone Project packet and understand all requirements outlined, including the project’s Key Dates and Deadlines.

Name of project

Name of Student (please print) ________________________________

Signature of Student ___________________________ Date ____________

I have reviewed my student’s senior project proposal and fully support the concept and requirements needed for its successful completion.

Name of Parent (please print) ________________________________

Signature of Parent ___________________________ Date ____________

Note: If a student’s project will involve any aspect that may increase their personal risk of harm or potentially compromise their safety, a school waiver is required in advance of the start of the project.