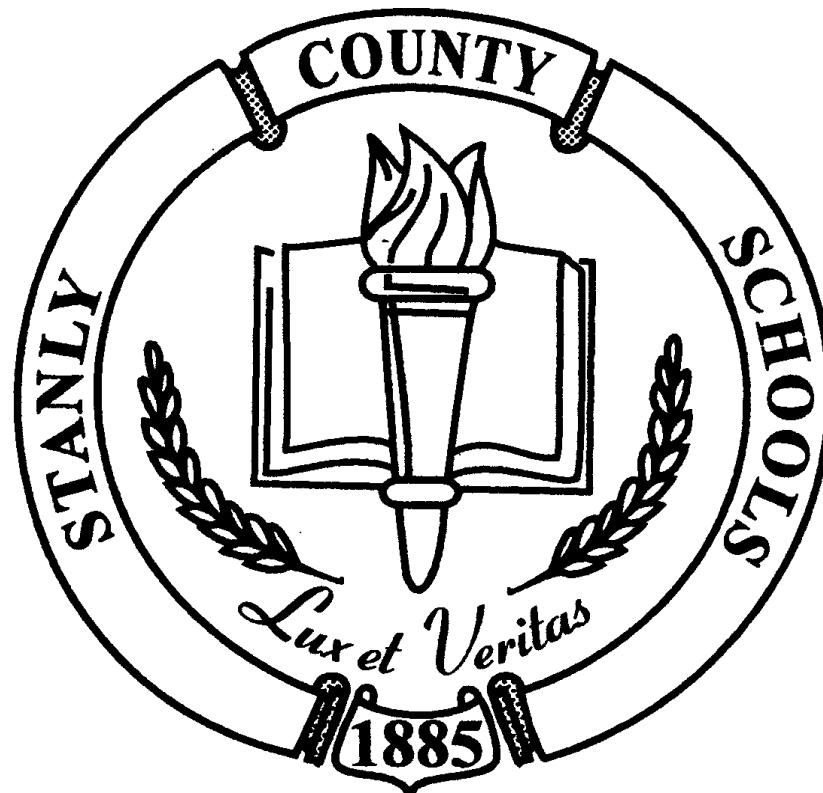


STANLY COUNTY SCHOOLS



GRADUATION PROJECT STUDENT MANUAL

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Introduction

The Graduation Project provides students with the opportunity to transfer the knowledge and skills they have gained in the classroom to the kinds of authentic and independent learning situations they will encounter in post-secondary education and/or the workplace of the 21st century. The goals of this performance-based assessment reflect a commitment to academic rigor, real world relevance, and working/ learning relationships, along with a close alignment to the standard course of study. **While the Stanly County Schools Board of Education requires all students beginning with the Class of 2010 to successfully complete all parts of the Project as a requirement for a North Carolina diploma**, it does allow and encourage individual academic freedom and creativity in the selection of a Project topic. Stanly County Schools has adopted a four-year plan for completing the Graduation Project so that students will have time to explore diverse pathways of interests before making a topic selection. This Graduation Project Manual will guide students through the process and support the instruction they will receive from teachers along the way.

The Graduation Project consists of four sequential components (“the four P’s”):

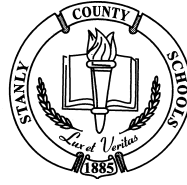
- a **Paper**, based on the student’s research of his topic
- a tangible **Product**, based on the student’s work with a community mentor and requiring at least 15 documented hours
- a **Portfolio**, a record of the student’s progress throughout the process
- a **Presentation** of the student’s work before review panel of community members

This culminating Project will challenge students to use the skills they have developed to “understand, remember, apply, analyze, evaluate, create, collaborate, and communicate” as lifelong learners in our 21st century world.

“The last vision one has of high school should be one of active, independent learning, success and academic accomplishment.”-----Carleen Osher

Educator and Creator of
The Senior/Graduation Project





STANLY COUNTY SCHOOLS

Graduation Project Schedule of Due Dates

Note: Each school will establish and distribute specific deadline dates within the district-wide deadlines listed below for various assignments related to each project component.

First Semester

English I

August 25-December 18

Freshman Brainstorming Reflection

English II

August 25-December 18

Sophomore Brainstorming Reflection

English III

August 25-September 4

Distribute Graduation Project Materials,
Including Due Date Schedule

September 4-September 30

Graduation Project Proposals submitted and approved

September 4-October 28

Research Paper First Draft Submitted

December 1

Research Paper Final Draft Submitted by this date

December 1-December 18

Research Paper Resubmissions

English IV

August 25- September 4

Distribute Graduation Project Materials,
Including Deadline Schedule

September 4-September 30

Mentor and Product Proposals submitted and approved

November 13

Product Evaluation Day completed by this date

November 16-24

Product Resubmissions

November 30

Portfolio Evaluations completed by this date

November 30-December 11

Portfolio Resubmissions

December 18

Presentation Day completed by this date

January 4-12

Presentation Resubmissions

Second Semester

English I

January 25-May 28

Freshman Brainstorming Reflection

English II

January 25-May 28

Sophomore Brainstorming Reflection

English III

January 25-February 3

Distribute Graduation Project Materials,
Including Deadline Schedule

February 3-February 26

Graduation Project Proposals submitted and approved

February 26-March 31

Research Paper First Draft Submitted

May 7

Research Paper Final Draft Submitted by this Date

May 7-May 28

Research Paper Resubmissions

English IV

January 25- February 3

Distribute Graduation Project Materials,
Including Due Date Schedule

February 3-February 26

Mentor and Product Proposals submitted and approved

April 1

Product Evaluation Day completed by this date

April 12-16

Product Resubmissions

May 7

Portfolio Evaluations completed by this date

May 7-21

Portfolio Resubmissions

May 28

Presentation Day completed by this date

June 1-3

Presentation Resubmissions

THE GRADUATION PROJECT

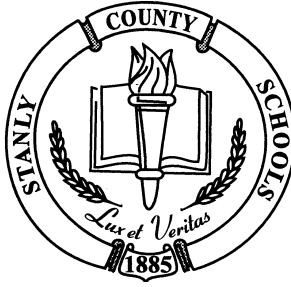
Timeline Freshman Year

- Information about the exit standards and the Graduation Project will be communicated to parents in the registration handbook, Stanly County Schools' website, the student handbook, the school newsletter and freshmen orientation.
- In English I students will be provided opportunities to brainstorm on their personal interests and goals through a variety of activities, including self-assessments, journal entries, and cooperative learning groups.
- As a culminating activity, students will complete their first **portfolio** reflection of what they have discovered about themselves and potential personal interest topics that they may want to explore for a Graduation Project topic.
- Students will receive instruction in basic research skills and academic ethics.
- Students will be given opportunities to practice oral communication skills in individual and group presentations.

THE GRADUATION PROJECT

Timeline Sophomore Year

- Students will learn more about the various aspects of the Graduation Project (i.e. roles of mentors, student responsibilities) in English II and/or a student assembly.
- Students will view videos examples of student projects.
- Students will review basic skills of research and information retrieval and brainstorm some possible topics in community/ global issues, careers, and/or an academic area of his choice.
- Students will be given opportunities to practice oral communication skills in individual and group presentations.
- As a culminating activity, students will complete a **portfolio** reflection of potential topics that they may want to explore for a Graduation Project topic.



THE GRADUATION PROJECT
Sophomore Student Interest Reflection

Student's Name: _____

Date: _____

I. What topic(s) related to my community/world interests me?

What community resource(s) or person(s) might help me develop my research?

II. What topic(s) related to the world of work (careers) interests me?

What community resource(s) or person(s) might help me develop my research?

III. What topic(s) related to an academic area (specific subject) interests me?

What community resource(s) or person(s) might help me develop my research?

I understand that the topics listed above are only possibilities, and that I will not have to submit a **Graduation Project Proposal** for approval until the beginning of my English III semester.

Portfolio Document

THE GRADUATION PROJECT

Timeline Junior Year

- Students will receive all forms, schedule of due dates, and **research paper** expectations.
- Students will submit their **Graduation Project Proposals** to the Graduation Project Steering Committee.
- Students will receive continued instruction on research methods, academic ethics, and Modern Language Association (MLA) style documentation in his English III class.
- Students will research their topics.
- Students will interview at least one person as an information source for their **research papers**. A thank you note to the interviewee will be a required assignment.
- Students will complete a required first draft of their **research papers** and receive input from their English III teacher.
- Following revision and editing, students will submit their final drafts to their English III teacher for evaluation.
- Students who fail to do a first draft and submit only a final draft of the paper will receive a grade no higher than a 70.
- The paper will count as 25% of the second nine weeks grade.
- Students who fail the research paper will be given two weeks to revise and resubmit their papers. The highest grade a student may receive for a resubmitted paper is a 70.
- Students will add a clean copy of the completed **research paper** to their student portfolios.
- If a student fails the **research paper** or fails to submit one, the English teacher will send appropriate documentation of the student's failure to complete the component to his or her parents and the school's Graduation Project Steering Committee.
- Students must complete successfully the **research paper** component before they will be allowed to work on the remaining components of the project.

