



Southwest High School

Graduation Project  
For Seniors  
2017-2018

Excellence Has No Boundary



This packet is a compilation of information from various schools across the state and nation who have successfully completed Graduation Projects over the years. Southwest High School wishes to thank Missy Farney and White Oak High School, as well as Michelle Smith and EA Laney High School in particular as much of the material included here is adapted directly from those programs.

Excellence has no boundary

## ONslow COUNTY SCHOOLS GRADUATION PROJECT OVERVIEW AND GUIDELINES

In accordance with Onslow County Board of Education Policy 3460, students must satisfactorily complete a senior project in order to meet local graduation requirements.\* The Graduation Project provides the opportunity for students to apply concepts, knowledge and skills necessary for success in post-secondary education and careers in the 21<sup>st</sup> Century.

### REQUIRED COMPONENTS

- An 8-10 page research paper written on an approved topic of student choice to include 5-7 pages of text, a student generated visual (no more than ½ page), an outline, and works cited
- A product related to the paper that requires significant hours of work
- A portfolio that reflects the Graduation Project process
- A presentation to a panel of community and/or faculty members

**Research Paper:** Students will choose an area of interest and a specific topic for research. The selected topic should be approved by a school-based committee. Development of the research paper should be based on the Common Core English Language Writing Standards. The paper should reflect the results of a purposeful, focused, in-depth study on a specific topic of choice.

**Product:** Students must create a tangible or intangible product related to the research project. The process of production will demonstrate applications of learning, critical thinking skills, problem-solving skills, teamwork and personal employability skills, such as responsibility, persistence and independence. The quality of the product should reflect a minimum of fifteen (15) hours of student work. Students may use job-shadowing, internship, or apprenticeship experiences as products. These experiences may result in a physical product, such as a scrapbook or journal. Include pictures of you completing the process and at least one picture of you with your Mentor.

**Portfolio:** Students will maintain a learning record of the process and progress through all steps of the Graduation Project. The portfolio should contain a collection of Graduation Project documentation such as work samples, pictures, work schedules, interview logs, and reflections, as a showcase of the student's progress throughout the Graduation Project process.

**Presentation:** Students will demonstrate public speaking skills in a 5-10 minute oral presentation to a review panel. The focus should be delivery of accurate, credible information on the chosen topic. Students should also be prepared to respond to questions from the Graduation Project panelists.

\*Special consideration will be given to out-of-county transfer students arriving in the second semester of the senior year.

## EVALUATION CRITERIA

Rubrics and descriptors have been developed for evaluation of all components of the Graduation Project. In order to meet the graduation requirement, students must earn a satisfactory or above on all components. Each of the four levels is described below:

**Exemplary:** Exemplary work implies that the student has exceeded expectations in every way and has presented a model Graduation Project worthy of showcasing and emulating.

**Satisfactory:** Satisfactory work implies that the student has worked diligently to do strong work on all components and has presented a worthy Graduation Project.

**Developing/Emerging:** Developing/emerging work implies that the student has more work to do to present satisfactory work in order to complete the Graduation Project.

**Resubmission Necessary:** Students performing at this level have not achieved proficiency in all components and have not met the minimum standards for completion of the Graduation Project. Resubmission implies the student has considerable work to do and is in need of coaching in order to complete the Graduation Project.

**Not Submitted:** The student did not submit evidence of any effort toward completion of the designated task.

## PURPOSE

The Graduation Project is a multi-disciplinary performance-based assessment completed over time. It provides students the opportunity to connect content knowledge, acquired skills and work habits to real world situations and issues. Through the Graduation Project process, students will demonstrate computer knowledge, employability skills, information retrieval skills, reading/language/writing skills, teamwork and thinking/problem-solving skills.

The Graduation Project is a performance-based exit assessment that provides students with a vehicle to demonstrate what they know and are able to do as they prepare to graduate from high school. To fulfill all graduation requirements, a student must master the Graduation Project skills before completion of the senior year. Although the project culminates in the senior year, students should already possess and begin to demonstrate specific required skills beginning in the 9<sup>th</sup> grade year or earlier.

**PREPARATION TIMELINE**

The following timeline is provided as evidence of the multi-year preparation for completion of the Graduation Project.

<b>GRADE LEVEL</b>	<b>STAFF, PARENT &amp; STUDENT GOALS</b>	<b>RESOURCE/SUPPORT</b>
<b>By 9<sup>th</sup> grade</b>	<ul style="list-style-type: none"> <li>• Attend a Graduation Project Parent Orientation</li> <li>• Participate in an Interest Inventory – Career Cruising</li> <li>• Select Top 10 list topics of interest</li> <li>• Explore writing and speaking styles</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, parents, family, community members</li> <li>• Hobbies, sports, and extracurricular activities</li> <li>• Graduation Project presentation during freshman orientation</li> </ul>
<b>By 10<sup>th</sup> grade</b>	<ul style="list-style-type: none"> <li>• Attend a Graduation Project Orientation</li> <li>• Refine topics of interest</li> <li>• Develop skills to retrieve information about topics of interest</li> <li>• Refine skills on compiling a portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Media Specialist</li> <li>• Community resources</li> <li>• Input from parents and family members</li> <li>• Models of written and verbal communication</li> <li>• Classroom experiences in research, presentation and public speaking skills</li> </ul>
<b>By 11<sup>th</sup> grade</b>	<ul style="list-style-type: none"> <li>• Review Graduation Project timelines and procedures</li> <li>• Meet with academic advisor and mentor</li> <li>• Understand expectations for each component of the graduation project</li> <li>• Outline a plan of action for completing the four components of the Graduation Project</li> <li>• Refine writing and speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Project mentor and coordinator</li> <li>• Meetings with experts in the field</li> <li>• Opportunities for real world experiences (job shadowing)</li> <li>• Parents and family members as evaluators</li> <li>• Mentor logs</li> <li>• Existing resources to enhance the Grad. Project portfolio</li> <li>• Public speaking opportunities</li> </ul>
<b>By 12<sup>th</sup> grade</b>	<ul style="list-style-type: none"> <li>• Review Graduation Project timelines and procedures</li> <li>• Identify academic advisor and mentor</li> <li>• Complete FINAL Graduation Project topic</li> <li>• Complete the project               <ul style="list-style-type: none"> <li>○ The research paper</li> <li>○ The product</li> <li>○ The portfolio</li> <li>○ The oral presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Project mentor and advisor</li> <li>• Graduation Project coordinator</li> <li>• Forms and documents that verify research experiences</li> <li>• Community and school showcase components, process and outcomes of the Graduation Project</li> </ul>

