



Roaring Fork High School Capstone Handbook

Updated July 2025

A capstone is an authentic project, product, or performance that allows for exploration of a passion or curiosity and prepares students for further work or study. The learning and reflection required by a capstone is documented via journals, blog posts, or other artifacts, and, upon completion, is presented in a meaningful way. Capstones is an opportunity for graduating students to direct their own learning experience while working with a community expert and building 21st century skills so that they are prepared for college, modern careers, and adult life--in line with the district's mission statement of ensuring all students have the knowledge, skills and character to thrive in a changing world.

Completing a capstone project is a graduation requirement. Juniors and seniors are guided through the Capstone process in crew.

This handbook serves as an overview and is subject to updates. Program requirements may be modified occasionally to best support student and program needs.

If you have questions or concerns, you can reach out to capstone coordinator: Lindsay Hentschel, lhentschel@rfschools.com

Table of Contents

Capstone Overview	2
Benefits of the Capstone	2
Capstone Requirements	
Capstone Ideas	3
FAQs	5
Proposal Template	8
Proposal Rubric	11
Portfolio Requirements	12
Possible Capstone Deliverables by Topic	12
Rubric for Final Product	13
Presentation Overview	14
Community Expert Agreement Form	15
Community Expert & Student Responsibilities	16
Community Experts are expected to:	17
Confidentiality Agreement	17
Final Reflection Guidelines	18
Capstone Timeline	19
11th Grade	20
12th Grade	21

Capstone Overview

All graduates of Roaring Fork School District are required to complete a capstone project. Though capstones may take different forms, all students will complete a culminating experience that:

- Encourages them to think critically, solve challenging problems, and develop skills such as communication, public speaking, research, media, teamwork, planning, self-sufficiency, or goal setting.
- Helps prepare them for college, modern careers, and adult life.
- Develops character skills.

Benefits of the Capstone

Capstones allow students to pursue their passions by finding a topic of personal interest and exploring it in depth. Because the project often pushes a student beyond their comfort zone, it provides opportunities for academic and personal growth.

Capstones pay off in terms of extrinsic rewards by giving students the time, space, and resources to complete a deep learning exploration; they will be more prepared to thrive beyond high school. Equally importantly, they will have the opportunity to explore their own, personal interests and passions, and to enjoy the intrinsic satisfaction of learning.

After students graduate from Roaring Fork, they will need to be prepared to complete these types of projects. Any student planning to attend a college or university will have to complete major projects as a part of the university experience. Students planning to enter the workforce directly after high school will require skills such as communication, collaboration, problem solving, and time management. The capstone encourages the students to transition from traditional learning in the classroom to a more interdisciplinary approach, applying their skills to real-world tasks.

Capstone Requirements

1. [Proposal](#) - *requires approval before proceeding with the project*
2. [Portfolio](#) with [deliverables](#) and other documentation
3. [Community Expert](#)
4. A final product
5. [Presentation](#)
6. [Reflection](#)

Capstone Ideas

Students will spend time in Crew examining their own interests, reflecting on past learning, and brainstorming ideas for their Capstone. The list below is provided to promote student formulation of a meaningful, personal choice that reflects the philosophy of the project. This is not a definitive list of all possible project topics, nor is it intended to limit student creativity or initiative. **Students may not use a project that will count as a class credit. They can, however, create an extension of a class project for which they already received credit.**

School Service Project Examples

- Develop and execute a tutoring program
- Write a computer program for the school or an instructor
- Design and publish a newsletter for a school organization
- Design and create a piece of art for public display
- Plan a school-wide show
- Plan and organize a major-school wide event
- Develop and pilot a school breakfast program

Community Improvement Project Examples

- Coordinate a service project for a non-profit organization
- Create marketing materials for a non-profit organization
- Plan, organize, and execute environmental improvement project
- Build or renovate a house as a service project
- Design and build a fitness trail
- Organize a community festival (i.e., arts, music, foods, multicultural heritage, etc.)
- Plan and supervise an elementary school bicycle safety program
- Work with and for a political candidate during a primary or general election campaign
- Create and follow through with a recycling program for a semester
- Become certified to teach CPR and teach a course in the community

Internship or Career-Related Project Examples (must still demonstrate learning through a product and deliverables, but can focus on the experience)