Portfolio Document

The Graduation Project Contract Form

Description: The Graduation Project is a culminating 4 year project.

Student

Requirements: The Graduation Project includes:

1. A research paper.
2. A product.
3. A portfolio with a reflective component.
4. A presentation.

The Project: Requirements of the project include:

1. Knowledge and skills attained from courses.
2. Sufficient depth to require an extensive review of the research.
3. Involvement of mentor assistance and interviews.
4. Close connection between the paper and the product.

- The student:
1. Will develop a written proposal to be approved by the school's Graduation Project Steering committee prior to beginning the project.
 2. Will select and research a topic of interest, develop a research paper, and complete a product that is reflective of the graduation project topic.
 3. Will write, speak, solve problems, and use real-life skills, such as time management and organization.
 4. Will work with the mentor in collaboration with community partners, business representatives, and other school-based personnel in the development of the graduation project.
 5. Will write a research paper following all designated requirements reviewed in English III.
 6. Will keep a work log of hours involved on a product and maintain a mentor log.
 7. Will complete progress checks and reflections.
 8. Will turn in a completed research paper, product, reflective portfolio, and other evidence at the times designated by the school.
 9. Will present the completed graduation project before a review panel composed of community partners, business representatives and school personnel.
 10. will complete independently all components of the Graduation Project.

I, _____, have read and understand the above requirements involving the Graduation Project. I agree to abide by the requirements. I will conduct myself with the utmost professionalism in working with school and community leaders. I understand that once the graduation project is started, the components must be completed sequentially within the designated timeframe. I understand that it is necessary for me to work with my mentor outside the regular school hours. I realize that my success will depend on my ability to work between school and community resources. I understand that each component of this graduation project depends on the other three components; therefore, I understand in order to complete the Graduation Project requirement, I must successfully complete all components. *I understand that this Graduation Project is a local graduation requirement and that failure to complete all four components will result in not graduating on time with my class.*

Student

Signature _____ Date _____

Parent/Guardian

Signature _____ Date _____ Form

Adapted from the 2006 Advanced Studies Implementation Guide

Portfolio Document

Choosing a Graduation Project Topic

- Step 1: Review your freshman and sophomore reflections of topics that you previously indicated were of interest to you.
- Step 2: Review some examples of past products (See Sample Graduation Project Topic List)
- Step 3: Choose a topic that is a “learning s-t-r-e-t-c-h” for you. That means that you have little, if any, prior knowledge of your subject. It should be a topic in which you are genuinely interested and one that raises questions in your mind.
- Step 4: Your topic should require extensive research that will challenge you to comprehend and synthesize information from a variety of sources.
- Step 5: Remember that your topic must involve “hands-on” learning. You should have in mind a possible product and a possible mentor when you choose your topic, as your product must be closely *related* to your research paper.
- Step 6: Remember that it must be a topic that can be initiated and completed with evidence of your efforts within a given amount of time.

Sample Graduation Project Topic List

RESEARCH PAPER

Personal

Fashion trends
Cartoon animation
Woodworking techniques
Horse training
Mural painting
Small engine repair
History of jazz
Yoga
Japanese cooking
Bricklaying techniques

Community Service-Learning

Homelessness
Local history or culture
Elementary education
Local environmental issue
Conservation and Recycling
Care of elderly

Career and Technical Education

Common Fescue varieties
Alternative pesticides
Computer network systems
Computer Security
Mammography

Play therapy
Business Promotion Strategies
Child care
Landscape design

Academic Content

The work of a specific artist or composer
Theater lighting
Online game development as a learning tool
Eating disorders
Censorship in literature
Cause and effect of outsourcing in manufacturing
Local community health agencies
Career opportunities for bilingual persons
Construction policies related to architectural design
Alternative energy source engines
Foreign language instructional methods
Endangered animals
Public relations
Oral history of war veterans
Local historical event

PRODUCT

Design/make prom dress
Create an animated cartoon
Build a bookshelf
Train a horse
Create a mural
Repair a lawn mower
Learn to play a jazz piece on an instrument
Take classes and demonstrate basic positions
Make a Japanese meal for guests
Build a backyard barbeque pit

Shelter volunteer/food-clothing drive
Present historical scrapbook to civic organization
Tutor children / develop a teaching tool
Clean up lake or park
Conduct a recycling campaign on campus
Work in health care facility / design senior-friendly materials

Develop trials to compare growth rates
Experiment with garlic use vs. traditional fly control pesticides
Customized a network system for a small business
Compare/contrast two commercial computer security systems
Job shadow a mammography technician / develop brochure
 On preventive breast cancer checks
Developed a toy individualized for a specific disability
Created preopening / promotion plan for a new business
Design a babysitting safety multimedia presentation
Design a landscape design for a house

Create an original work reflecting a researched style
Design lighting for a local children's play
Develop an online review game for children
Create a podcast highlighting symptoms and treatments
Create an interactive web lesson plan to teach the topic to students
Present findings in a multimedia production
Promote services on campus through an awareness campaign
Design a multimedia presentation on career opportunities
Design and plan water connections for a local subdivision
Develop energy engine prototype
Teach basic conversational classes at senior center
Work as an animal rehab volunteer
Organize a spring festival
Share a multimedia presentation of veteran's history
Volunteer at museum / design powerpoint of event to run at museum

To Be Completed by Steering Committee

_____Approved

_____Denied*

_____Clarification Needed*

Student Name_____

Please review the reason(s) documented below that explains why your Graduation Project Topic Proposal has not been approved at this time. **You should revise your proposal and resubmit it within five school days.**

_____CLARIFICATION is needed because

- The proposed topic does not represent a significant learning stretch.
- Topic is too broad.
- Topic is too narrow.
- Topic description is vague or confusing.
- Incomplete information on proposal.
- Other:_____

Suggestions / Comments:

_____DENIED because

- Topic is not a learning stretch.
- Violates Stanly County Schools' policies.
- Other_____

Suggestions / Comments:

Portfolio Document

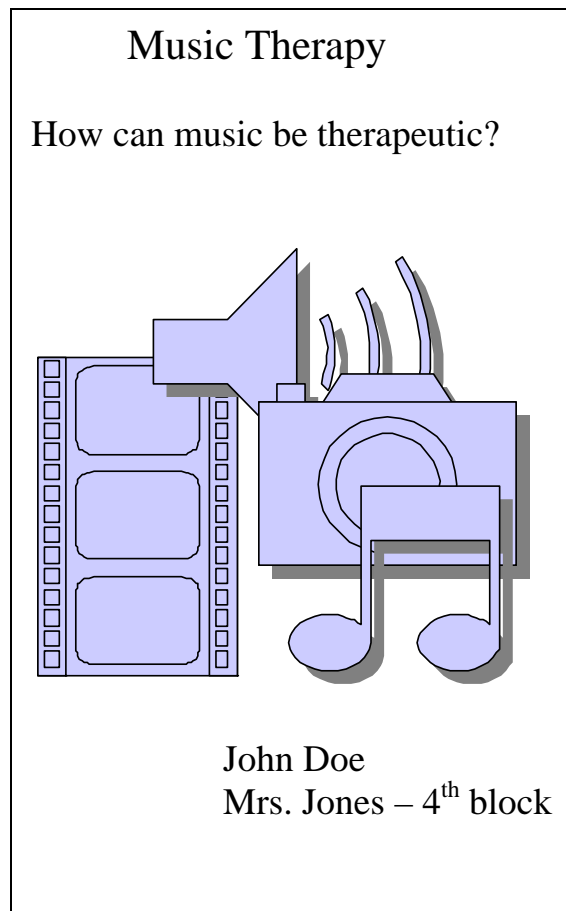
Topic Commitment Cover Sheet

After your proposal has been approved, design a small sign (8 ½ x 11) that will serve to share your idea with others by posting it in the classroom or school. Make two copies as this sign will also become the cover for your portfolio.