# Southwest High School Senior Graduation Project

## The purpose of the Senior Graduation Project is

- To provide all seniors with an opportunity to demonstrate their “readiness” to enter the world using their skills in writing, speaking, research, and organization.
- To provide all students with an opportunity outside the classroom to investigate and integrate their various interests and courses of study.
- To provide all students with an opportunity to demonstrate “a sense of responsibility and a good work ethic prior to graduation.”
- To help all students develop skills in the following areas:
  - time management
  - interview skills
  - professional phone use
  - research skills
  - community awareness
  - self-directed learning

Simply, graduating seniors will be required to demonstrate not only what they know, but what they can do.

**\*\*\*\*Keep a copy of everything! Original material will NOT be returned. All forms are available at the school website under “latest news”.**

## The Senior Graduation Project consists of 4 parts.

1. The Paper: All students will complete an 8-10 page research paper on a topic of their choosing in their English 12 class.
2. The Product: Based on research conducted for the paper, students will produce a product that is connected to the research knowledge. Most of this component will be completed outside of class time. The time expected for students to commit for this part of the project is 15 hours minimum. Products can be performances, service projects, models, or any challenging application of the students' research.
3. The Portfolio: All documentation, forms, letters, evidences, and reflections about the entire process are contained in the portfolio. It will be housed in a 3-ring binder with dividers and sheet protectors.
4. The Presentation: The final step to complete the Senior Graduation Project requires the student to give a formal presentation to a small panel consisting of community members and teachers. The student will prepare and give a presentation describing the research and project experience. The presentation will address what was learned and what the student plans to do as a result of completing the project.

**\*\*\*All four parts of the project must be completed at the Satisfactory level or above before this graduation requirement is met. Failure to achieve**

**Satisfactory performance on any of the four parts may prevent the student from participating in the graduation ceremony.**

### **You Pick the Topic**

To begin the process, the senior should pick a topic of interest to him/her to research and begin thinking about product ideas. Then write a “Letter of Intent” to be submitted to the homeroom teacher for approval. Guidelines for the Letter of Intent are included in your packet. There are also forms for parents to sign and return. The “Topic Selection Worksheet” and “Topic Approval Form” are submitted to the Graduation Project Committee for final approval. These forms are in triplicate and can be picked up from the Senior English teacher or the Graduation Project Coordinator.

The senior will also make a “Sign of Commitment” to be displayed in the school for all the underclassmen to see. It is a visual announcement of your intended area of research. Guidelines are in the packet.

The advisor/advisee (homeroom) teacher will act as a “teacher advisor” or guide during the process. They will help keep the senior on the timeline schedule and will serve as a sounding board for ideas and problems.

After choosing a topic and product idea, the senior will need to locate a “mentor”. The mentor is a professional in the field who gives the student additional direction. He/she should be a person outside the normal school community. A mentor should not be teaching many new skills. He/she guides the student toward a better outcome. There is a “Mentor Registration” form included in the packet. Additionally, the mentor should be at least 25 years of age and not related to the student.

It will be very important to document all aspects of the process and project. This will be done with “Fieldwork Logs” and “Fieldwork Journals”; guidelines for all are included in the packet.

Finally, a “Portfolio” will be assembled and a “Letter to the Judges” will be written and a “Presentation” will be prepared according to the guidelines in the packet.

### **Assessment of the Senior Graduation Project**

The Senior Graduation Project will be assessed based on rubrics created by the North Carolina Department of Public Instruction. The research paper will count 50% of one six weeks English grade. The remaining three sections of the graduation project (portfolio, product, presentation) must be completed at the Satisfactory level or above before this graduation requirement is met. Please see Evaluation Criteria on page 4 of this document.

## Project Timeline

### Calendar for 2017-2018 Graduation Project for Seniors

\* INDICATES ENGLISH ASSIGNMENT

<b>Due the Week of:</b>	
9/08/17	<i>Topic Proposal Worksheet due to HR Advisor</i>
9/15/17	Signed paperwork due to AA
9/18/17	Parental Release form/Statement of Plagiarism
To be determined by your English IV teacher	<i>*All components of the Research Paper and Resume' are due within your English IV Classroom</i>
To be determined by your English IV teacher	<i>*Note Cards, *Rough Draft 1, *Rough Draft 2, *Final Draft</i>
9/29/17	Sign of Commitment, Letter of Intent
10/20/17 Fall Semester students 3/29/18 Spring Semester students	<i>Mentor Hours due along with all signed Mentor Paperwork</i>
10/27/17 Fall Semester students 4/20/18 Spring Semester students	Put Portfolios together in AA, Get portfolio checked by Advisor, Fix problems, Practice presentations
11/20/17 Fall Semester students 5/01/18 Spring Semester students	Completed Portfolios due to A/A, graded and placed for presentations, Continue Presentation practice
12/15/17 Fall Semester English IV students 5/17/18 Spring Semester English IV students	Presentations

**All students, it is expected that all items will be turned in on time. There will be penalties if items are turned in late. Do not miss due date deadlines.**



## What should I do for my graduation project? Brainstorming Activities

One of the difficult tasks for students is deciding on a topic for their project. Here are some ideas to use in A/A to help students generate topic ideas. Be sure to have students save all work for inclusion into their final portfolio.

- Make a list of favorite books, TV shows, movies, hobbies, sports, future careers, and favorite classes
- If you could design a class that was just for you what would be taught? What is a problem that you see in the community and what do you think you could do to make it better or even solve it?
- I would really like to do \_\_\_\_\_ for my Graduation Project and here are my reasons.
- Explain how you feel about your topic. Are you passionate about this idea?
- What do you hope to learn about yourself through the completion of Graduation Project?