- Intern with an elementary teacher or subject area teacher and design a lesson
- Intern in a health-related field and share that with a health class
- Intern with a government or legal entity and design a presentation
- Intern with a newspaper or publishing entity and publish a piece
- Intern with a design or advertising firm and create a design or marketing plan
- Intern at a daycare center and create lesson plans
- Intern with a film, theater, or drama entity and share that with the church drama club
- Intern with a general contractor and design something for the school grounds.
- Intern with a skilled tradesman and donate work to a worthy cause

STEM Project Examples

- Produce genetically engineered bacteria
- Build a biomass stove
- Build a mini mock-up of a Maglev train
- Create an interactive website to teach a concept

Fine Arts and Creative Project Examples

- Compose and perform a piece of music for a senior citizen home
- Organize a student concert
- Organize a student art show
- Edit and produce a magazine for a school/community organization
- Edit and produce a school newspaper
- Write and publish a short story or book of poems
- Design and paint a mural for display somewhere in the community
- Plan and conduct a showing of your personal artwork or writings
- Create a photography exhibit and lead a panel discussion about a current issue

Practical Arts Project Examples

- Build a piece of furniture and donate it to a charity auction
- Cater a social function for the community, local firemen etc.
- Design and create an original clothing design for a production such as the spring musical or fall play
- Demonstrate carpentry skills by remodeling or enhancing an area in the community
- Design and redecorate a room for a women's shelter
- Write, direct, and perform a children's theater production
- Develop public relations or marketing materials for a theater

Entrepreneurial Project Examples

- Set up a small business, keeping financial records and managing time and materials
- Create a company and then develop and produce a product that helps someone or a group
- Organize a fundraising activity for a nonprofit cause

Experiential Project Examples

- Complete a foreign exchange opportunity
- Plan and participate in a service trip
- Present at a conference

Course-Based Project Examples (extensions of learning in a current course)

- Research paper that allows further exploration of a topic introduced in a course
- Original literary analysis
- Scientific lab experiment designed and conducted by the student
- Scientific or ethnographic fieldwork
- Design Build Project (beyond what already happens within the course)
- Creative writing

Projects to Avoid

- Projects that depend largely on the involvement of other students, e.g., sports camps for kids
- Organizational/traditional fundraisers, e.g., collection boxes in classrooms, etc. UNLESS a student has a significant/intricate/pivotal role in designing and implementing the fundraiser
- School "improvement" projects UNLESS students have administrative approval and have a staff member who is willing to actively supervise ALL aspects of the project. We typically ask students to step out into the world beyond school for their projects.

FAQs

What is the purpose of a capstone?

A capstone is a culminating academic and intellectual experience that: encourages students to think critically, solve challenging problems, and develop skills such as communication, public speaking, research, media, teamwork, planning, self-sufficiency, or goal setting; helps prepare students for college, modern careers, and adult life; and develops character and life skills.

What does it mean for a project to be authentic?

An authentic project is a project that is real in some way, shape, or form. This could include projects that do one or more of the following:

- meets a need beyond the classroom
- Is used by people
- focuses on a problem relevant to students' lives or faced by adults in the community

What is a learning stretch?

The expectation is that projects challenge students and require students to attain new skills and knowledge. What is a learning stretch for one student may not be a learning stretch for another student. For example, while one student will be challenged to build a rocket, others will be challenged to build a birdhouse. At least one person who reviews every proposal will be familiar enough with the student to determine what is or is not a learning stretch for each student.

Will a capstone project strengthen my college application?

Many colleges are inquiring about capstone projects. Including a description of a student's project can certainly demonstrate that the student possesses many of the skills necessary to be successful in college. More than showing that a student has completed a project, students should describe and emphasize their process, planning, and learning.

LOGISTICS

How much time will I need to spend on my capstone?

Students are not required to track the time they spend on their capstones. However, the expectation is that students spend no less than 30 hours working on the project. A capstone is meant to be a significant endeavor to produce a high-quality product--not something that can be done in a few evenings.

Can a family member be my community expert?

No. Family members cannot serve as a student's community expert. While a parent's expertise can certainly benefit a student's project, the process of finding and working with another adult is as beneficial as the expertise provided.

Can a Roaring Fork Schools teacher or staff member be my community expert?

