

## North Paulding High School: Career-Related Capstone Project Guidance

The goals of the capstone project 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

The components that will be graded are the **research paper**, **presentation**, and the **portfolio**. The **research paper** and **portfolio** will each be a **summative grade** in the student's **English Literature class**. The research paper guidelines and rubric are attached. The **portfolio**, including a time log demonstrating completion, will be required for the mentoring component and will be turned into the judges at the time of the **student presentation**.

The first component is a **research paper** documenting information on a subject of the student's choice -- a subject demonstrating the student's career interest, but not necessarily one for which they are an expert. The research must be a worthwhile stretch beyond what is already known.

The **project proposal**, or student selected career topic, would be approved and turned into the student's guidance counselor, prior to beginning this research. The paper must include, but is not limited to, **four** reliable sources, which are to be referenced and cited within the paper. Possible information can include, but is not limited to, reasons for selecting the occupation in the specific career cluster/pathway, career goals, relevant career-related information that provides the reader some information about a specific occupation or current topics related to that occupation, research on job outlook and education and training needed, and any current trends or changes in the future of the career field. Additionally, to enhance the research and expand learning, students should explore an aspect of the career in-depth that may be a "hot topic" in the field, i.e. latest research on a particular medicine used in treating certain diseases, genetic research or food safety in the area of Agriculture, or natural gas pipeline safety in the area of energy. By adding this requirement, the student will be able to not only research the career area, but gain specific information that would help them in their preparation for entering the chosen career field. Formatting for the paper should be standard MLA.

Students will be offered an opportunity for recovery if the original essay is inadequate. After at least 1 tutoring session with the teacher in which the teacher explains why the essay is inadequate, students will be able to re-submit the essay to improve the grade.