Use these prompts to help students focus on a topic. Encourage students to reflect and write.

The Graduation Project must be a learning stretch for the student. Topics cannot be something they already know a lot about. For example, a student who has taken dance classes for six years cannot do dance as a topic. Some take on that topic that is a stretch is acceptable, for example choreography.

## Picking a Topic

The following questions can be used to guide you toward selecting a topic:

1. Within the next five years, what things do you hope to have accomplished?
2. What things would you like to be able to do better?
3. What do you wish you had more time for?
4. What things would you like to learn more about?
5. List experiences you wish you could have.
6. What controversial issues do you really feel strongly about?
7. What controversial issues do you wish you knew more about?
8. What is one thing you believe needs to be improved?
9. What is a profession you think about but have not seriously considered?
10. What classes have you taken that you really liked?
11. What is one hand-crafted item that you wish you could make?
12. What would you like to get others to do?
13. What is unique or special about you?
14. What community group do you admire or want to know more about?
15. What can't you do but would like to?

## Project types and examples:

### 1. Physical Projects:

Create a stained glass window, create a computer program, rebuild an engine, build a cabinet, and create an efficient and economic recycling program

### 2. Written Projects:

Short story, book of poetry, novelette, newspaper, children's book, journal of reflective essays

### 3. Performance Projects:

Dance, instrumental or singing recital, drama show, musical video, magic show, slide show, fashion show, formal speech/debate

### 4. Teaching or Leadership Experience Projects:

Teach middle school health classes about teen alcoholism teach about knights and armor to a 5<sup>th</sup> grade class, coach a little league team, set up a neighborhood action team

### 5. Career Related Projects:

Shadow a police officer and write or speak about the experience to a specific audience, view and document medical procedures, volunteer time at a local veterinarian's office

### 6. Service Projects:

Organize a food drive, develop and implement an exercise program at a local senior center, volunteer at a hospital

## Picking a Topic Narrowing Down Your Selection

- On the top of your paper, write the topics you are considering and number them.
- Number your paper 1-13.
- Next to each question write down the topic number that best answers the question.

1. Which topic provides the most learning stretch and challenge?
2. Which topic affords you the opportunity to learn, refine, and practice skills?
3. Which topic offers the available resources that you will need for an extensive research paper?
4. Which topic is most unique?
5. Which topic is most interesting to you?
6. Which topic will sustain your interest?
7. Which topic seems most fun?
8. Which topic best fits within your time schedule?
9. Which topic meets your budget?
10. Which topic includes parental support?
11. Which topic benefits others and has societal value?
12. Which topic contributes to a life-long hobby or interest?
13. Which topic reflects career awareness?

Which topic did you pick the most?

## Additional Product Procedures

All products that involve **fund raising** must show results and recipients of the fund raising.

Any product involving the use of a Southwest High School facility must have administrator approval attached to the letter of intent.

Any product involving **teaching** a class must include the following criteria:

- ✓ Must have a minimum of 5 hours actual instructional time (meaning actually teaching not observing or planning)
- ✓ A five-step lesson plan must be completed for each teaching session
- ✓ A notebook/folder of handouts, activities for each lesson and student work samples
- ✓ Tri-fold board of pictures and samples, or video documenting each teaching session
- ✓ At least one group activity and one individual activity must be completed during the teaching sessions

Any product involved with **coaching** must include the following criteria:

- ✓ Must have clearly defined audience to coach, a specific team or group must be identified. Groups or teams of fewer than 5 are not allowed.
- ✓ Must have minimum of 5 hours actually coaching time (meaning actually coaching the team, not observing or planning)
- ✓ Must have a notebook/folder of specific techniques or drills for different groups to work on. These plans need to explain in detail how each session will improve the person's or team's performance. There needs to be pre- and post- standard of measurement. This can be done by measuring timings, counting completed tasks or video of improved performance
- ✓ There must be an obvious learning stretch

Any product involved with medical/psychological/sociological patients must have a clearly stated mentor willing to take responsibility for patient privacy and confidentiality. These issues must be addressed in the letter of intent before topic is approved.

Any student choosing a product involved with computer technology must be sure there is an appropriate learning stretch beyond applicable CTE courses. Any product involved with **volunteering** must complete a minimum of 15 hours of active involvement in a community service project. Student must provide some sort of physical evidence of active participation in the volunteering activity. Some possible types of evidence are: flyers, posters, PowerPoint, and videos. Video documentation is strongly encouraged for these products.

**Remember, you will be “living and breathing” this area of study for several months.**

**Hopefully, you are really satisfied with your decision.**

**However, if you suspect, for any reason, your choice is really not going to interest you over an extended period of time, will cost too much money, will be too hard to research, will be too difficult or too easy or just isn't what you want, begin your topic search process again.**

Student: \_\_\_\_\_ Homeroom Advisor: \_\_\_\_\_  
English 12 Teacher: \_\_\_\_\_

Graduation Project Intent Form Worksheet

Use this worksheet as a planning tool prior to completing the triplicate form entitled "Topic Selection Worksheet". Be sure to completely explain your plans.

1. The title of my Graduation Project is  
\_\_\_\_\_  
\_\_\_\_\_
  2. My research paper will be about  
\_\_\_\_\_  
\_\_\_\_\_
  3. My product will be  
\_\_\_\_\_  
\_\_\_\_\_
  4. Explain the relationship between the research topic and the proposed product.  
\_\_\_\_\_  
\_\_\_\_\_
  5. How will this Graduation Project be a learning stretch or growth experience? What will be new or challenging for you?  
\_\_\_\_\_  
\_\_\_\_\_
  6. Give a cost estimate and a breakdown of the expenses involved in the project  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
-

## Statement Concerning Plagiarism, Dishonesty, and Cheating

As a participant in the Southwest High School Graduation Project, I pledge to adhere to the following guidelines as a demonstration of my honor and integrity:

- I, and I alone, will complete the research necessary to write the research paper component of the project
- I will not use a paper and/or information gathered by another student.
- I will not use a template, paper, or parts of a paper from the Internet or any other electronic device or prepared source
- I will accurately document any sources used in my paper to avoid plagiarism
- I, and I alone, will complete all of the work necessary for the completion of the product/project that evolves from the research paper
- I will collect accurate verifications on all the work requiring signatures
- I will not forge any verification documents
- I will complete a project. I will not buy or falsify the completion of a project. I will not exaggerate or misrepresent my project in any way
- I will include only work that I have completed in the portfolio. I will not include any work of any type that belongs to another student. The portfolio will reflect the work and effort that I, and I alone, have exerted through the completion of the Graduation Project.
- I will complete the project as approved by the Advisory Board. Any changes which I need to make after the original project is approved will be submitted to the Advisory Board.