Except in rare cases, a school employee cannot be a student's community expert for two reasons. First, with 400+ students graduating each year, there are simply not enough staff members to support students in this role. Additionally, the experience of reaching out to an adult in the community to describe a project and request support is as beneficial as the expertise provided. This process provides real-world experience that students will absolutely need for college and career success.

Can I do a capstone with another person?

The quick answer is no. In extremely rare cases, students may be able to demonstrate how a partner or group project would enhance the individual student's learning experience. Because an individual student is reliant on his/her partner(s) for success on joint projects, partner and group projects are highly problematic and may actually impede the student's learning experience.

If I want to complete my capstone early, can I follow the same timeline?

Yes, if approved by your counselor and school administrator and your Crew teacher or another adult is willing to oversee your process.

Does my capstone have to be on something career-related?

No. Students are simply being asked to pick a topic that interests them, which may or may not be career-related. Certainly, a capstone project is an opportunity to explore something that a student is interested in pursuing as a career, but it's also an opportunity to explore a hobby or a passion.

I want to do an internship. Can this be my capstone?

While an internship is a good basis for a capstone, the internship itself is not THE capstone, nor is a presentation about your internship THE capstone. You will still need to create a product, which can certainly connect to your internship. For example, a student interned at a veterinary clinic and learned from the staff that they needed a way to educate clients on how to prevent heartworm in pets. The Capstone product was a short animated video, print materials in English and Spanish, and a Facebook campaign to get the word out about heartworm.

Will there be financial support to help me complete my capstone?

Grant funding for capstones has run out, so it is best to identify a project that does not create a cost issue for you.

Can I turn in something I did in the past as my capstone? Can I do a capstone on something I'm doing in another class?

No double dipping: anything a student has done in the past or is doing for another class cannot be used as a capstone. However, students can absolutely build on or extend what they have done in a class or

outside of class as part of their capstones. In your proposal, you need to explain in detail how your work builds on previous work in a way that fulfills the capstone requirements and stands alone as a capstone.

ASSESSMENT

Who approves my proposal?

Your proposal will be reviewed by a small group of teachers and administrators. They will read your proposal, provide feedback to help make it stronger, and assess it according to a district-wide proposal rubric. The goal of the proposal review is to ensure your ideas are well-developed and realistic before you begin working in depth.

Who grades my final capstone product?

Your product will be reviewed by a small group of teachers and administrators. They will review all your documentation in addition to the final product because they want to know about the process and learning involved.

Does each school use its own rubric, or are rubrics the same across the district?

While there will be some variation in implementation of the program by school, all schools will use the same materials and have the same expectations for all capstone projects.

Do we have to give a presentation at the end?

Yes, the expectation is that students present their project in some way, which may or may not be a traditional presentation. Students should consider how to share their project with an intended group. For example, a student who creates a collection of original photography may display it in a local restaurant and host a small opening event. If there is not an obvious audience for your project, there will be an opportunity to share your product at a showcase event at the high school in the fall or spring.

What if my project doesn't go as planned?

You can have great success even if you experience failure! It's okay and even expected that things do not always go as planned. The important thing for success is that students document the learning that happened throughout the process.

What happens if I don't complete a capstone?

Completing a capstone is a requirement to graduate. Students who do not complete a satisfactory capstone will not earn a diploma from Roaring Fork Schools.

Proposal Template

[Student's address]

[Today's date]

Dear RFHS Review Committee,

Paragraph 1: *Capstone Topic and Products*

What is your proposed topic? What will be your final product, project, or performance? What deliverables will you produce along the way?

Paragraph 2: *Rationale and Authenticity*

Explain your interest and any previous experience you have in this field. Why do you want to do this? How will this project combine your passions and talents? How is your project authentic?

Paragraph 3: *Learning Stretch*

What will you learn during this project? How will this project challenge you and build on existing knowledge and skills?

Paragraph 4: *Resources and Support*

Consider the resources you will need in order to complete your capstone. What kind of community expert do you need in terms of expertise, background, and/or field of study? If you have an idea of a specific community expert, you can include their name or place of business here. What kinds of materials, tools, supplies, or other support do you think you will need?

Sincerely,

[Student's Name]

Proposal Rubric

Paragraph 1: Capstone Topic and Products

What is your proposed topic? What will be your final product, project, or performance? What deliverables will you produce along the way?