## High School Writing Rubric - Capstone

Scoring Elements	Does Not Meet			Partially Meets		Meets Standards			Exceeds Standards			Score	
	1		1.5	2	2.5	3		3.5	4				
<b>Thesis/Claim</b>	<ul style="list-style-type: none"> <li>No clear thesis statement</li> <li>Claims/Topic sentences do not address the prompt</li> <li>Lacks focus/off-topic</li> </ul>			<ul style="list-style-type: none"> <li>Thesis is too broad or too narrow</li> <li>Claims/Topic sentences partially address the prompt</li> <li>Focus is uneven/partially off-topic</li> </ul>		<ul style="list-style-type: none"> <li>Thesis provides focus for paper</li> <li>Claims/Topic sentences address most aspects of the prompt</li> <li>Paper remains on-topic</li> </ul>			<ul style="list-style-type: none"> <li>Thesis statement is original and insightful</li> <li>Claims/Topic sentences address all aspects of the prompt</li> <li>Focus on thesis is evident throughout entire paper</li> </ul>				
<b>Evidence/Support</b>	<ul style="list-style-type: none"> <li>Support is vague or off-topic</li> <li>Support does not address the prompt</li> <li>Evidence does not support the thesis statement</li> </ul>			<ul style="list-style-type: none"> <li>Support is evident but lacks sufficient details</li> <li>Support partially addresses the prompt</li> <li>Evidence may be inappropriate, insufficient, or unconvincing</li> </ul>		<ul style="list-style-type: none"> <li>Support is well-developed with specific details</li> <li>Support addresses most aspects of the prompt</li> <li>Evidence used is appropriate and sufficient</li> </ul>			<ul style="list-style-type: none"> <li>Support is insightful with logical details</li> <li>Support addresses all aspects of the prompt</li> <li>Evidence is sufficient, appropriate and convincing</li> </ul>				
<b>Commentary/Analysis</b>	<ul style="list-style-type: none"> <li>Commentary/analysis is not evident</li> <li>Analysis does not address the prompt</li> <li>Commentary does not clarify the connection between the evidence, claim or thesis</li> </ul>			<ul style="list-style-type: none"> <li>Commentary/analysis is vague or underdeveloped</li> <li>Analysis partially addresses the prompt</li> <li>Commentary attempts to clarify the connection between the evidence, claim or thesis</li> </ul>		<ul style="list-style-type: none"> <li>Commentary/analysis is relevant and developed</li> <li>Analysis addresses most aspects of the prompt</li> <li>Commentary makes a connection between the evidence, claim or thesis</li> </ul>			<ul style="list-style-type: none"> <li>Commentary/analysis is original or insightful</li> <li>Analysis addresses all aspects of the prompt</li> <li>Commentary makes multiple connections between the evidence, claim or thesis</li> </ul>				
<b>Organization</b>	<ul style="list-style-type: none"> <li>Attempts to organize ideas</li> <li>Organization is confusing</li> <li>Provides no transitional words/ideas</li> </ul>			<ul style="list-style-type: none"> <li>Shows partial or minimal evidence of organization</li> <li>Organization is simplistic</li> <li>Provides minimal transitional words/ideas</li> </ul>		<ul style="list-style-type: none"> <li>Shows appropriate evidence of organization</li> <li>Organization is logical</li> <li>Provides necessary transitional words/ideas</li> </ul>			<ul style="list-style-type: none"> <li>Shows well-developed organization</li> <li>Organization is intentional and enhances the flow of ideas</li> <li>Provides effective transitional words/ideas</li> </ul>				
<b>Style</b>	<ul style="list-style-type: none"> <li>Shows no awareness of audience</li> <li>Diction and syntax are basic and show lack of variety</li> <li>Author's voice is not evident</li> </ul>			<ul style="list-style-type: none"> <li>Shows partial awareness of audience</li> <li>Diction and syntax shows some skill and variety</li> <li>Author's voice is generic</li> </ul>		<ul style="list-style-type: none"> <li>Shows awareness of audience</li> <li>Diction and syntax show skill and variety</li> <li>Author's voice is present</li> </ul>			<ul style="list-style-type: none"> <li>Shows awareness of audience/ caters to the audience by using a variety of techniques</li> <li>Diction and syntax show skill and variety that enhance meaning</li> <li>Author's voice is fully developed</li> </ul>				
<b>Conventions</b>	<ul style="list-style-type: none"> <li>Excessive errors in grammar, usage and mechanics</li> <li>Mistakes make overall meaning confusing</li> <li>Shows no understanding of MLA format/citations</li> <li>Only 1 source referenced/cited</li> </ul>			<ul style="list-style-type: none"> <li>Frequent errors in grammar, usage and mechanics</li> <li>Mistakes hinder overall meaning</li> <li>Shows partial understanding of MLA format/citations</li> <li>Only 2 sources referenced/cited</li> </ul>		<ul style="list-style-type: none"> <li>Some errors in grammar, usage and mechanics</li> <li>Mistakes do not hinder meaning</li> <li>Shows knowledge of MLA format/citations</li> <li>Only 3 sources referenced/cited</li> </ul>			<ul style="list-style-type: none"> <li>Few errors in grammar, usage and mechanics</li> <li>Grammar, usage and mechanics enhance meaning</li> <li>Shows complete knowledge of MLA format/citations</li> <li>All 4 required sources referenced/cited</li> </ul>				
Scoring Scale	1=23%	2=27%	3=31%	4=35%	5=39%	6=43%	7=47%	8=51%	8=55%	10=59%	11=63%	12=67%	
	13=68%	14=70%	15=72%	16=75%	17=77%	18=77%	19=85%	20=88%	21=90%	22=93%	23=96%	24=100%	

\*\*\* Use the scores provided, which have been scaled.

**Clarification on using the High School Writing Rubric:**

Each bullet point on the rubric should be evaluated separately. For example: in Conventions, a student can have few grammar errors but show minimal understanding of MLA formatting. That student's grade for the Conventions category would then be a 2.5. We should reward students for what they do well, not just penalize them for their mistakes. A student can have an excellent thesis sentence but have topic sentences that are not aligned to it. This student should not be only penalized for his mistake and be marked a 1; he should get credit for his excellent thesis and be marked a 2.5. Circle the parts in each box that apply. For example:

<p><b>Thesis/ Claim</b></p>	<ul style="list-style-type: none"> <li>• No clear thesis statement</li> <li>• Claims/Topic sentences do not address the prompt</li> <li>• Lacks focus/off-topic</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis is too broad or too narrow</li> <li>• Claims/Topic sentences partially address the prompt</li> <li>• Focus is uneven/partially off-topic</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis provides focus for paper</li> <li>• Claims/Topic sentences address most aspects of the prompt</li> <li>• Paper remains on-topic</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis statement is original and insightful</li> <li>• Claims/Topic sentences address all aspects of the prompt</li> <li>• Focus on thesis is evident throughout entire paper</li> </ul>	<p><b>3</b></p>
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If a student is hand writing an essay using evidence, proper citation is marked as a part of Conventions, yet the evidence itself is marked as Evidence/Support. Again, an MLA mistake in an otherwise mistake free paper would not warrant a "does not meet".