I agree to adhere to the above criteria in completing my Graduation Project. I understand that if I do not adhere to these standards and submit work that is not my own creation, I will not pass that particular component (paper, product, portfolio, presentation) of the Graduation Project. This may result in my NOT completing the requirement for graduation and may prevent me from participating in the graduation ceremony. If it is necessary for me to begin the Graduation Project again, I will do so with a new topic.

Student Name (print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Southwest High School Senior GRADUATION PROJECT  
PARENTAL RELEASE FORM**

It is important that you, as a parent/guardian, read and review your senior's topic worksheet (attached).

Name of Student: \_\_\_\_\_

Title of Project: \_\_\_\_\_

- I have read and approve of the content in the Letter of Intent and the attached Cost Analysis.
- I have read the statement concerning plagiarism, cheating, or dishonesty, and understand the consequences of such.
- I have been informed of the consequences if my senior fails to complete all aspects of the Senior Graduation Project.
- I understand that my senior will be working with a community mentor.
- I understand that during the Senior Graduation Project, Southwest High School is not responsible for transportation of my senior student.
- I understand that Southwest High School is not responsible for any injury my child may receive during the course of the Senior Graduation Project field work or product work.

**PARENT SIGNATURE:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Home phone** \_\_\_\_\_ **cell phone** \_\_\_\_\_

**Email** \_\_\_\_\_

If you do not approve of one or more of the above items, please discuss this with your student first as this is his/her project. Try to reconcile the problem and offer suggestions for modification. If the issue cannot be resolved, call the student's advisor with your additional concerns.



## Senior Graduation Project Sign of Commitment

A Sign of Commitment is a poster that visually illustrates what your Graduation Project is all about. It should show the connection between your topic and product. Your Sign will be posted in the hallways for all students to see.

Use the following as guidelines.

- ❖ The size is 8 ½ " x 11"
- ❖ Your name should be on the front in the bottom right-hand corner
- ❖ Must include pictures, drawings, etc., to describe your project
- ❖ Your research topic and three main points go on the top portion of the sign. This can be done by writing your thesis statement or you may list the topic and the three points
- ❖ You will turn your Sign of Commitment in for approval. Once your sign is approved, place an error free copy in the clear pocket on the front of your portfolio.

Be colorful and creative. Have fun with your Sign of Commitment.

## What is a Mentor?

The term “mentor” is an old one. It derives from Ancient Greece. Mentor was the name of a trusted friend of Odysseus, the hero of Homer’s *Odyssey*. When Odysseus left his homeland to fight in the Trojan War, he entrusted his son, Telemachus, to Mentor. Mentor became Telemachus’ loyal advisor. Today, a mentor is a caring person who develops an on-going, one-on-one relationship with someone in need. A mentor’s role is to encourage, listen, give advice, advocate, act as a role model, and share information and experience.

A mentor must be knowledgeable in the student’s chosen area and will...

- Guide, encourage, support, supervise, and advise the student as he/she works on Graduation Project.
- Evaluate the student’s physical product, speech, and portfolio.
- Be willing to help with the project by offering ideas and suggestions but not by doing the work.
- Assist in locating information and resources.
- Read the research paper to see if the topic is covered thoroughly, if the student has explained it clearly and in an interesting manner, and if the paper seems to contain enough research.
- Help push the student’s limits so that he or she will go beyond previous experience and skill levels.
- Initial the student’s Mentor Log verifying the amount of time he or she has spent on various activities while working on his or her Graduation Project (a minimum of 15 hours for the product alone).
- Be available on a regular basis.

A mentor does not do the work; a mentor is like a teacher. A mentor knows what progress is being made and what problems are occurring and will help along the way.

## MENTOR REGISTRATION FORM

Please complete and return to your Senior Graduation Project Advisor.

**Working with a mentor is NOT optional. If you are having difficulty finding a mentor, see the Graduation Project Coordinator and she will help you.**

Student Name: \_\_\_\_\_

Senior Graduation Project Advisor's Name: \_\_\_\_\_

Senior Graduation Project Title and Topic: \_\_\_\_\_

### MENTOR INFORMATION

Please write legibly

Mentor's Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_

\*\*Work Phone: \_\_\_\_\_

or

\*\*Cell Phone: \_\_\_\_\_

\*\*Email Address: \_\_\_\_\_

Occupation, Position, and/or Title: \_\_\_\_\_

**\*\*Required for good communication.**

**--Continued on next page--**

**Answer the following questions. Also, attach your mentor's business card if he/she has one.**

1. How did you find your mentor?
2. Describe your mentor's expertise and how you will benefit from working with this mentor.
3. Have you known this person prior to beginning Senior Graduation Project? If so, how?

### **Required Signatures**

Failure to obtain all required signatures may result in failure of the Senior Graduation Project.

Student's Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

I am aware that my student is being mentored on his/her Senior Graduation Project by the above named person. I have no objections to this person serving as mentor.

Parent/Guardian's Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

For the mentor to fill out and sign:

I \_\_\_\_\_ agree to serve as a mentor for \_\_\_\_\_ on his/her senior project. I have never been convicted of any crime, and I agree that I may have to submit to a background check.

Mentor's Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

## Calling to Arrange Mentorship and/or an Interview

Never place a phone call without first knowing what you will say!

Before placing a call, write a transcript (what you will say) following this format:

1<sup>st</sup> – Introduce yourself. My name is Jane Taylor and I am a senior at Southwest High School.