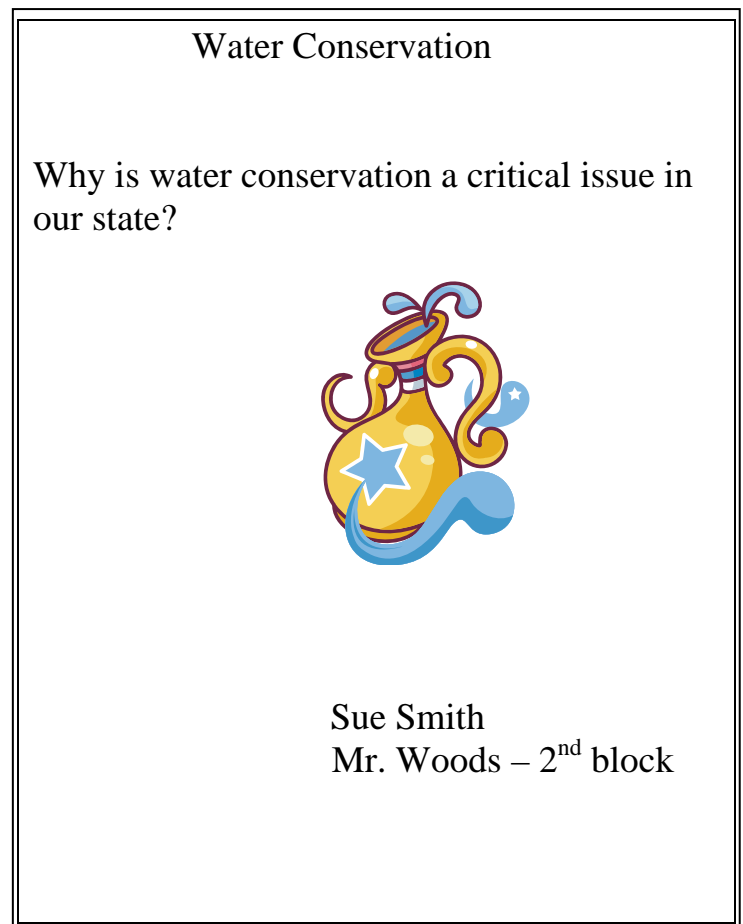
Your sign should include the following:

- Your name (in lower right-hand corner)
- Your English teacher's name and block
- Topic
- Your research question
- Attractive layout that fills the page (8 ½ x 11)
- Colorful graphic

Adapted from Senior Project Center (Partnership for Dynamic Learning) 1988, 5th ed., 2002.



Sample Posters



Research Paper Guidelines

Students may begin researching and writing the paper **after** receiving topic approval by the school-based Steering Committee. **Papers written without prior approval will not be accepted.** Students should review the **Research Paper Rubric** before they begin the writing process.

Mode of Writing (To be determined by the classroom teacher)

- Narrative (Relating the story of one’s research; I-Search)
- Expository (observing and reporting)
- Persuasive (constructing an argument)

Format

- 7-10 pages in length, not counting the required Works Cited (Honors)
- 4-6 pages in length, not counting the required Works Cited (Standard)
- 3-4 pages in length, not counting the required Works Cited (EC / ESL)
- Double spaced; 12-point Times New Roman
- 1 inch margins
- No cover/title page
- MLA format heading in upper left-hand corner, first page only: student name, teacher name, class name, due date
- Last name and page number (upper right-hand corner) in all subsequent pages
- Parenthetical citations (see MLA manual)
- Works Cited Page (MLA style)

Sources

Six (6) sources minimum

- 4 print sources and/or subscription database sources
- One Internet source
- Interview (See Interview Guidelines)
- No encyclopedias (online or print)

Schedule for Completion

- See general semester timeline for the junior year
- A timeline of specific due dates will be distributed by classroom teacher on the first day of class

Evaluation

- Number and weight of prewriting and postwriting assignments will be determined by classroom teacher.
- Late drafts (first and final) will be penalized 10 points per day up to a maximum of 3 days. Papers received more than 3 days after the due date will receive a 0.
- First draft must pass a required “yes test” before it is read by the student’s English teacher. This initial draft is required and will count as an effort grade. Students who fail to submit a first draft will not receive a grade higher than 70 on the final draft.
- Final draft will be evaluated by both the English III teacher. The student’s final grade will count 25% of student’s second nine weeks grade in English III.
- Both drafts will be evaluated using the district-wide research paper rubric.
- Students who fail the research paper will have two options may revise and resubmit the paper within a two week period. The highest grade for the resubmitted research paper will be a 70.

Research Resources

Students will receive classroom instruction in research methods and MLA documentation. Students may want to consult the following helpful resources and websites as a review and guide when working independently.

Students should follow the classroom teacher's direction as to his/her preferred resource.

Topics

- Brainstorming strategies
- Narrowing your topic
- Writing a thesis statement
- Reading and taking notes
 - Creating bibliography cards
 - Creating note cards
- Paraphrasing
- Using direct and indirect quotations
- MLA documentation
 - Parenthetical citations
 - Works Cited sample
- Using transitions
- Avoiding Plagiarism
- Revision
- Editing

Texts

Baron, Alan. Bud's Easy Research Paper Computer Manual. Lawrence, NY: Lawrence House Publisher, August 2006.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers, Sixth Edition. New York, NY: Modern Language Association of America, May 2003.

Sebranek, Patrick, Verne Meyer, and Dave Kemper. Write for College. Wilmington, MA: Great Source Education Group, Inc., April 2007.

Websites

NC Wise Owl. Instructional Technology Division of North Carolina Department of Public Instruction. www.ncwiseowl.org

TeenSpace: A+ Research & Writing for High School and College Students. The Internet Public Library. www.ipl.org/divaplus

The Writing Center at University of North Carolina at Chapel Hill
<http://www.unc.edu/depts/wcweb/handouts/>

OWL: The Purdue Online Writing Lab <http://owl.english.purdue.edu>

Paradigm Online Writing Assistant www.powa.org

Guide to Grammar and Writing. <http://grammar.ccc.commnet.edu/grammar/>

Research Plagiarism Review

Definitions

PLAGIARISM is “using others’ ideas and words without clearly acknowledging the source of that information.” It is not only dishonest but also illegal.

COMMON KNOWLEDGE is ideas, facts, and definitions that can be found in several sources and are known by most people. Such information does not need documentation. When there is doubt as to whether or not something is common knowledge, the writer should document the information.

QUOTATION taking someone’s exact words from a text **or** using *any* phrase, sentence, or paragraph word for word..

PARAPHRASE restating information in your own words.

Forms of Plagiarism

- Failing to give credit when using another person’s ideas or words
- Using portions or all of another person’s paper as your own
- Copying and pasting phrases, sentences, and excerpts from a source without documentation
- Failing to use quotation marks correctly
- Failing to document a paraphrase
- Borrowing ideas or key phrases and presenting them as your own
- Using facts, statistics, graphs, graphics, drawings without documenting the source
- Changing only a few words / phrases or changing the order of the original sentences

How to Avoid Plagiarism

- Use quotations when taking notes from a source even you later paraphrase the information. The quotations will serve as a reminder to document the information.
- Document *as* you write your first draft; don’t think that you will be able to accurately remember all the places that need documentation after you have written your paper.
- When you paraphrase information, review the original source and be sure that you are not using phrases without quotes and that you are not simple rearranging the words.
- Allow yourself ample time to write your paper; plagiarism often occurs when writers are in a rush and fail to be thorough in their documentations.

Consequences for Plagiarism

- The student will receive a zero on the paper.
- The student will conference with the English teacher, the parents, the principal, and the Graduation Project Steering Committee.
- The student will be required to write a paper on a new topic or a new aspect of the same topic.
- The maximum grade on the resubmitted paper will be 70.

Information adapted from University of Indiana and Write for College reference text

We have read the above information, and we understand that committing plagiarism will result in a zero for my research paper. We also understand that I will be given two weeks to write a paper on a new Graduation Project topic or a new aspect of my previously approved topic. We understand that until the research paper is completed successfully, I will not be able to proceed to the remaining three components of the Graduation Project.

Student Name _____ Signature _____

Parent Name _____ Signature _____

Portfolio Document

Interview Guidelines

An interview with a person who is knowledgeable in your topic is required for your research paper. This interview can be a very valuable resource for you as this person will most likely be able to share a very relevant and realistic perspective of your topic. This person may be able to give you some direction or advice as to how you might go about applying your research to a product.

