

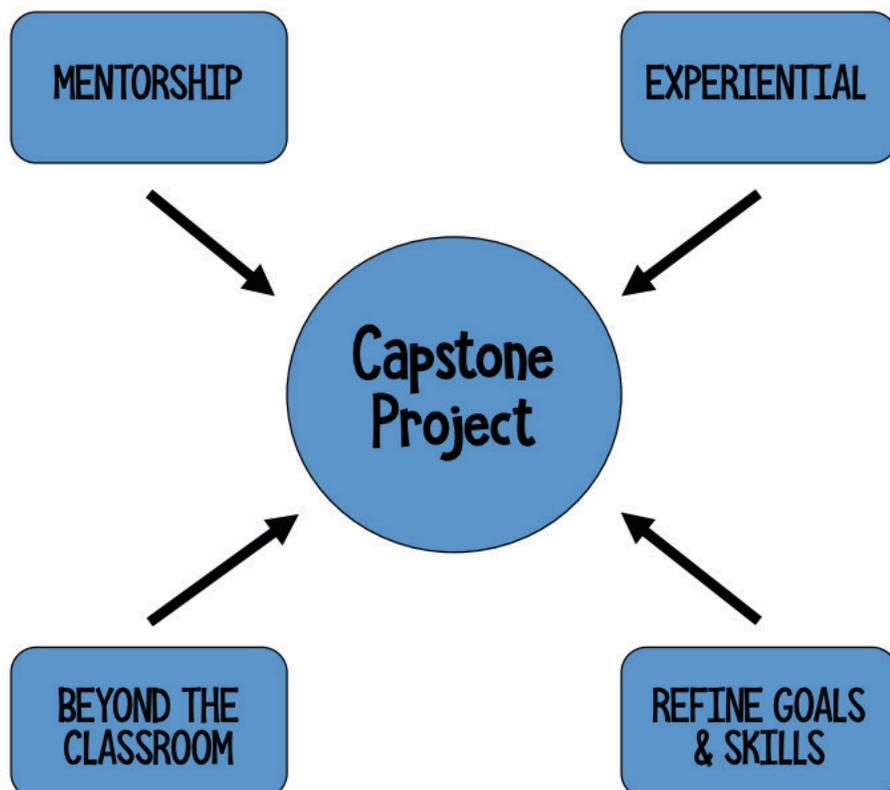


Capstone Project - Grade 12 year

Learning Targets for Capstone Project:

- ✓ I can complete an individual passion project that I will share with the school that fulfills a need in the community and will allow me to develop my talents and skills that will help me in my future vocation.
- ✓ I can identify my learning throughout the stages of completing the project
- ✓ I can identify skills and Core Competencies that I have developed through the project
- ✓ I can reflect on how this project exemplifies one aspect of an RCS Graduate Profile.

“Career-Life Education culminates in a CAPSTONE PROJECT which requires students to reflect on their learning experiences in and out of school, self-assess their core competency development and share highlights of their learning journey. Students also design, assemble and present their capstone process and project to a relevant audience.” - BC Ministry of Education



What is a Capstone?

A culminating project, presentation or performance that allows students the opportunity to showcase their learning from both school and life experience into a meaningful product. It is designed to allow students a variety of inquiry, innovation, critical thinking and cross-curricular knowledge to inspire their final product.

Why a Capstone?

A capstone project is a celebration of learning and experiences. It is the student's venue to connect with the world outside of school and to demonstrate that they have the skills to go on to further education, enter the workforce and/or operate their own business.

The Capstone will:

- ✓ Help students make connections between what they are learning now and what they hope to see in their future.
- ✓ Provide students with focused, structured, authentic and experiential learning.
- ✓ Identify a new opportunity, either for an existing entity or for the creation of a new venture, research project, service pursuit event or even product.

The Capstone Project includes:

- ✓ **Proposal** including preparation and planning for the project
- ✓ **Mentorship** – learning from an experienced person who can provide knowledge, guidance, encouragement and support
- ✓ **Product or Action** – what is your goal to do/learn?
- ✓ **Self-reflection of learning** through and during the process
- ✓ **Self-Assessment** of the development of the **Core Competencies**
- ✓ **Presentation of Learning** - sharing highlights of your learning journey

Capstone Assessment:

Students are expected to follow the Design thinking process (as taught in STEAM 8 used by ADST courses) and outlined below. This will allow students to consider the process and reflect on their learning throughout the Capstone, rather than just a product at the end. Students will be marked on the proficiency scale and receive a final percentage for their Capstone, which is 50% of their Career Life grade in Grade 12. Below is an outline of the Capstone process and Timeline for Assessment

Understanding Context (Proposal)

- What is your deep hope? Why do you want to do what you want to do?

Defining - (Proposal)

- SMART Plan
- Initial conversation with Mentor

Ideating (Research/Proposal) – Limitations and potential obstacles

- What do you need to find out first?