2<sup>nd</sup> – Explain the reason for your call. I am doing a Senior Project. I'm researching the history of pottery in North Carolina and am taking pottery classes and creating some pottery of my own showing different stages of the process. I need a mentor to help me along the way.

3<sup>rd</sup> – Explain what it requires. A mentor is a person who is knowledgeable about my topic, pottery, who will meet with me for at least fifteen hours. A mentor does not do any work for me; a mentor helps me so I can do the work myself.

4<sup>th</sup> – Make the request. I was wondering if you would be willing to be my mentor.

5<sup>th</sup> A – If you get a positive response, then make the proper arrangements. What day of the week and what time would be good for your mentor? Where would the mentor like to meet? (You should never be alone with an adult that your parents have not met and who you do not feel comfortable with)

5<sup>th</sup> B – If you get a negative response then ask if he/she could suggest another person for you to contact.

6<sup>th</sup> – Thank the person for his/her time. If you arranged a meeting then confirm the day, time, and place where you will meet.

## Meeting a Mentor and/or an Interviewee

When meeting with an adult for his/her help, you should be respectful. Remember that they are taking time out of their schedules to help you, so the least you can do is the following:

1. Dress appropriately.
2. Arrive five minutes before the scheduled appointment.
3. Introduce yourself in a professional manner, and shake the person's hand.  
"Hello, I'm Allison Andrews from Southwest High School."
4. Have a list of questions or list of tasks prepared, and don't forget your pen and paper.
5. Be courteous. Say "yes, ma'am" or "no, sir."
6. Thank the person for his/her time when you leave, and shake his/her hand and ask for a business card. The card will have the person's address on it, and you can include it in your portfolio.
7. Send a thank-you card during the next few days to an interviewee. Send a thank-you card to your mentor at the conclusion of your internship.



Student Name: \_\_\_\_\_

## MENTOR CONSENT FORM

Dear \_\_\_\_\_:

I am participating in Southwest High School's Graduation Project, which requires the cooperation of an adult mentor who has some expertise on the topic I am researching. The topic I have chosen is \_\_\_\_\_.

I understand that I am responsible for making and keeping any and all appointments that we make. I also understand that you will sign an evaluation and time log at the time I complete the work on my product.

If you have any questions, please contact my Advisor/Advisee (homeroom teacher), \_\_\_\_\_, at 910-455-4888. In advance, thank you for your time and willingness to be a part of my education and preparation for graduation.

Please sign below to indicate your consent:

Printed Name of Mentor: \_\_\_\_\_

Mentor Place of Business (if applicable) \_\_\_\_\_

Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Cell Phone Number: \_\_\_\_\_

Signature of Mentor: \_\_\_\_\_

Date: \_\_\_\_\_

Sincerely,

---

(Fill out and give to student to return to teacher)

Southwest High School

## Graduation Project

**DIRECTIONS:** Make two copies of this form; one should be given to the mentor and one should be given to the project coordinator.

### **PARENT PERMISSION FOR MENTOR**

I hereby give permission for my son/daughter \_\_\_\_\_ to work with \_\_\_\_\_ (mentor's name) as a mentor for his/her Graduation Project. While I expect the school and the mentor to demonstrate every reasonable precaution to avoid any student injury, I understand that both the mentor and the school district will not be held responsible financially nor otherwise should an accident occur during my child's participation in this activity.

**Parent Signature:** \_\_\_\_\_

Date: \_\_\_\_\_

#### **IN CASE OF A MEDICAL EMERGENCY:**

Parent/Guardian Name: \_\_\_\_\_

Day Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_

Emergency Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_

Doctor's Name: \_\_\_\_\_

Phone: \_\_\_\_\_

List of allergic reactions: \_\_\_\_\_

Name of insurance carrier: \_\_\_\_\_

Other: \_\_\_\_\_

**This parent/guardian signature authorizes emergency medical treatment.**

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Write a letter of thanks to your mentor. Address the envelope as follows:

Susie Smith  
7021 Smith Creek Road  
Jacksonville, North Carolina 28540

Mr. John Jones  
1234 Randall Parkway  
Jacksonville, North Carolina 28540

Use the following format to write your letter of thanks:

*September 10, 2008*

*Dear Mr. Jones,*

*Thank you so much for agreeing to serve as my mentor for my Graduation Project. Your expertise in microbiology should certainly be beneficial as I write my research paper and complete my product. I definitely appreciate the time you are taking from your busy schedule to assist me.*

*Sincerely,  
Susie Smith*

The letter should be hand written in blue or black ink and legible. The envelope should also be hand addressed with the city and state written out. A thank you card is acceptable. Lined notebook paper is not!

# Portfolio

**Order and Contents of Portfolio**

28  
2017-2018

Portfolios will be available for the panel of judges to review before each presentation.

- All portfolios should be in a 3-ring binder with dividers. All papers should be in separate sheet protectors. **Neatness counts.** Dog-eared papers or papers containing errors are unacceptable.
- The title of the Senior Graduation Project should be on the front along with the senior's name. The senior's name should also be along the spine of the binder.
- **Reminder: Save copies of all materials turned in. Also, keep material neat and clean. ALL work should be typed and forms should be filled out in ink.**
- Refer to the Graduation Project Portfolio rubric in the back of the handbook.
  1. Sign of Commitment (on the cover of the notebook)
  2. Letter to judges
  3. Resume
  4. Statement Concerning Plagiarism, Dishonesty, and Cheating
  5. Signed Parental Release Form
  6. Topic Selection Intent Form with advisory board signature of approval
  7. Consent to be Videotaped Form (**Everyone should have this.**)
  8. Copies of appeals and responses (if any)
  9. Divider-"Research"
  10. Research Paper
  11. Divider-"Field Work"
  12. Signed Mentor Registration Form (2 pages)
  13. Signed Mentor Consent Form
  14. Signed Parent Permission for Mentor Form
  15. Notes from the interview with the mentor
  16. Copy of Thank You Note to Mentor
  17. Field Work Logs
  18. Signed Graduation Project verification form
  19. Field Work Journal showing process with mentor (provides insight into the student's thoughts and feelings)
  20. Divider-"Product"

21. Explanation and Evidence of Product (pictures, surveys, letter from participants, etc.)
22. Explanation of technology used in construction of the portfolio
23. Divider-“Presentation”
24. Plan for Presentation
25. Printed copy of any power point presentation used in the presentation if any

# Reflections

Suggested reflection phrases to incorporate into your writing:

- ✓ Upon reflection...
- ✓ I realized that is activity is....
- ✓ It is important for me to realize...
- ✓ This could be more effective if...
- ✓ This helped me recognize that...
- ✓ To promote continued progress, I...
- ✓ I have greater awareness...
- ✓ The impact of this activity...
- ✓ After observation...
- ✓ This is significant because...
- ✓ I focused on...because...
- ✓ This helped me realize that...