Before the Interview:

- Call the person to request an interview at least one week in advance. Be sure to introduce yourself and explain that your interview will help you complete your Graduation Project.
- Research the person to be interviewed
 - Interviewee's employer
 - His / her job or position
 - Background and/or education (special skills or experiences)
- Prepare neatly written or typed questions: leave sufficient room to record answers
- Organize your questions logically (simple to complex; factual or objective to subjective; personal to business or topic related)
- Gather materials: note pad, pen, pencil, tape recorder (optional)

For the Interview:

- Dress neatly and appropriately
- Be punctual (10 minutes early)
- Introduce yourself in a professional manner: firm handshake, eye contact, smile
- Review the purpose of the interview
- If using a tape recorder, ask permission before you begin
- Stay on task during the interview
- Be flexible; actively listen for leads and formulate new questions
- Ask for clarification if needed
- Ask for an answer to be repeated as needed
- Honor "off the record" remarks
- Have the interviewee sign the Interview Release Form.

After the Interview:

- Promptly send the interviewee a thank you letter. (See Business Thank you letter format)
- Review the answers to your questions immediately.
- Highlight direct quotations that you want to use in your paper.
- If necessary, call the interviewee to confirm any comments that are unclear to you.

Adapted from Advanced Studies Implementation Guide

Interview Release Form

Student Name: _____ Date _____

The following information should be filled out prior to meeting with the person you plan to interview and presented to your teacher along with 10-15 prepared interview questions.

Person to be Interviewed:

Name _____

Position or Interest _____

Address _____

Phone # _____

Email _____

Place of Interview (If different from above address) _____

Date and time of Interview _____

Teacher
Signature _____ Date _____

To be completed by the Interviewee after the interview:

I give my permission for _____ to use information from this interview in his or her Graduation Project.

Interviewee's Signature _____

Date _____

Portfolio Document

Required Yes Test For The Research Paper

Student Name: _____

Date _____

Teacher Signature _____

YES: All “yeses” below indicated that your paper is ready to be thoroughly evaluated by your English teacher. You will receive an effort grade for this draft.

NO: If paper receives any “no,” the evaluation of your paper will be postponed until you correct the negative(s). Your effort grade will be reduced 10 points for every school date beyond the date of the original deadline.

YES	NO	BASIC REQUIREMENTS
		Draft typed, doubled spaced
		12 point font, New Times Roman
		Required length: 3 – 4 pages, EC / ESL 4 - 6 pages, Standard 7-10 pages, Honors
		Full heading, left-hand corner, first page
		Headers with last name and page numbers (right-hand corner)
		Thesis clearly stated in a developed introduction
		Body paragraphs are evident
		Citing of sources evident throughout paper; MLA documentation
		Works Cited page with minimum 6 sources, including an interview
		Works Cited in alphabetical order
		Works Cited correctly formatted (hanging indentation)
		Textual reference to a visual aid in an appendix

Comments:

Adapted from Elizabeth City Pasquotank Public Schools

Research Paper Rubric

Student's Name _____

Advisor's Name _____

Teacher's Name _____

Please review the descriptions of criteria for evaluation of the student's research paper on pages 20-21 before completing the rubric below.

Scale

4 - **Exemplary**---**Consistently** demonstrates above average skills

3 - **Satisfactory**---**Generally** demonstrates acceptable skills

2 - **Developing or Emerging**---**Inconsistent or infrequent** display of skills

1 - Resubmission necessary (**unsatisfactory**)---**Lacking** skills or **not evident**

I. FOCUS (8 pts.)	4	3	2	1
<ul style="list-style-type: none"> • Presents an insightful, well-stated thesis 				
<ul style="list-style-type: none"> • Draws strong, clear connections between thesis and related ideas in the body paragraphs 				
Comments:				
II. SUPPORT AND ELABORATION (20 pts.)				
<ul style="list-style-type: none"> • Synthesizes complex ideas from multiple research sources 				
<ul style="list-style-type: none"> • Utilizes ideas and information that clearly support the thesis 				
<ul style="list-style-type: none"> • Provides meaningful presentation of multiple perspectives 				
<ul style="list-style-type: none"> • Balances use of quotations and student paraphrasing 				
<ul style="list-style-type: none"> • Integrates visual aids (diagrams, charts, graphs, pictures) to emphasize important points 				
Comments:				
III. ORGANIZATION (20 pts.)				
<ul style="list-style-type: none"> • Effective progression of related ideas throughout paper 				
<ul style="list-style-type: none"> • Uses transitions to connect supporting information clearly 				
<ul style="list-style-type: none"> • Arrives at a well-documented, logical conclusion 				
<ul style="list-style-type: none"> • Each paragraph relates to the thesis statement 				
<ul style="list-style-type: none"> • Paragraphs are free of irrelevant, distracting ideas the paper 				
Comments:				

IV. STYLE (12 pts.)				
• Skillful use of language (word choice)				
• Maintains a clear and consistent voice				
• Exceptional fluency with varied sentence structure				
• Free of slang words and expressions				
Comments:				
V. CONVENTIONS (20 pts.)	----	----	----	----
• Demonstrates sophisticated use of MLA format (<i>overall effective use of sources</i>)				
• Internal citations are correctly formatted				
• Works Cited page is complete and formatted correctly				
• Uses standard conventions in grammar, spelling, capitalization, punctuation, and usage				
• Sentences are free of fragments and run-ons				
Comments:				
VI. INFORMATION LITERACY (20 pts.)	-----	-----	-----	-----
• Demonstrates integrity in citing sources				
• Effectively uses primary and secondary sources with a significant amount of current information				
• Skilled evaluation in determining a resource's credibility and reliability				
• Selects information that appropriately addresses the research question				
• Seeks information from a variety of diverse resources				
Comments:				

Descriptions of Criteria for Evaluating Student Research Paper

FOCUS

4	Presents an insightful, focused thesis; draws strong and clear connections between thesis and supporting ideas
3	Presents a thesis with adequate insight; draws adequate connections between thesis and supporting ideas
2	Presents a thesis statement with minimal insight and focus; insufficient connections between thesis and supporting ideas
1	Presents a thesis with no insight or focus ; shows no understanding of connections between thesis and supporting ideas
0	Fails to submit paper

ORGANIZATION

4	Effectively provides a logical progression of ideas; effectively uses transitions to connect supporting ideas and to reach a well-documented , logical conclusion
3	Adequately provides a progression of ideas and supporting information; adequately uses transitions to connect supporting ideas and to arrive at an adequately documented conclusion
2	Provides a poorly organized progression of ideas; ineffectively uses transitions to connect supporting information; arrives at an insufficiently documented conclusion
1	Does not provide a progression of ideas; does not use transitions to connect supporting information; does not arrive at a documented conclusion
0	Fails to submit paper

SUPPORT/ELABORATION

4	Effectively synthesizes complex ideas; demonstrates exceptional selection of relevant, supporting information; provides a meaningful presentation of multiple perspectives; effectively balances use of quotations and student paraphrasing; skillfully integrates student-generated visual aids
3	Sufficiently synthesizes ideas from research sources; sufficiently demonstrates selection of relevant, supporting information; provides adequate presentation of multiple perspectives; adequately balances use of quotations; effectively integrates student-generated visual aids
2	Ineffectively synthesizes ideas from research sources; demonstrates insufficient selection of relevant, supporting information; provides a limited presentation of multiple perspectives; insufficiently balances use of quotations and student paraphrasing; includes student-generated visual aids
1	No evidence of synthesizing ideas from research sources; lacks relevant, supporting information; does not present multiple perspectives; does not balance use of quotations and paraphrasing; shows no use of student-generated visual aids
0	Fails to submit paper

STYLE

4	Exhibits skillful use of language including effective word choice, clarity, and consistent voice and demonstrates exceptional fluency through varied sentence structure, paraphrasing, flow of ideas, and transitions
3	Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice and demonstrates sufficient fluency through sentence structure, paraphrasing, flow of ideas, and transitions
2	Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice and demonstrates limited fluency through sentence structure, paraphrasing, flow of ideas, and transitions
1	Exhibits severely flawed use of language, including weak word choice, no clarity , and no voice ; lacks fluency through sentence structure, paraphrasing, and flow of ideas and transitions
0	Fails to submit paper

Descriptions of Criteria for Evaluating Student Research Paper

CONVENTIONS

4	Demonstrates a sophisticated use of the prescribed MLA format; consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage
3	Demonstrates adequate use of the prescribed MLA format; generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage
2	Demonstrates a limited use of the prescribed MLA format; minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage
1	Demonstrates no use of the prescribed MLA format; does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage
0	Fails to submit a paper