Quarter 1 Report Card

Prototyping (Draft, or beginning your work, or initial visits)

- Reflection on challenges and new learning

Testing

- Feedback from Mentor
- Evidence of Progress

Quarter 2 Report Card

Making

- Completion of Capstone
- Feedback from Mentor
- Reflection on learning from the process and development of the Core Competencies

Quarter 3 Report Card

Sharing

- Presentation of Learning and how the Capstone project has shaped me and link this to the RCS Grad profile

Quarter 4 Report Card

Capstone Project Rubric

The Capstone Project is weighted evenly between the Three Parts:

1. **Learning Process** (Completed during Q1, Q2 and Q3)
2. **Product/Action** (Due in April)
3. **Presentation of Sharing** (Completed during Q4)

Emerging			Developing			Proficient			Extending		
Low	Med	High	Low	Med	High	Low	Med	High	Low	Med	High
50	55	59	63	69	75	80	84	88	91	95	99-100

Note: Students must receive a mark of 50% or higher to Graduate, as the Capstone Project is a Graduation requirement mandated by the BC Ministry of Education.

Developing	Proficient Criteria	Extending
	<p>Learning Process</p> <ul style="list-style-type: none"> ✓ Completion of Capstone Proposal Assignment ✓ Completion of Mentor Letter assignment ✓ Application of Feedback from Mentor (Feedback from Mentor in Q1, Q2 and Q3) ✓ Research/Prototyping (evidence of steps followed) ✓ Evidence of Draft work/initial steps in work of Capstone in Q2 and Q3 	
	<p>Capstone Project</p> <ul style="list-style-type: none"> ✓ Student created a <u>meaningful</u> product ✓ Project included, inquiry, innovation, and critical thinking ✓ Student developed skills meaningful to their future ✓ Evidence of student learning 	
	<p>Capstone Presentation</p> <p style="color: blue;">(See Capstone Presentation rubric more in-depth requirements)</p> <ul style="list-style-type: none"> ✓ Introduction ✓ Demonstrates Knowledge & Learning (Able to Articulate with depth and insight processes of the Capstone that led to development of Core Competencies. Able to Make connection to how these Core Competencies will help them in their near future.) ✓ Reflection ✓ Presentation Skills (Including visual aids, professionalism & Timing) ✓ Conclusion 	

FAQs:

Can I work with a partner?

- The Capstone Project is an individual project as it is meant to be specific to you – your gifts, strengths, learning interests and future plans. You must have independent goals, objectives and learning from another and your capstone work should not depend on another student's capstone work. As such you cannot work 'in partners' on a project. However, it may be possible to have two separate projects, with separate learning but some overlap. For example: Student A creates an Instagram account. They are interested in how to use social media to get followers and wondering what type of photos garnish the most 'likes'. They post photos and also encourage other students to provide photos for the account. Student B has an interest in photography and is looking for places to post their work. One of the places they post their content is on Student A's Account.

Can I use an Assignment from another course?

- Students are not able to use an assignment from another course for their Capstone Project. However, it may be possible to do an extension of work that is complete for another course. This means students could use an overlap of skills developed from another class, but need to demonstrate that students gone to a deeper level/enhanced their learning in this area. Students cannot turn in their capstone for a class assignment or an assignment for their capstone. For example, student A is taking pictures for yearbook in Media Design. They have learned how to take action shot photos for the volleyball yearbook page. They want to extend their learning of sports photography so they also learn to take action shots for Basketball, Badminton and Ultimate. They outline their learning and similarities and differences in the principals of sports photography between all four sports. They share their photos with the @myrcsathletics Instagram page to be used in sports promotion at RCS. The initial learning was for Media Design (how to take volleyball sports photos). The extension for the capstone was applying the learning to other sports and sharing the similarities and differences in photographing each sport. Their community connection was the @myrcsathletics Instagram page.

Can I change my Capstone Project?

- Students are not able to change their project once they have completed their Final Capstone Proposal in their Grade 12 school year. (They are able to change the proposal between Grade 11 and Grade 12). Students have worked through their proposal (including meeting with a mentor) to put together a project that will help them develop specific hard and soft skills in their Grade 12 year. A significant portion of the project is for students to reflect on their learning throughout the process. Encountering and overcoming obstacles is part of the capstone process. Due to these challenges the final product may not be as originally intended; however, the Deep Hope and spirit of the learning should remain. For example, student was looking to create a life-sized clay sculpture of their dog that can also become a side table as the student has a passion for incorporating animals and furniture and wants to expand her art portfolio. Along the process, the kiln she was hoping to use, breaks down and won't be repaired. Student amends her project to either a) make a paper mâché life-sized sculpture of their dog as a side table or b) develops clay bookends of her dog that will be able to be fired in a smaller kiln.

What is the definition of Community?

- Students are to consider their community. This may be their extended family, their neighbourhood, their sports team, their youth group, their extra-curricular club or it could be the RCS community, the community of Richmond or a group of people in the larger society.

Do I need to engage my project in the community?

- While projects are shaped to students' strengths, gifts and passions, students are encouraged to see how these gifts can be used in the world. Therefore, students are encouraged to engage with the community. This section will be assessed on the proficiency scale. **Extending** (Students engaged with community in meaningful way.) **Proficient** (the project has possibility for the benefit of the community, but student did not get to that portion of the project) **Developing** (the project is for benefit of the individual creating the project with primarily only a theoretical benefit of others) **Emerging** (their appears to be no thought of connection to the community in the project.)