Exceeds Standards	Meets Standards	Below Standards (must revise)
☐ You describe your product—what you will actually create—in detail. You have included as many specifics as possible at this point. It is very clear what you plan to do. ☐ Your list of deliverables is thorough. You have considered all phases of your product creation (beginning, middle, and end), and have chosen appropriate types of documentation to fit each stage.	☐ You describe your product—what you will actually create—in some detail. You may have some gaps of information, but it is clear what you plan to do. ☐ Your list of additional deliverables is specific and complete.	☐ Your product idea is vague. You need to develop more of the details in order to make it clear what you want to do. ☐ Your list of additional deliverables needs to be more specific or thorough.

Paragraph 2: Rationale and Authenticity

Explain your interest and any previous experience you have in this field. Why do you want to do this? How will this project combine your passions and talents? How is your project authentic?

Exceeds Standards	Meets Standards	Below Standards (must revise)
☐ You meet all criteria in the “meets standards” category. ☐ In addition, your rationale is thorough and thoughtful. You convince me that this approach is not only a perfect fit for you, but will also communicate to a greater audience your depth of learning. ☐ Your product is <i>fully</i> authentic. It involves tools, tasks, standards, processes, or audiences used by adults in real settings and by professionals in the workplace, and meets one or more of the following criteria: • It meets a real need in the world, or the products that you create are used by real people, OR • It has a direct impact on or use in the real world.	☐ It is evident that you are interested in this topic/product. ☐ You explain any prior knowledge or related experience you may have related to the product. ☐ Your product is <i>somewhat</i> authentic. It involves tools, tasks, standards, processes, or audiences used by adults in real settings and by professionals in the workplace, and meets one of the following criteria: • It sets up a scenario or simulation that is realistic, even if it is fictitious, OR • It creates a product that may not actually be used in the real world, but is similar to the kinds of products people really use.	☐ It is unclear why you are interested in this particular topic; your rationale lacks thoughtful development. ☐ It is unclear what prior experience or knowledge you have. ☐ Your product is not very authentic. It does not resemble the kind of work done in the world outside of school, or it is not intended to have an effect on anything apart from an academic purpose. It may lack a public audience, or may not actually be used by anyone.

Paragraph 3: Learning Stretch

What will you learn during this project? How will this project challenge you and build on existing knowledge and skills?

Exceeds Standards	Meets Standards	Below Standards (must revise)
☐ You meet all criteria in the “meets expectations” category. In addition, You explain in detail how your learning goals will challenge you and build on existing knowledge and/or skills. You make a convincing argument for how the product is a “learning stretch”.	☐ You explain how your capstone will extend your current academic knowledge and/or skills. Project is a “learning stretch”. ☐ You clearly articulate what you do not know about the project, and have a good sense of what you will have to learn in order to complete the project.	☐ It is unclear how your capstone will extend your current academic knowledge and/or skills OR project does not seem like a “learning stretch” for you. ☐ It is unclear what you will need to learn or do to complete the project.

Paragraph 4: Resources and Support

Consider the resources you will need in order to complete your capstone. What kind of community expert do you need in terms of expertise, background, and/or field of study? If you have an idea of a specific community expert, you can include their name or place of business here. What kinds of materials, tools, supplies, or other support do you think you will need?

Exceeds Standards	Meets Standards	Below Standards (must revise)
☐ You meet all criteria in the “meets expectations” category. In addition, you have identified several specific people or businesses or types of businesses that may be able to serve as a mentor. ☐ You meet all criteria in the “meets expectations” category. In addition, your list of additional resources or support is specific, well thought-out, and demonstrates a beginning level of research.	☐ You identify the type of expertise you need in a community expert. This may include skills, knowledge, or other experience that will support your capstone. ☐ You identify any additional types of resources or support you need.	☐ It is unclear what type of skills, knowledge, and background you will be seeking in a mentor. ☐ It is unclear what additional resources or support you need.

Portfolio Requirements (passing Capstone means passing this portfolio)

The following items will be required for your portfolio. You will have a chance to see examples in Crew and you will get support in making your portfolio. However, it is up to you to document your work and save all deliverables– take photos as you go!-- so you are prepared to assemble your portfolio.

1. Approved Proposal
2. Community Expert paperwork
3. Project Plan with Due Dates or a Fieldwork Log (counts as 1 deliverable)
4. Select four unique/personal deliverables from the list below
5. Evidence of your public presentation/demonstration of learning (counts as 1 deliverable)
6. Reflection

** Deliverables will vary by student; we encourage you to meet with your crew leader if you have questions about which deliverables would be logical and a good fit for your capstone topic.