INFORMATION LITERACY

4	Conscientiously and consistently demonstrates integrity in citing practices; effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information; demonstrates strong evaluation skills in determining resource credibility and reliability
3	Generally demonstrates integrity in citing practices, adequately employs a sufficient variety of primary and secondary sources, including a sufficient amount of current information
2	Inconsistently demonstrates integrity in citing practices; employs a limited variety of primary and secondary sources, including an insufficient amount of current information
1	Does not demonstrate integrity in citing practices; does not employ a variety of primary and secondary sources and/or does not include current information; demonstrates no evaluation skills to determine resource credibility and reliability
0	Fails to submit a paper

ADVISOR CONTACT

4	Promptly initiates all meetings with the advisor within the designated dates; comes well-prepared with ideas and questions; receives advisor's input positively and diligently applies it to his/her work
3	Meets with advisor at least three times as required ; comes with at least one idea; receives the advisor's input and attempts to apply it to his work
2	Inconsistently contacts the advisor; not prepared with ideas; no evidence that advisor's input is applied
1	Fails to complete all three required advisor meetings; must be prompted to generate ideas; no evidence that advisor's input is applied
0	Fails to make any meetings with the advisor

THE GRADUATION PROJECT

Timeline Senior Year

- Students select mentors, complete the **Mentor Information forms**, and submit them, along with their **Product Proposals** to the school-based steering committee for approval.
 - *Students who wish to work on their products in the summer before their senior year must submit mentor and product forms for approval to the Graduation Project Steering Committee **before** the end of their junior year.*
- Students receive a list of due dates and a list of required items for **portfolio**.
- Students consult with mentors and work on **products**, documenting hours and completing required fieldwork reflections.
- Students write and type their resume and letter of introduction to review panel.
- Students write a required thank you note to their mentors following the completion of their contact hours.
- Students complete and present their **products** on the designated date for evaluation by the school's faculty.
- Students submit **presentation** speech outlines to English teacher for input.
- Students write speeches and prepares visuals for their **presentations**.
- Mock **oral presentations** are made in English class.
- Students organize and submit his/her **portfolio** for evaluation by English teacher.
- Students' **portfolios and/or products** are present for review at presentation.
- Students give final **presentations** to review panel.
- The product, presentation, and portfolio will count as 25% of the student's English IV grade.
- Each component must be completed successfully in the designated, sequential order.
- *Students who successfully complete all four components of the Graduation Project may be exempt from the final exam for English IV unless*
 - he or she is failing the course.

Mentor Proposal / Parental Consent

Section 1 *To be completed by the student*

Student Name: _____

English Teacher: _____

Graduation Project Question:: _____

Mentor's Name: _____

Business: _____

(Attach Business card or letterhead if applicable)

Address: _____

City, State, Zip Code _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____ Email address _____

_____ **Check here if this Mentor is a registered Career Coach at the Future for Kids website.**

Briefly describe how your mentor's occupation or expertise relates to your topic:

I verify that my mentor is over 25 years old and has at least two years of expertise in my topic.

Student Signature _____ Date _____

Section 2 *To be completed by the student's parent/guardian*

I am aware that my child has chosen _____ to be his mentor. I understand that he/she is required to consult this mentor at least three times for guidance and instructional input while creating his product for his Graduation Project. I agree to indemnify and hold harmless Stanly County Board of Education, its officers, agents, employees, or volunteers from any injury that may result from participation in the Graduation Project.

Parent/Guardian Name (printed): _____

Parent/Guardian Signature: _____ Date: _____

To Be Completed by the Steering Committee:

_____ Approved

_____ Clarification Needed

_____ Denied Reason:

Mentor Guidelines

Recommended Membership:

- Anyone from the community who is at least 25 years of age or older
- An expert in the field the student is researching (*An expert is a practicing professional or one who has a minimum of two years of experience in the field of the student's topic*)

A **mentor** should

- Complete a general information sheet and be approved by the student's parent/guardian and the school-based Graduation Project Steering Committee.
- Understand the program's goals, requirements, and timelines.
- Advise and counsel with the student during the physical product component of the Graduation Project.
- Review or discuss the student's research paper so he can ensure that the product is related and/ or utilizes the knowledge gained from the research.
- Offer input and suggestions to help the student select a product proposal that represents a challenging "learning stretch" but one that is possible in the given amount of time.
- Agree to consult with the student at least three (3) times either in a face-to-face meeting, by email, and/or by phone.
- Verify his or her contacts and/or time spent working with the student on his/her product by completing the Mentor Log or responding by email.
- Career coaches on the Future For Kids website may be used to fulfill the mentoring requirement. Students utilizing mentors from this sight will indicate this on the Mentor Proposal form. No Mentor Log will be required; verification will be made through stored emails at the student's Future For Kids account site.

Mentor Verification of Student Contact Hours*

Mentor: Please review the Mentoring guidelines on the back of this form. Document your contact with the student in relation to his or her development of a product for the Graduation Project in the space provided below.. Then sign this form as verification of this mentoring experience. The student will be required to produce a copy of all email exchanges.

Thank you for the interest and time you have invested in this student.

Student Name: _____

Research Question: _____

DATE	Type of Contact: In person, Phone conversation, email	Briefly describe the work accomplished or topic discussed during this meeting

Mentor's Name (printed) _____

Mentor's Signature _____

Date _____

***This form may be omitted if the student is mentoring with a career coach at Future For Kids.**

Product Guidelines

1. The product must be student-generated, designed, developed, and reflect substantial time and effort on the part of the student. Like the research paper it must be a “learning stretch”; however, the student can build on prior knowledge. For example, a student may know how to play a musical instrument, but learn to play a new style, such as jazz or blues.
2. It must be closely **related** to the research paper and his/her work with a community mentor. The student will locate his/her mentor (see mentor guidelines) and submit the **Mentor Proposal** and a **Product Proposal** to the school-based Graduation Project Steering Committee at the beginning of his/her English IV class.
3. The student must spend at least 15 hours on his/her product.
4. The student must consult his/her mentor at least three times either in face-to-face meetings, by email, or by phone. Each of these contacts must be documented and submitted as part of your portfolio. It is recommended that the student meets with his/her mentor prior to submitting the product proposal.
5. Students should avoid choosing product topics that might require excessive expenses, as the school does not provide funding for student graduation projects. Large monetary expenditures will not enhance the evaluation of the product.
6. Students may not purchase and assemble a kit as a product or use commercially prepared videos/movie clips/music as the entire product.
7. Topics cannot violate Stanly County Schools’ policies. Products which are illegal, immoral or potentially harmful to the students and/or others will not be accepted.
8. The product cannot come from a paid position or involve payment in any form. If a student chooses a topic related to his/her after-school job, it must be some aspect and hours other than the job for which he/she is paid.
9. The product may take a variety of forms, but it must have tangible evidence that can be shared as part of the student’s culminating presentation. Product types:
 - **Physical** --- objects such as displays, models, art, charts, board games, crafts, costumes, booklets, pamphlets, notebooks, scrapbooks. This type of product is appropriate for fields like automotive technology, construction trades, culinary arts and other hands-on fields.
 - **Career-based**--- Although a student may spend part of his or her hours job shadowing, in addition to a physical manifestation of the experience such as a photo journal, the student must produce a product of something they learned in observing their mentor. For example, someone observing an electrician may build a basic circuit board or an informative pamphlet or power point that could be shared with students considering a career in that field. Fields where this type of product would be appropriate might be health/nursing, law enforcement, cosmetology, geology, engineering, etc.
 - **Performance**---Students may choose to work on a performance piece for the product. Students should be able to share that newly acquired skill in the culminating presentation or a video excerpt that focuses on the student performance. This field includes music,

drama, art, or physical education endeavors. Sometimes the performance, because it reflects only 15 hours, may not be polished but should demonstrate a skill in development.

- **Community Service**---If a student spends his time with a mentor working on a community service project, in addition to a photo journal documenting his/her service, he/she should produce a tangible product that came about as a result of this work. For example, a student who tutors children in a lower grade might create a teaching tool to aid students. Someone who works under a Habitat for Humanity supervisor might design a pamphlet or power point to recruit new community participation.