Be specific about what you have done and how this affected what you have learned about yourself.

# Product



## Choosing an Idea for a Product

Your product should be something from which you can grow and benefit. There are many different types of products you can choose which will reflect the information you acquired from your research. Use the following information to guide you as you choose that special product.

- Physical product—build or make something; such as a fashion outfit, a computer program, a rebuilt engine, a model of a historical scene.
- Written product—write a short novel, a journal of reflective essays, short story, a collection of poetry.
- Performance—perform a dance, a musical selection you have written, a drama, a magic show.
- Teaching or leadership experience—teach a junior high or elementary class a series of lessons or skills, teach a dance class, coach a little league team.
- Physical experience—learn to sky dive, run a marathon, go on a wilderness survival trip.
- Career-related project—job shadowing a professional in the area you might wish to work, volunteering time at a local office of some kind. Note: simplistic projects (like job shadowing without any application beyond the job shadowing experience) are generally considered too lightweight for a Senior Graduation Project and are unacceptable unless some measure of increased sophistication applies.

### Project Requirements:

- The student must demonstrate a learning stretch.
- The student must work on his/her project a minimum of **15** hours outside of class time.
- The student must demonstrate problem solving during the project process.
- The student must use a variety of sources.
- The student must meet other requirements as indicated by the instructions and rubrics (such as ethics, quality, timeliness, etc.)
- Power Points are NOT a product unto themselves. They may be part of the presentation but do not replace a product. Also, unedited videos are not good products. These may be used to show a product, but are not good products in themselves. Brochures which have no audience are another poor choice for a product.
- If you can already do “it,” it may not be a good choice for a project topic. For example, if you’ve taken dance for 10 years, taking more dance classes will not give you the necessary learning stretch. If your heritage is non-American, cooking a dish from that culture may not provide the learning stretch.

This page is adapted from Senior Project Center for Dynamic Learning.

Product Log – The quality of the product created should reflect a minimum of fifteen (15) hours of work 10 of those with your Mentor

Date	Time Spent	Activity	Mentor Signature
Total:			

Sign below if the student spent time with you as he/she completed his/her product.

Mentor's Signature: \_\_\_\_\_

A/A Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**GRADUATION PROJECT  
PRODUCT VERIFICATION**

This form should be completed by an individual who can verify the work the student has done throughout the entire product process. The individual should be the mentor. In addition, the person must be an adult but NOT the student's parent. This form may be mailed to the school or sent by the student to his/her A/A teacher.

Print the requested information.

STUDENT NAME: \_\_\_\_\_  
 PRODUCT EVALUATOR: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_  
 PHONE NUMBER: \_\_\_\_\_ E-MAIL \_\_\_\_\_

1. Describe what aspects of the student's product you have witnessed in progress.

How many hours can you verify that the student has worked on the product?

2. Describe your role as the student completed his/her product.
3. Describe any growth in attitude or skills you observed as the student completed the product.
4. Describe what you felt was the best moment for the student in the completion of the product.

Criteria	Outstanding	Above average	Average	Below average	Not evident
Application of research to product					
Evidence of learning stretch					
Commitment to completion					
Evidence of responsibility					
Time management skills					
Goal of excellence					
Demonstration of mature behavior					

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

# Presentation

## **Guidelines for Writing a Letter to the Judges**

A Letter to the Judges is a letter introducing yourself and your project to the panel of judges. It will be read by the judges before you give your presentation. It should be in a standard business format, including inside address, outside address, opening, and closing. It should be no longer than one page

[Your Name]  
[Street Address]  
[City, State, Zip Code]  
[Today's Date]

Dear Graduation Project Judges,

Paragraph 1: Introduce yourself and your topic. Give brief biographical information about yourself. Include any information about yourself that may be pertinent to your topic. Why did you choose this topic? What kind of experience do you already possess concerning this topic?

Paragraph 2: Summarize your research paper; include your thesis.

Paragraph 3: Discuss in detail your field work and physical product. Explain the connection between the research and the product.

Paragraph 4: Explain how the process of Senior Graduation Project has affected you personally and academically. What will you take from the experience? Include any life goals.

Paragraph 5: Statement of thanks.

## ORGANIZATION OF THE FINAL SPEECH

These guidelines can help you create a good outline that leads to an organized speech.

Remember, the judges want to know what you learned. That means that you should tell successes and failures.

- I. Introduce yourself and your project and begin with something that catches your audience's attention.
- II. How did you develop the idea for your project? What did you set as your ending goal? Remember that the judges are listening for WHY WAS THIS PROJECT IMPORTANT TO YOU?
- III. How did you find your mentor? What is his/her area of expertise? How did that person help you to be successful?
- IV. If there were changes in your project, tell the highlights of your original plan and what you had to do to modify it as the project developed.
- V. What research did you do? How did the research connect to your final product?
- VI. What was the project? Explain the beginning, middle, and end stages.
- VII. What skills did you already have that would lead toward a successful project? What knowledge did you need to gain in order to be successful?
- VIII. What have you learned from doing the project? What did you do well and what could you have done better?
- IX. Closing. What can you tell the audience about the Senior Graduation Project experience for you?
- X. Ask if there are any Questions.

## Graduation Project Board Presentation

The presentation of your product and portfolio will take place before a panel of school and community judges. This is an 8-10 minute oral presentation. The student should be well prepared to present his/her research findings and developed product.