Possible Capstone Deliverables by Topic

Subject Area	Types of Documentation
Biology/Chemistry/ Engineering	• Lab write-up • Lab notebook (new entry for every lab session) showing calculations, trial and error, data from experiments • Design decisions • Model • Reflection document
Computer Science	• Screenshots showing process • Sketches • Requirements from “client” or user • Design decisions • Code samples • Weekly reflection on struggles/ problems • Testing documentation • User feedback
Writing/ Marketing	• Outline • Notes • Storyboard • Drafts (by section, chapter, etc.) • Layout • Plot & character sketches • Edited versions (with margin notes) • Pamphlets, posters, or flyers
Audio or Film	• Script (by section) • Edited versions (with margin notes) • Plot & character sketches • Outtakes (videos of mistakes) • photos

Workshops/ Classes/ Events	● Objectives (what you want to achieve) or mission statement ● Lesson plans ● Lesson plans with revisions ● List of activities ● Reflection (after each session) ● Survey/ feedback forms (filled out by participants) ● Video clips (edited) ● Syllabus ● Agendas ● Pamphlets, posters, or flyers
Visual Arts and Design	● Sketches ● Patterns ● Weekly reflection on struggles/ learning ● Photos showing process ● Practice pieces with reflection ● Photos and video ● Artist's statement
Event (fundraising or other)	● Objectives (what you want to achieve) or mission statement ● Invitations ● agendas ● Survey/ feedback forms (filled out by participants) ● Video clips (edited) and photos from event ● Reflection ● Budget/ documentation of money raised ● Thank-you notes ● Pamphlets, posters, or flyers

Rubric for Final Portfolio

Pass	Need to Revise or Complete
REFLECTION Your reflection is honest and reflective. Your reflection shows you analyzed the experience to better understand yourself, others, and skills/knowledge.	Your reflection needs to be more reflective or honest. You make an attempt to apply the learning experience to understand yourself, others, and/or course concepts but you mostly just describe what you did without reflecting or analyzing.
LEARNING STRETCH Your product demonstrates challenge and growth. It is evident that you learned sufficient new skills or knowledge by doing this capstone.	It is hard to tell what, or how much, you have learned by doing this capstone. This may be because your documentation doesn't show what you've learned, or you need more time to master the new skills or knowledge.
QUALITY Your product clearly went through several drafts or designs, is polished, and is ready for public presentation.	Your product may show effort, but it is not ready for public presentation. You need to spend some time making a final, polished product to achieve an acceptable level of quality.
AUTHENTICITY Your product is authentic. It utilizes tools, tasks, standards, processes, or audiences used by adults in real	Your product is not very authentic. More effort could have been made to make it beneficial, purposeful, or real, either by meeting a real need, focusing on a real issue or problem, setting up a realistic scenario, or utilizing real-world

settings and by professionals in the workplace, and meets at least one of the following criteria: • It sets up a scenario or simulation that is realistic, even if it is fictitious. • It creates a product that may not actually be used in the real world, but is similar to the kinds of products people really use. • It meets a real need in the world, or the products that you create are used by real people. • It has a direct impact on or use in the real world.	standards/tools/audiences.
DOCUMENTATION The documentation necessary to evaluate your product is included and organized in Schoology (or other online format). The documentation shows the process used to create the product. We can tell by looking through your documentation what you have done and how you did it.	Key documentation is missing, or your deliverables need to be more organized. The documentation doesn't show the process required to create the product. More evidence is needed of the learning and work. It is hard to tell what you did or how you did it.
PRESENTATION You completed a satisfactory presentation. Your portfolio includes • Evidence from presentation (photos, video, etc.) AND • Details about the date, location, and audience. • Honors– Includes audience feedback	You did not complete a presentation, or you did not include evidence or pertinent information about the presentation in your portfolio.
<i>Pass with Honors - An "honors" designation will be awarded to a select few capstones that demonstrate exceptional quality and pursuit of learning.</i>	

Presentation Overview

All students will present their capstone to an audience. The presentation is an opportunity to:

- Share new knowledge and skills with an authentic audience.
- Practice skills needed after high school such as communication, public speaking, and planning.
- Create a school and community culture of project-based learning.
- Celebrate all the hard work that has gone into the capstone.