10. Students will complete a log of hours spent on the product, and three required fieldwork reflections (see teacher's list of due dates for these required reflections).
11. The product may **not** be completed prior to the successful completion of the research paper component.
12. **All products** should be accompanied by a photo journal of **ten (10) photos with captions** that documents the development of the product from start to finish.
.
13. Products are due on the day before the schools designated Product Evaluation Day. They will be evaluated by the faculty using a district-wide rubric. This will be a pass/fail evaluation. Any student who fails the evaluation may revise and resubmit their product within two weeks. Students may not proceed to the portfolio and oral presentation evaluations until their product passes evaluation.
14. Those students who have an opportunity to work with a mentor during the summer *before their senior year* **must** get prior approval by submitting the Product Proposal and Mentor Proposal to the Steering Committee before the end of school. **Work completed without prior approval will not be accepted.**

Fieldwork / Product Proposal

Student Name _____

English Teacher _____ Date Submitted _____

Research Question: _____

1. What form will your product take? Explain in detail.
2. How does the product reflect a learning stretch for you?
3. How does the product demonstrate application of your research and the synthesis of new knowledge gained from your fieldwork?
4. What materials will you use and what expense, if any, do you anticipate?
5. How much time do you estimate will be required to create this project?

Student Signature _____

Parent/Guardian Signature _____

Continued on Back

Fieldwork / Product Proposal (continued)

Student Name _____

TO BE COMPLETED BY STEERING COMMITTEE

_____ **APPROVED** _____ **DENIED*** _____ **CLARIFICATION NEEDED***

Please review the reason(s) documented below that explains why your Product Proposal has not been approved at this time. **You should revise your proposal and resubmit it within five school days.**

_____ CLARIFICATION is needed because

- The proposed product does not represent a significant learning stretch.
- Product is not closely related to your research thesis.
- Product description is unclear.
- Product does not represent a substantial use of time.
- Product expenses are unclear.
- Incomplete information on proposal.
- Other: _____

Suggestions / Comments:

_____ DENIED because

- Product is not a learning stretch.
- Creativity is lacking.
- Product considered dangerous or too costly.
- Violates Stanly County Schools' policies.
- Other _____

Suggestions / Comments:

Portfolio Document

Required Product Task Analysis Form

Name: _____ Date _____

Task Analysis: List and prioritize all the tasks you must complete to develop and finalize your product. Think through all the steps involved and the time needed for each task. What materials do you need to find? Approximately how much time will each step require?

	TASK and MATERIALS NEEDED	ANTICIPATED COMPLETION DATE
1		
2		
3		
4		
5		
6		
7		
8		

Forms Adapted from the 2006 Advanced Studies Implementation Guide

Portfolio Document

Student Log of Mentor Contact / Product Hours

Student: Please write the date, time, and a *specific* description of the work or activities completed on your product.

Student:	
Mentor:	
Product:	

Date and Time Spent	Specific Description of Work / Activity

Date and Time Spent	Specific Description of Work / Activity

Portfolio Document

Fieldwork / Product: Student Reflections / Progress Checks: 1 2 3

Student: You are required to write a reflection for every five (5) hours that you spend either with your mentor or working independently on your product. These should be submitted on the dates designated by your English teacher. Review your log of your work hours and then choose a minimum of four (4) of the descriptors below that best describe your experience during this five (5) hour time period. Discuss these four descriptors in paragraph format. NOTE: Teachers may designate specific questions for each fieldwork reflection.

- ✓ The Process
- ✓ Challenges
- ✓ Opinions
- ✓ Suggestions
- ✓ Knowledge Gained
- ✓ Surprises
- ✓ Positives
- ✓ Negatives

STUDENT NAME: _____

DATE: _____

Write or type your reflection in the space provided.

English Teacher's Signature _____ Date Received _____

Portfolio Document

Required Mentor Thank You Letter

Taking time to thank the individual who has guided you through this component of your Graduation Project is very important. Your mentor has taken time away from his/her busy schedule to advise, to guide, and to offer you practical experience that has helped you to complete your product.

A thoughtful thank you note requires reflection. A good place to start is to review your **Student Log of Mentor Contact / Product Hours** and your **Fieldwork / Product Reflections**

Some tips to remember as you write your thank you:

- Keep your letter short and simple---usually one page is enough.
- Plan on writing and sending your letter within three days of your last meeting with your mentor.
- Mention 2-3 specific ways that your mentor helped you with this project.
- Be sincere and positive. Even if you had some challenges in meeting or working with your mentor, a thank you letter is not the place to be critical. Remember that you want to leave your mentor with a positive impression of you. You never know when that person may be helpful to you in the future.
- If possible, type your letter.
- Proofread your letter carefully. It should be free of grammatical errors.
- Make two copies of your letter. One copy should be placed in your portfolio. Place the other in an *unsealed, stamped* envelope with your return address and turn it into your English teacher by the designated date.

Format for a Business Thank You Letter

(Modified Block Format)

RETURN ADDRESS:	Your Street address or PO Box Number Your city, state, zip code Current Date
INSIDE ADDRESS:	Name of Recipient Name of Business, if applicable Street Address or PO Box Number City, State, Zip Code
SALUTATION:	Dear _____ (Ex. Mr. Jones, Dr. Smith)
FIRST PARAGRAPH:	Write 2-3 sentences thanking your mentor for his/her time and interest in helping you complete this part of your Graduation Project.
SECOND PARAGRAPH:	Write 3-5 sentences mentioning specific ways that your mentor helped you. This might be some information or advice he/she shared. It might be some guidance he/she gave you in a particularly challenging aspect of your product. It might be just identifying your favorite part of the time you spent working with your mentor.
THIRD PARAGRAPH:	Conclude with 2-3 sentences on a positive note. You might want to summarize how this learning experience might be helpful to you in the future. Again express your gratitude for your mentor's help and input.
CLOSING:	Sincerely, yours truly, in gratitude, or a similar phrase
Signature	Sign your name. If typed, type your name below your signature.

Graduation Project Product Rubric

STUDENT NAME _____

ENGLISH TEACHER _____ PERIOD _____

Product is a pass/fail grade. In order to pass, students must successfully complete ALL categories. Check the applicable box in each category.

	Successful Completion	Has Not Completed
<p style="text-align: center;">Time (Students must Complete at least 15 hours of fieldwork, Including time developing product and contact mentor at least 3 times)</p>	<p>Meets or exceeds 15 hours of fieldwork and /or product completion. <i>(See fieldwork log.)</i> <input type="checkbox"/></p> <p>Demonstrates effective or sufficient use of time management <i>(See fieldwork log.)</i> <input type="checkbox"/></p>	<p>Does not meet required hours and/or shows evidence of little or no hours invested. <i>(See fieldwork log.)</i> <input type="checkbox"/></p> <p>Demonstrates little or no effective use of time management. <i>(See fieldwork log.)</i> <input type="checkbox"/></p>
<p>Learning Over Time And Depth Of Knowledge</p>	<p>Chooses a product that represents a sufficient learning stretch over time <i>(See Fieldwork/Product Proposal form and Self-reflection Journal.)</i> <input type="checkbox"/></p> <p>Creates an original product that demonstrates a relevant link to the research topic. <i>See Project Proposal and Fieldwork./Project Proposal.)</i> <input type="checkbox"/></p>	<p>Chooses a product that represents little or no learning stretch over time. <i>See Fieldwork/Product Proposal form And Self-reflection Journal.)</i> <input type="checkbox"/></p> <p>Creates a product that has a limited or no link to the research topic. <i>See Project Proposal and Fieldwork./Project Proposal.)</i> <input type="checkbox"/></p>
	<p>Demonstrates creative thinking, decision-making reasoning, and/or problem-solving. <i>(See Photo documentation and Self-reflection Journal.)</i> <input type="checkbox"/></p> <p>Product demonstrates a practical application to the real world. <i>(See photo documentation.)</i> <input type="checkbox"/></p>	<p>Demonstrates little or no creative thinking, decision-making reasoning, and/or problem-solving. <i>(See Photo documentation and Self-reflection Journal.)</i> <input type="checkbox"/></p> <p>Product demonstrates little or no practical application to the real world. <i>(See photo documentation.)</i> <input type="checkbox"/></p>

	Successful Completion	Has Not Completed
Quality of Work/Effort	<p>Exhibits positive, detailed results using student's talents, abilities and available resources. <i>(See photo documentation and Self-reflection Journal.)</i></p> <input type="checkbox"/> <p>Shows evidence of consistent, self-directed actions (i.e. took charge of product development) and/or required some prompting, such as by a mentor. <i>(See fieldwork log, Self-reflection Journal, and photo documentation.)</i></p> <input type="checkbox"/> <p>Displays some evidence of technical skills and/or mastery of knowledge in this topic area. <i>(See photo documentation and Self-reflection Journal.)</i></p> <input type="checkbox"/>	<p>Exhibits little or no positive, detailed results using student's talents, abilities and available resources. <i>(See photo documentation and Self-reflection Journal.)</i></p> <input type="checkbox"/> <p>Shows evidence of requiring constant prompting, such as by a mentor, or took no self-direct action in a product development. <i>(See fieldwork log, Self-reflection Journal, an photo documentation.)</i></p> <input type="checkbox"/> <p>Displays little or no evidence of technical skills and/or mastery of knowledge in this topic area. <i>(See photo documentation and Self-reflection Journal.)</i></p> <input type="checkbox"/>
Ethics	<p>Demonstrates sound ethical standards in product development. <i>(See Ethics Pledge.)</i></p> <input type="checkbox"/>	<p>Demonstrates little or no ethical standards in product development. <i>(See Ethics Pledge.)</i></p> <input type="checkbox"/>

_____ Product Successfully Completed

_____ Product Not Successfully Completed

Comments:

Portfolio Guidelines

The portfolio should serve as a record of the four year process and progress as the Graduation Project journey unfolds. Not only does it serve as documentation of the teachers, mentor, and advisors who have assisted you along the way, but it also is a collection of your reflections and development of ideas over a period of time. This component of the Graduation Project assesses your ability to manage and organize materials that document your learning. It is a portrait of you as an independent learner.

