**Capstone Presentation Timeline 2019 - 2020**

* Capstone Contact for RCTCM: George Daniels, World Language Department Chair
* To begin, 10th – 12th grade students who either are enrolled or have completed 3 levels of a language class will be presented with the International Skills Diploma Seal qualifications in a meeting in the Lecture hall during Homeroom on Friday October 11th (Date to be adjusted based on approval date)
	+ In the future, World Language teachers will do presentation of International Skills Diploma Seal at grade level meetings before course selection for the upcoming year and open house for newly accepted students to ensure entire student population is aware of the opportunity
	+ Each student is supplied with a brochure for the International Skills Diploma Seal and is shown the rubric on Mr. Daniels’ SchoolWIres website.
* Proposal due to Mr. Daniels – December 6th
	+ Hard copy of rubric presented to students upon approval of topic.
* Proposal resubmission (if necessary) December 13th
* Extracurricular verifications due – March 1st
* Community Service Logs due – March 1st
* Capstone Practice opportunities – March 4th, 5th, 9th
	+ Each student may come afterschool and have their presentation critiqued by a member of the school faculty. Faculty members may not be panelists for the Capstone Night
* Capstone Presentation Night - March 11th
* Presentation panel
	+ The World Language Leadership team is comprised of department chairs from each high school and select elementary and middle schools in the district. They will serve as the panelists for presentations during a centralized county-wide Capstone Night.
	+ The panel will consist of 3 persons. Students will be assigned to a panel that does not include an instructor from their own school.
* Capstone components
	+ Student presentations will be centered around answering the following question. **How do you believe this experience has impacted your views and better prepared you to live in a global society?**
	+ Presentation sessions will be expected to last 7-10 minutes.
		- 4 – 5 minute presentation
		- 2 – 4 minute question and answer period
		- If not explicitly explained students should expect clarifying questions from the panel around the central question?
			* Ex. What was your mindset before participating in this experience?
			* Ex. Do you feel such an experience would be beneficial to your peers? Why or why not?
	+ The following rubric will be used to evaluate student performance.

**2019 – 2020 Capstone Presentation Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exemplary (4 pts)** | **Fair (3 pts)**  | **Acceptable (2 pts)**  | **Below Expectation (1 pt)**  | **Not demonstrated or unobserved (0 pts)** |
| **Content****\_\_\_\_\_\_\_\_\_\_ pts** | The presentation presents a clear and strong connection to global competency. Presentation integrates extracurricular and service requirements to explanation of experience.  | The presentation shows palpable connection to global competency. Presentation integrates either extracurricular or service requirements to explanation of experience. | The presentation shows some connection to global competency. Presentation does not integrate extracurricular nor service requirements to explanation of experience. | The presentation shows minimal connection to global competency. Neither extracurricular nor service requirements are integrated into experience explanation. | The presentation does not demonstrate global competency. Neither extracurricular nor service requirements are integrated into experience explanation.  |
| **Organization****\_\_\_\_\_\_\_\_\_\_ pts** | Presentation is well organized and well-practiced. Ideas flow seamlessly throughout. | Presentation is decently organized and practiced. There are few seemingly miscellaneous moments; however, they do not interfere with the flow of the presentation. | Presentation is fairly organized and practiced. There are a few disjointed points and moments but they sometimes interfere with the flow of the presentation. | Presentation is loosely organized and not well practices. There are several disjointed moments and seemingly miscellaneous points that significantly interfere with the flow of the presentation. | Presentation is not organized and shows little signs of practice. The presentation does not flow and cannot be followed. |
| **Visual Aid** (video, essay, slide presentation, visual/performance art)**\_\_\_\_\_\_\_\_\_\_ pts** | The visual aid is well thought out and is presented with thorough explanation.  | The visual aid is present and complete; however there is an inadequate explanation as to its relevance to the central question. | The visual aid is present; however, there does not seem to be a strong connection or relevance to the central question. | The visual aid is incomplete. There is an inadequate connection to the central question.  | Student does not have a visual aid to be evaluated. |
| **Professionalism / Presentation standard****\_\_\_\_\_\_\_\_\_\_ pts** | Student is dressed in business attire or appropriate costume. He/She maintains an appropriate level of eye contact, tone/volume. There are 0-2 spelling/grammar errors in presentation | Student is dressed in business or business casual attire or appropriate costume. He/She maintains a decent level of eye contact. Tone and volume is not consistent throughout the presentation. There are 0 – 2 spelling/grammar errors in presentation. | Student is dressed in business casual attire. He/She maintains some eye contact but does not present with appropriate tone/volumeThere are 3 – 5 spelling/grammar errors in presentation. | Students is not dressed in business casual attire or an appropriate costume. He/She maintains sparse eye contact with and inadequate tone/volume. There are 3 – 5 spelling/grammar errors in presentation. | Student is not dressed in business casual attire. He/She does not maintain appropriate eye contact, tone/volume. There are more than 5 spelling/grammar errors in presentation.  |
| **Time****\_\_\_\_\_\_\_\_\_\_ pts** | Student was within the 4 – 5 minute presentation window  | --- | Student is within ±1 minute of the presentation window.  | --- | Student is below or above the presentation window by more than 1 minute. |

Panelist Comments/Notes/Questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Point Total: \_\_\_\_\_ / 20 points

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| --- | --- | --- | --- |
| 0 – 12 points | 12 – 13 points | 14 – 17 points | 18 – 20 points |
| Student does not meet the requirement to be recommended for the International Skills Diploma Seal. | Student does not meet the requirement to be recommended for the International Skills Diploma Seal at this time; however, the student is encouraged to resubmit presentation through the next cycle. | Student meets the requirement to be recommended for the International Skills Diploma Seal. | Student exceeds the requirement to be recommends for the International Skills Diploma Seal.  |