Presentations should be engaging and fit each student's project, students can choose from two formats:

OPTION 1: Present in front of an authentic audience that is well-suited to the capstone topic.

<i>Sample Product</i>	<i>Corresponding Presentation</i>
Promotional video for Aspen Santa Fe Ballet (ASFB)	Attend ASFB board meeting and present video to the board before distributing it to current and potential donors

Original score for Symphony in the Valley concert	Play in the performance (capture it on video)
Series of original portraits and landscape photographs	Display photos in local coffee shop & share with the public at an opening event
Building a working computer from old, non-working components	Serve as a guest speaker for the middle school STEM club. Share the process, mistakes, and new learning that resulted from the computer build

OPTION 2: Provide a hands-on demonstration at a school-wide showcase event.

<i>Product</i>	<i>Presentation</i>
Design and manufacture tape measures, and sell them on through Amazon ecommerce site.	At the Capstone showcase, demonstrate various prototypes and teach visitors how to make their own sketchups.
Write and produce a short suspense film in the style of Hitchcock	At the Capstone showcase, present a screening of the film and have visitors practice editing.
Learn the techniques of costume and stage makeup and be in charge of makeup for the high school drama production	At the Capstone showcase, apply stage makeup to guests.

Community Expert Agreement Form

Filled out by Student

Student Name:

Telephone number:

Email address:

Student's Primary Capstone Supervisor (Site Coordinator or Crew Leader):

Telephone number:

Email address:

Filled out by Community Expert

Name of Community Expert:

Address:

Telephone number:

Email address:

Employer Name:

Employer Address:

Employer Phone:

Community Expert & Student Responsibilities

Community Experts are expected to:

- Be an adult outside of the student's family.
- Have planned communication with the student. The schedule will vary by project; some community experts might connect with their students weekly, while others will meet less frequently. Early on, the student and community expert should discuss time expectations and schedule these appointments.
- Comply with RFSD's policy regarding background checks for volunteers. (See background check screening questions below.)
- Maintain a professional relationship with the student.
- Assist the student by answering questions and offering guidance throughout the project process.
- Encourage academic rigor. Community experts know what professional standards look like in their field and feel comfortable offering feedback and pushing the student to produce high quality work.
- Recommend contacts and identify potential resources in the field. Community experts might allow students to shadow themselves on the job or recommend a "must read" book in their field.
- Contact the Site Coordinator if questions or concerns arise.
- Provide feedback on the final product.

As a community expert, I will supervise and support the work of the above student for his/her capstone. If I encounter any problems or have any concerns, I agree to contact the Site Coordinator (see contact information above). I have read this agreement and understand my responsibilities.

Community Expert Signature _____ Date _____

STUDENTS are expected to:

- Contact his/her community expert to reschedule a session if needed.
- Allow enough lead time when scheduling meetings or requesting additional support. Do not expect that community experts can or should meet at the last minute.
- Be prepared for meetings, which includes preparing questions, coming with information, etc.
- Ask his/her community expert for help as needed.
- Accept feedback from community experts who serve as the expert for the subject matter.
- Communicate any questions or concerns with the Site Coordinator.

I understand my responsibilities to my community expert for the capstone project.

Student Signature _____ Date _____

Confidentiality Agreement

A student has the right to expect that their respective educational records and information are kept confidential by all employees, student teachers, and individuals volunteering in the schools as outlined by the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. §1232), Colorado Revised Statutes [C.R.S. 24-72-204 (3)(e) (I-II)], and Board of Education policies (JRA-R; JRA/JRC-E-1).

In your role as a community expert, you may be exposed to student information simply by being present in a school. As a community expert for the Roaring Fork Schools, it is important that you assist us in protecting the privacy of our students. This includes refraining from sharing information regarding a student even with others who are genuinely interested in the student's welfare (e.g. family members, other parents, community members, social workers, scout leaders, clergy, healthcare professionals, former teachers).

By signing below, you are acknowledging that you will maintain the confidentiality of any student information or record that you may be exposed to as a community expert. You understand and agree that your failure to maintain the confidentiality of all student educational records or information may lead to the discontinuation of your role in the Roaring Fork Schools.