Your portfolio should

- Be contained in a 3 ring clear view binder
 - Plastic page protectors (recommended)
 - Your Commitment Poster should serve as your cover.
 - Be neat
 - Preferably typed in the same font throughout and/or written in ink
 - Include all portfolio documents as detailed on **Portfolio Rubric**
 - Be organized
 - All items arranged in order listed on **Portfolio Rubric**
 - Table of Contents at front of Portfolio
 - Labeled dividers indicating the four P's of the Project
 - Employ the use of technology
 - Illustrate depth in academic and personal growth
 - Include photographs (minimum 10 photos with captions) that document the student's work on the Product
-
- Your portfolio will be evaluated by your English teacher and count as 25% of your 2nd nine weeks grade. It must be completed successfully before you may proceed to the final component of the project: the oral presentation. Portfolios that have failed the evaluation may be revised and resubmitted prior to the Presentation Day.

Writing the Required Resume

You are required to write a resume that will be shared with the Review Panel Members as part of your portfolio. A resume, a one page summary about your education, experience, and skills, is a means of introducing yourself to a prospective employer. The sample resume below shows one of many possible formats. *Students should follow the classroom teacher's direction as to his / her preferred format.*

Delmer Sobodian

250 Lowe Avenue; Sherwood Heights, MI 49065

Phone 517-555-1662

Email delsob@themailstop.com

- Objective: Seeking full-time summer employment on a landscaping crew
- Qualifications: *Experienced with landscaping materials
*Team worker
* Fast learner
*Good physical description
- Experience: *May – October and winter holiday season 2006*
Garcia's Gardens & Gifts
Part-time yard worker and cashier. Gained knowledge of different kinds of plants, trees, and shrubs and their care.
- October 2005 – March 2006*
Shop A Lot supermarket
Part-time stocker and cashier. Often did heavy lifting
- Education: Will graduate from Cayman High School in June; plan to attend Tuyo Community College this fall to work on a degree in horticulture
- Member of our school's chapter of the National FFA Organization;
Assisted in yearly sale of native-species plants to raise funds for the chapter.
- References: Mr. James Richards
Teacher, FFA Advisor
East High School
505 Highway 501 South
Stockton, MA 19987
868-334-0909
- Mr. Peter Frank
Manager, Main Street Farm and Garden
464 Claremont Street
Hudson, NC 28203
716-555-1289

Adapted from *Write For College*

Required Letter to Review Panel Members

This letter, along with your resume, will serve as your introduction to the judges. They will read this letter and review the contents of your portfolio prior to your oral presentation. This is an opportunity to reflect on your Project as a whole. Below is a suggested format to follow. Be sure to proofread your typed letter carefully.

Your Street Address

Your city or town, state, and zip code

Current Date

Review Panel Members

Your High School Name

Your High School Address

City, State Zip code

Dear Review Panel Members:

Introduce yourself to the judges. Who are you? What are your goals? What is unique about you?

What is the topic of your Graduation Project? Why is this topic of interest to you? How was this a learning stretch?

What was your research question? What sources did you use? Who did you interview and was that interview helpful? What did you learn about yourself during the process of writing your research paper? Or what did you learn about the topic?

Explain how your paper and product are connected. Describe your product results in detail. Did your plan proceed as expected? What obstacles did you overcome? Who was your mentor? What did you learn from his or her expertise? How much time and money did you spend in the product phase? Were you satisfied with the results?

Discuss the overall Graduation Project experience. What would you do differently if you had to do it all over? What discoveries did you make about yourself or your subject? How do you think this experience may be useful to you in the future?

In a sentence or two, thank the review panel members for their time and commitment to the students of Stanly County Schools.

Sincerely,

Your Signature here

Type your name here

Graduation Project Portfolio Rubric

STUDENT NAME _____

ENGLISH TEACHER _____ PERIOD _____

	Successful Completion		Has Not Completed		Points Awarded
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	
FORMAT / APPEARANCE · Three-ring binder · Cover neatly decorated with title · Student's name · English teacher's name · Class period	Adheres to all guidelines for portfolio appearance. All of the items listed are completed appropriately. 10	Adheres to Most guidelines for portfolio appearance. One of the items listed is missing or not completed appropriately. 8	Adheres to some guidelines for portfolio appearance. Two or more of the items listed are missing or not completed appropriately. 6	Does not adhere to guidelines for portfolio appearance. Three or more of the items listed are missing or not completed appropriately. 0	_____
ORGANIZATION · Labeled section dividers · Documents in the order that they appear on the checklist · Table of contents with page numbers	Exhibits exceptional organizational skills in compilation of portfolio. Dividers are labeled in correct order with table of contents. 10	Exhibits sufficient organizational skills in compilation of portfolio. Dividers are labeled with table of contents. However, 1-2 items are incorrect 8	Exhibits minimal organizational skills in compilation of portfolio. Some dividers are labeled with table of contents. However, 3-4 items are incorrect. 6	Exhibits no organizational skills in compilation of portfolio. No dividers or table of contents are present. Documents are no in order. 0	_____
COMPLETENESS · Plagiarism Pledge · Project Proposal · Mentor Qualification Fieldwork Product Proposal · Outline of research paper · Final research paper	Meets all requirements for portfolio contents. All seven forms are signed dated and approved where appropriate. 10	Meets most requirements for portfolio contents. Five out of seven of the forms are signed, dated, and approved where necessary. 8	Meets some requirements for portfolio contents. Three to five of the seven forms are signed, dated, and approved where appropriate. 6	Does not meet requirements for portfolio contents. Forms are not included and are not signed, dated, and approved where appropriate. 0	_____

Total Points this page= _____

Comments:

Graduation Project Portfolio Rubric

	Successful Completion		Has Not Completed		Points Awarded
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	
STUDENT GROWTH Product Fieldwork log; Three fieldwork reflections	Reflects exemplary work with mentor and demonstrates insightful evaluation of progress and problem-solving 10	Reflects satisfactory work with mentor and shows sufficient evaluation of progress and problem-solving 8	Reflects insufficient work with mentor and shows little evaluation of progress and problem-solving 6	Reflects little or no work with mentor and contains little or no evaluation of progress and problem-solving 0	_____
STUDENT GROWTH 7-10 Photographs Captions	7-10 photographs and error-free captions that show adequate progression towards completion of approved product. 15	7-10 photographs and captions that show progression towards completion of approved product and adequate 12	Less than 7 photographs and captions that show minimal progression towards completion of approved product 9	Less than 7 photographs and captions that show little to no progression towards completion of approved product 0	_____
STUDENT GROWTH Letter to Judges· Student Resume· Thank you letter to interviewee· Thank you letter to mentor	Minimum of 4 items; contents demonstrate exceptional dept in academic and/or personal growth. 10	Minimum of 3 items contents demonstrate sufficient depth in academic and/or personal growth. 8	Minimum of 2 items; contents demonstrate limited depth in academic and/or personal growth. 6	Minimum of 1 item; contents demonstrate little to no dept in academic and/or personal growth. 0	_____

Total Points this page=_____

Comments:

Oral Presentation Guidelines

The Oral Presentation is the final component of the Graduation Project. The student must have successfully passed the first three parts of the Project (research paper, product, portfolio) before they can be scheduled to present his/her work before the Review Panel members. The school-based Steering Committee will decide how and when to conduct the presentations. Review panel members will be trained in the use of the state rubric, and they will be given time to review the students' portfolios prior to the presentations.

