

My Capstone Proposal

Name of Student: _____ Capstone Teacher: _____

My area of interest (ie. Capstone STRAND) I have chosen is _____

1. A brief description of my Capstone idea:

2. My inquiry question(s) is/are:

3. Courses I have taken/activities I participate in that are linked to this area of interest/strand are:

6. List the major steps/tasks needed to accomplish this Capstone project:

7. What are you hoping to learn or accomplish as you complete your Capstone? Include some specific outcomes or impacts that you can see your project having on your personal growth, on your place in the community or on your future career plans.

8. Anything else you think that is relevant for your Capstone teacher to know?

A large, empty rectangular box with a thin black border, intended for the student to write their response to question 8.

Capstone Competencies Rubric

Criteria	Extending	Proficient	Developing	Emerging
COMMUNICATION Asking for help and guidance	Through the use of well thought out questions, the student is able to consistently ask for help or guidance when expectations were unclear or roadblocks were met. Student took initiative to reach out to the teacher.	Student usually asked for help or guidance when expectations were unclear or roadblocks were met. Student usually took initiative to reach out to the teacher.	Student sometimes asked for help or guidance when expectations were unclear or roadblocks were met. Student sometimes took initiative to reach out to the teacher.	Student rarely asked for help or guidance when expectations were unclear or roadblocks were met. Student rarely took initiative to reach out to the teacher.
THINKING Applying Prior Knowledge	Student frequently applied prior knowledge to provide information and support greater inquiry for Capstone project.	Student usually applied prior knowledge to provide information and support greater inquiry for Capstone project.	Student sometimes drew upon prior knowledge. Student had difficulty gathering information and guiding their inquiry.	Student rarely drew upon prior knowledge. Student had difficulty gathering information and guiding their inquiry.
THINKING Timeline and Goal Setting	Student frequently maintained balance and perspective. Timeline goals were clear and demonstrated different stages of completion.	Student usually maintained balance and perspective. Timeline goals were mostly clear and demonstrated different stages of completion.	Student sometimes maintained balance and perspective. Timeline goals were sometimes clear and demonstrated different stages of completion.	Student rarely maintained balance and perspective. Timeline goals were rarely clear and demonstrated different stages of completion.
PERSONAL AND SOCIAL Initiative and Responsibility	Student always took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.	Student usually took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.	Student sometimes took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.	Student rarely took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.
PERSONAL AND SOCIAL Courteous and Mature Behaviour	Student always interacted with teacher in a courteous and mature manner. Student always displayed a sense of professionalism and a positive attitude.	Student usually interacted with teacher in a courteous and mature manner. Student usually displayed a sense of professionalism and a positive attitude.	Student sometimes interacted with teacher in a courteous and mature manner. Student sometimes displayed a sense of professionalism and a positive attitude.	Student rarely interacted with teacher in a courteous and mature manner. Student rarely displayed a sense of professionalism and a positive attitude.