The following guidelines will help ensure a successful student presentation:

An INTRODUCTION of approximately 45-60 seconds

- An anecdote OR
- A short scenario OR
- An informative introduction ending with a question

A 3-4 minute explanation of the MAIN POINTS OF THE RESEARCH conducted for the paper

- Thorough explanation of 2-3 main points OR
- Identification of information new to the student OR
- Unique aspects of the research

A 3-4 minute explanation of the PRODUCT THAT EVOLVED FROM THE RESEARCH

- Description of the product
- Time involved and resources used to create or complete product
- Societal value of product
- Introduction of visual and/or product to judging panel

A 1-2 minute explanation of HOW the product evolved from the research AND what the student learned about him/herself through the process

A CONCLUSION of 45-60 seconds with an interesting clincher to wrap-up the presentation

The student presentation will be followed by five minutes of QUESTIONS FROM THE JUDGES TO THE STUDENT PRESENTER

Student Name: \_\_\_\_\_

Date of Presentation: \_\_\_\_\_ Time: \_\_\_\_\_ Room: \_\_\_\_\_

## How should I dress for my presentation?

It is very important to dress appropriately and conservatively for the presentation to the judges. This is not a fashion show of the latest casual or sportswear. One needs to dress to impress, just as if for a job interview at a corporation or other type of office.

While meeting the Southwest High School dress code, females should wear dress pants or skirt/dress with an appropriate blouse tucked in to the waistband. Males should wear dress pants, dress shoes, a collared shirt, and tie. The shirt is tucked in to the waistband and if the pants have belt loops, a belt must be worn. Clothing should be ironed if necessary.

No jeans, no chewing gum, light or no cologne/perfume. Hair should be groomed and jewelry should be tasteful.



## List of Responsibilities for Oral Presentations

### Student:

1. Set up for your presentation
2. Introduce yourself and greet panel members at start of presentation. Write your name on the board
3. Give your oral presentation
4. After presentation, ask for questions from panel members
5. Thank panel members before leaving
6. Write thank you notes to your panel members

### Board Members:

1. Listen to presentation
2. After presentation, question presenting senior
3. After senior leaves, participate in panel discussion
4. Complete individual senior presentation evaluation

### Teacher/Host:

1. Welcome each panel member and make sure they are formally introduced to each other
2. Keep panel on time and on task
3. Assist panel in any way necessary
4. Collect final tally sheets to submit to coordinator

## Up At the Podium

When you are up at the podium, here are some pointers for a delivery that will immediately tell the audience that you are confident and in control.

7. Use good posture, and stand with feet slightly apart.
8. Don't hang on to or lean on anything.
9. Don't begin until you are ready. The audience will wait.
10. Scan your audience before you begin.
11. Take a deep breath.
12. Use arm gestures sparingly. Otherwise, hold your arms down at your side or clasp them in front of you.
13. Be enthusiastic. Your enthusiasm will radiate to the audience, and they will appreciate a job well done.

Remember to:

Appeal to as many senses as you can. Create a mood or feeling with details and examples.

Use visual aides: actual objects, models, charts and maps, pictures on pasteboard, etc.

Practice with visual aides. Plan for distribution of materials and have spares. Make sure the audience will be able to see the visual aides.

## Possible Questions Judges Might Ask Presenters

After the presenter has completed his/her presentation, there will be an opportunity for the judges to question the student about the project he/she completed. Below are listed some possible questions.

1. What were the best and worst moments of the entire process?
2. How has the experience changed you? (skills, attitudes, habits, resources, capabilities, poise, presentation, etc)
3. What would you change if you could do Graduation Project again?
4. What advice do you have for next year's seniors?
5. What did you learn along the way which was unexpected and not anticipated?
6. Did completing Graduation Project allow you to see things more in depth? Were you surprised by the complexity of your topic once you began your research and project application? Did you see other students and faculty in a different light? Did you understand and perceive a broader picture of the educational process?
7. What aspect of Graduation Project stretched you the most? How did you react to the challenge? How did you feel during the learning stretch? How do you feel now that it's over?
8. How has this experience influenced your future planning in terms of work, education or the development of personal interests?
9. Has completing Graduation Project affected the way you approach work, dealing with people or presenting yourself publicly?
10. Was there anything humorous that happened during the process?
11. In what way has Graduation Project changed your concept of yourself? Are you more confident in your abilities? Are you more focused and directed? Are you more willing to take a risk? Has it raised more questions than answers?
12. How do your paper and project connect?
13. What were your favorite and least favorite phases of Graduation Project: the paper, project, portfolio, or presentation? Why?
14. What resources helped you the most?
15. What are some specific ways that you demonstrated initiative through Graduation Project?
16. What are some specific ways that you left your comfort zone?
17. Why did you choose this topic?
18. What surprised you the most about what you learned?
19. Was Graduation Project a worthwhile experience? Why or why not?
20. Will you take what you have learned into your real life? How?
21. List three examples of personal satisfaction gained from this experience.
22. What is the most important skill you acquired during the project phase?
23. Be specific and describe how Graduation Project stretched you emotionally, intellectually, and/or physically?
24. What are some problems that you encountered and how did you handle these problems?

25. Describe specifically how you strived to make your project the very best quality you could.
26. What was the picture you had in mind before you started working on Graduation Project? How does the picture match the reality?
27. Would you recommend the experience to all seniors? Why or why not?
28. If you could change one thing about your project, what would you change and why?
29. Who has your work on this project impacted?
30. Describe your time management while working on Graduation Project.

## Presentation Guidelines

### **WHEN:**

The oral presentations will be in December or May (depending on the semester you have English IV) on the Southwest High School Campus. Several days before the presentations, you will receive notification indicating the classroom and time that you should report for your presentation.

### **WHAT DO I DO TO GET READY?**

What you wear for your presentation is very important. Your apparel choice should match your topic. If a costume or uniform is appropriate, then wear it. Otherwise, dress professionally on the day of the presentation. Girls should **not** wear low-cut tops, belly-button exposing tops, flip-flops, and mini-skirts. Boys should dress nicely—dress shirt, a tie wouldn't hurt, decent slacks, dress shoes. Check out the room where the presentation will be given. Bring all needed materials for your presentation to school on the day of your presentation. It is your responsibility to keep them in a safe place until the presentation. Don't wait until the day before to prepare. Be ready to present several days in advance of your scheduled time. You should have practiced several times **BEFORE** the date. Present to your classmates, after school to your mentor, to your family, and maybe to another class you are in if the teacher permits. When you arrive at the designated room there will probably be another presentation going on ahead of you. Wait quietly outside the room.