Format

- A 7-10 minutes formal presentation followed by a 3-5 minute extemporaneous question and answer period
- The presentation will consist of three parts:
 - why the student chose the topic
 - how the research relates to the product
 - reflection of the overall learning
- Students will be required to use a visual aid in their presentations
- Students who plan to use technology in their presentations must have their visuals stored on a flash drive, CD, or DVD and be able to use the technology without assistance.
Students who fail to pass the oral presentation will have a second opportunity on a date designated by the school-based Graduation Project Steering Committee. The student's final grade will be the average of the two evaluations.
- The presentation will count as 20% for the students second nine weeks grade in English IV.

Student Expectations

- Wait for a signal from evaluators before beginning the presentation or ask them if they are ready.
- Introduce yourself to the review panel members.
- Dress appropriately (see section on appropriate dress).
- Do not chew gum.
- Be aware of personal body language. Avoid nervous gestures that may adversely affect the presentation.
- Maintain good posture
- Speak clearly and loudly; be sure to pronounce words correctly.
- Maintain eye contact with review panel members.
- Do not read to the panel during the presentation. You may use note cards, but the cards should just be used as a reference.
- Practice the presentation several times until comfortable with the format, the content, and the time restrictions. Remember that there is a penalty for going under or over the allowed 7-10 minutes.
- Anticipate the questions the review panel members might ask and plan possible answers.
- At the conclusion of your allotted time, briefly thank the judges for their time and interest.

Adapted from Advanced Studies Implementation Guide

Oral Presentation Guidelines continued

Required Visual Aid

What a Visual Aid Does for your Speech:

1. It enhances listeners' recall of speech content.
2. It improves clarity of listeners' understanding.
3. It motivates listeners.
4. It helps hold listeners' attention.
5. It reinforces and magnifies ideas.
6. It presents ideas more quickly than is possible with words alone.

Types of Visual Aids:

1. your product
2. models (not purchased or commercially prepared)
3. graphs
4. diagrams
5. charts
6. transparencies
7. slides
8. films and videos
9. computer programs
10. tri-fold boards (**no posters**)

Checklist for Visual Aids:

1. Limit the number of aids to two. One visual aid is acceptable.
2. Limit the number of points on each visual.
3. Use short phrases, not sentences.
4. No handwriting.
5. Make sure all words are spelled correctly.
6. On PowerPoint and tri-fold boards, use color. Limit the use of transitions and special effects. This is a distraction rather than an enhancement.
7. Add clip art or pictures, not just lettering.
8. Make sure letters/pictures are large enough to see.
9. PowerPoint, video, audio, or DVDs should be limited to the following:
 - a. PowerPoint may only be used to enhance a presentation; it should not take the place of a speech.
 - b. A maximum of 2 minutes of video, audio, or DVD clips may be used, and it should be fully integrated into the presentation.

Adapted from California High School Senior Project Handbook

Oral Presentation Guidelines continued

Appropriate Attire

Students should dress appropriately and professionally for this formal presentation as it serves as a model of future business world situations. As in any interview situation, this is the individual's opportunity to make a good initial impression. Although students may gravitate towards clothing that reflects current fashion trends, the following guidelines from Future Business Leaders of America should be followed:

Appropriate Attire

For young men

- Business suits with collar dress shirt, and necktie **or**
- Sport coat, dress slacks, collar shirt, and necktie **or**
- Dress slacks, collar shirt, and necktie.
- Dress shoes and socks.

For young women

- Business suit with blouse **or**
- Business pantsuit with blouse **or**
- Skirt or dress slacks with blouse or sweater **or**
- Business dress
- Dress shoes
- Nylons when wearing skirts and dresses

Inappropriate attire for both men and women includes:

- Jewelry in visible body piercing, other than ears
- Denim or chambray fabric clothing of any kind, overalls, shorts, skorts, stretch or stirrup pants, exercise or bike shorts
- Backless, see-through, tight-fitting, spaghetti straps, strapless, extremely short or low-cut blouses/tops/dresses/skirts
- T-shirts, LYCRA, spandex, midriff tops, tank tops
- Sandals, athletic shoes, industrial work shoes, hiking boots, bare feet, or over-the-knee boots
- Athletic clothing
- Visible foundation garments
- Hats or other head coverings
- Bolo ties

Graduation Project Presentation Rubric

STUDENT NAME _____

ENGLISH TEACHER _____ PERIOD _____

	Successful Completion		Has Not Completed		Points Awarded 4, 3, 2, or 1
	Exemplary (4)	Satisfactory (3)	Developing Emerging (2)	Resubmission Necessary (1)	
Communication Skills	Consistently speaks with appropriate volume, tone, and articulation.	Generally speaks with appropriate volume, tone, and articulation.	Has difficulty speaking with appropriate volume, tone, and articulation.	Does not speak with appropriate volume, tone, and articulation	_____
	Consistently employs appropriate eye contact and posture.	Frequently employs appropriate eye contact and posture	Employs infrequent appropriate eye contact and/or appropriate posture	Employs infrequent appropriate eye contact and/or posture	_____
	Consistently employs appropriate nonverbal communication techniques.	Adequately employs appropriate nonverbal communication techniques.	Employs limited nonverbal communication techniques.	Does not employ nonverbal communication techniques.	_____
	Consistently exhibits poise, enthusiasm and confidence.	Generally exhibits poise, enthusiasm and confidence.	Exhibits limited exhibits poise, enthusiasm and confidence.	Lack poise, enthusiasm and confidence.	_____
	Consistently employs standard grammar.	Generally employs standard grammar.	Infrequently employs standard grammar.	Does not employ standard grammar.	_____
Content and Coherence	Effectively defines a main idea and clearly adheres to its purpose throughout presentation.	Adequately defines a main idea and clearly adheres to its purpose throughout presentation.	Insufficiently defines a main idea and clearly adheres to its purpose throughout presentation.	Does not define a main idea or adhere to its purpose.	_____
	Employs a logical and engaging sequence which the audience can follow.	Employs a logical sequence which the audience can follow.	Employs an ineffective sequence confusing to the audience.	Lacks an organizational sequence.	_____
	Demonstrates exceptional use of supporting details/evidence	Demonstrates sufficient use of supporting details/evidence	Demonstrates insufficient use of supporting details/evidence	Demonstrates no supporting details/evidence	_____

Total Points this page=_____

Comments:

Graduation Project Presentation Rubric

	Successful Completion		Has Not Completed		Points Awarded 4, 3, 2, or 1
	Exemplary (4)	Satisfactory (3)	Developing Emerging (2)	Resubmission Necessary (1)	
Self Reflection	Offers an insightful evaluation of the project process.	Offers a clear evaluation of the project process	Offers an evaluation of the project process	Fails to offer an evaluation of the project process.	_____
	Reflects on successes and challenges with exceptional depth and insight.	Reflects on successes and challenges with sufficient depth and insight.	Reflects on successes and challenges with limited depth and insight.	Does not reflect on successes and challenges with depth or insight.	_____
	Extensively reflects on the collaboration with the mentor.	Generally reflects on the collaboration with the mentor.	Minimally reflects on the collaboration with the mentor.	Fails to reflect on the collaboration with the mentor.	_____
Visual Aid	Employs creative use of visual aids that enrich or reinforce presentation.	Employs appropriate use of visual aids that enrich or reinforce presentation.	Employs ineffective visual aids	Uses no visual aids.	_____
Extemporaneous Responses	Confidently, politely, and accurately responds to judges' questions and comments.	Politely and accurately responds to judges' questions and comments.	Ineffectively responds to judges' questions and comments.	Unacceptably responds/does not respond to judges' questions and comments.	_____
Dress Code	Wears appropriate professional or authentic attire.				Required of all students.
Time Requirement (Less than 6 minutes must present again)	Adheres to prescribed time guidelines. 7-10 minutes		Violates prescribed time guidelines 6-6:59 minutes or 10:01-11 minutes		_____

Total points: 37-56 = pass

Total points: 0-36 = must present again

Total Points this page = _____

Total Presentation Points = _____

Comments:

Student Appeal

TO: The Graduation Project Advisory Board

FROM: _____
(Student's Name)

RE: Failing Evaluation for (circle one):
The Research Paper
The Product
The Oral Presentation
The Portfolio

DATE: _____
(Date appeal is submitted)

Explain why you feel the evaluation you received on this component of the Graduation Project was unjustified:

For Use by Graduation Project Advisory Board

Decision or Action Taken:

Signature _____ Date _____