Signature _____ Date _____

Final Reflection Guidelines

An important part of the capstone process is reflecting on what you have learned, how the project has impacted you and others, and considering ways to improve in the future. Your reflection will be graded on the final product rubric, using this criteria:

REFLECTION. In the end, the most important part of your capstone is what you learn about yourself as a student, learner, and citizen.	
PASS Your reflection is honest and reflective, and addresses the questions provided. Your reflection shows you are attempting to analyze the experience to better understand yourself, others, and skills/knowledge.	Need to Revise or Complete Your reflection needs to be more reflective or honest. You make an attempt to apply the learning experience to understand yourself, others, and/or course concepts but you mostly just describe what you did without reflecting or analyzing.

Required Questions: At a minimum, and regardless of format, all students must respond to these questions:

1. **Process:** *How has this project changed or grown from your proposal? Discuss the reasons for the change or growth.*
2. **New Skills/Knowledge:** *How was this project a learning stretch for you? What did you learn about yourself as a learner, worker, and/or citizen during the project? (You can include reflection on specific skills/knowledge gained, time management, strengths, weaknesses, communication abilities, etc.)*
3. **Challenges:** *When did you doubt yourself the most during this process? What did you learn from that? How did you work through your doubt?*
4. **Impact on your Future:** *How has accomplishing your capstone prepared you for life after high school?*

Format: You may choose the format for your reflection, but whichever format you choose, be prepared to respond in depth to the required questions. Possible formats include, but are not limited to:

- Written reflection
- Video reflection
- Digital Presentation (prezi, Google slides, etc.)

Length: For a written reflection, your responses to **each question** should be about two paragraphs long in order to provide the depth of reflection that is expected. If you are struggling to reflect at length on the required questions, you may answer *additional* questions to get to an overall minimum length of six paragraphs, or approximately 600-1200 words. Please use this as a guide-- what is most important is the insight, analysis, and honesty you convey.

Optional Questions: If you need additional prompts to encourage your thinking, you may choose to respond to one or more of the following questions:

1. What process did you go through to produce the product? Did everything work the way you had planned?
2. What lessons did you learn? Describe your successes and frustrations.
3. What new skills did you learn while doing this work?

4. Did you have any interesting or unique experiences while completing your project?
5. What part of your project are you most proud of, and why?
6. What was the hardest part of doing this project? What were your challenges?
7. What mistakes did you make, and what did you do to limit the impact or shift your course?
8. How did your community expert influence your project?
9. What kinds of support could you have used during the process?
10. How are you feeling about your upcoming presentation, and what have you done to prepare for it?
11. If you could do anything about the project over again, what, if anything, would you change?
12. What advice would you give to other students who are preparing to embark on the capstone process?

2025-26 Capstone Timeline

11th Grade:

- Capstone overview meeting November 4 during Crew.
- Work on proposals in Crew November - December.
- Proposals due on Schoology December 18 at 11:59 PM.
- Proposal grading and feedback December 19.
- Proposal revisions (for those that didn't pass) and late proposals due on Schoology February 27 at 11:59 PM.
- Proposal grading and feedback March 2.

12th Grade:

- Capstone Portfolio overview meeting September 2 during Crew.
- Capstone Demonstration of Learning 1 tentatively December 9, 7-8 PM.
- Capstones Submissions for Round 1 Due January 12th
- Capstone Portfolio Grading Round 1 January 13, 20, 27.
- Capstone Demonstration of Learning 2 tentatively March 9
- Capstone Portfolio finals due March 16th



CAPSTONE PROPOSAL TIMELINE

NOV 4

CAPSTONE OVERVIEW MEETING

NOV - DEC

WRITE CAPSTONE PROPOSAL

DEC 18

PROPOSALS DUE ON SCHOOLOGY

DEC 19

STAFF GRADING AND FEEDBACK

FEB 27

REVISIONS & LATE PROPOSALS DUE

MARCH 2

STAFF GRADING AND FEEDBACK



CAPSTONE PORTFOLIO TIMELINE

SEP 2

CAPSTONE OVERVIEW MEETING

SEP - DEC

WORK ON CAPSTONE

DEC 9

DEMO OF LEARNING OPTION 1

JAN

STAFF GRADING AND FEEDBACK

MARCH 9

DEMO OF LEARNING OPTION 2

MARCH 16

FINAL CAPSTONE PORTFOLIO DUE

MAR 17 & 24

STAFF GRADING AND FEEDBACK