### **FIRST IMPRESSIONS COUNT:**

Be organized. Know what materials you want to give the audience, where you will stand up a display board, how to plug in a power point presentation or any other needed equipment. Make any copies of packets for at least 5 people well in advance. Your organization is an important sign to the judges that you have done a good job on your project. There is a 20-minute time window. You will be stopped if you go over your time limit. That's for the set up, presentation, questions and answers, and clean up. You will probably be talking for only half that time. Make eye contact. Don't forget to introduce yourself! Technical equipment will be available for any presentation. It is your responsibility to make sure your technology will work in the presentation room assigned. Check this before presentation day!

### **FORMAT:**

All presentations must have the following—

- Evidence of the product or documentation of what has been created- This could be the actual product itself, a video of the product, a scrapbook documenting progress, etc. . .
- Feature your product and your experience. Do not just give a speech which only relates information from your research paper.
- Oral presentation—a formal speech that has been prepared and well-rehearsed ahead of time. All oral presentations must have a short question & answer period.

- Visual Aspect—an audio or visual aid to support the presentation. Possibilities include but are not limited to flip charts, transparencies, slides, a series of posters, video tapes, audio tapes, props, etc. . .
- Appropriate responses to questions from the panel.
- Evaluation by the panel.

**MAKE SURE YOU KEEP UP WITH THIS  
PACKET. REPLACEMENT COPIES ARE  
\$5.00 EACH.**

**Excellence has no boundary**

# Addendum

# STUDENT REQUEST TO ADVISORY BOARD

Date this form was given to the Senior by the Senior Project Coordinator: \_\_\_\_\_

*This should be filled in by the Coordinator clearly in ink.*

## Instructions to Senior making a request of the Advisory Board:

1. Confer with the Senior Graduation Project Coordinator.
2. Complete this entire form neatly. Don't forget parent/guardian signature.
3. Return this form to the Senior Project Coordinator.

The Advisory Board will notify the petitioning senior when a decision is made about the request. A personal appearance before the board by the petitioning senior is not allowed unless requested by the board.

Senior Name: \_\_\_\_\_ Advisor's Name: \_\_\_\_\_

I have discussed this request with my senior child.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**State below the nature of your request and the reasons you think your appeal should be granted. Be brief and clear. Attach any supporting evidence to this sheet.**

Senior's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Senior Graduation Project Advisory Board Decision:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Advisory Board Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# SENIOR GRADUATION PROJECT STUDENT SELF-EVALUATION FORM

This form should be turned into your Senior Graduation Project Advisor after you have received your grade for the entire project. Be honest when answering. Your answers will be used to improve the Graduation Program.

DO NOT PUT YOUR NAME ON THIS SHEET.

1. How many hours outside of class did you spend on each?

\_\_\_\_\_ Research Paper

\_\_\_\_\_ Product (including fieldwork with mentor)

\_\_\_\_\_ Presentation

2. Approximately how much money did you spend? \_\_\_\_\_

Was this a problem for you? \_\_\_\_\_

3. Using the scale 1=very little stress to 5=extremely stressful, please rate each.

\_\_\_\_\_ Research Paper

\_\_\_\_\_ Product (including fieldwork with mentor)

\_\_\_\_\_ Presentation

4. I feel that my education in grades 9-12 prepared me for the Senior Graduation Project.

(Check one)

\_\_\_\_\_ Well Prepared

\_\_\_\_\_ Adequately Prepared

\_\_\_\_\_ Inadequately Prepared

\_\_\_\_\_ Poorly Prepared

5. For me, the Senior Graduation Project was...(check one)

\_\_\_\_\_ a positive and memorable experience

\_\_\_\_\_ an important experience

\_\_\_\_\_ an unimportant experience

\_\_\_\_\_ a complete waste of time

6. The Senior Graduation Project helped me improve my...(write yes or no in blanks)

- \_\_\_\_\_ organization skills
- \_\_\_\_\_ library/research skills
- \_\_\_\_\_ speaking skills

6. Continued...

- \_\_\_\_\_ writing skills
- \_\_\_\_\_ time management skills
- \_\_\_\_\_ thinking skills

7. When I finished the entire Senior Graduation Project, I felt.....(check all that apply)

- \_\_\_\_\_ very proud at what I have accomplished
- \_\_\_\_\_ surprised at what I have done
- \_\_\_\_\_ pleased with the way the project turned out
- \_\_\_\_\_ happy with parts of the projects
- \_\_\_\_\_ disappointed with what I did

Please write any further comments (positive or negative) you have about the Senior Graduation Project experience below. Also, list any improvements or changes you think should be made in the program.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**How far are you with your Senior Graduation Project?**

Check all that apply. When updating, add the date of the update.

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

- I've done nothing
- I've thought about it some
- I've picked a topic
- I've met with an advisor at school because I'm having a problem
- I've submitted a completed Intent Form to AA (Due: 9/10.)
- I've written a Letter of Intent
- I've corrected and resubmitted the Letter of Intent(if needed)
- I'm looking for a mentor
- I've found a mentor
- I've submitted the completed Mentor Form
- I've submitted my Sign of Commitment
- I've turned in my Parental Release form
- I've gotten the supplies for the portfolio
- I've started research for the paper
- I've interviewed people for the paper
- I've finished the rough draft of the paper
- I've asked a SWHS teacher to edit my research paper
- I've finished the entire paper (Due: 10/30 for Fall)
- I've started on the product part of my project
- I meet/communicate regularly with my mentor and am documenting each time
- I've started documenting the 15 hours on the Field Work Log
- I've started the Field Work Journal containing my thoughts/surprises/problems/impressions throughout the entire Senior Graduation Project process

I'm keeping copies of everything for the portfolio

I've started planning the presentation.

other \_\_\_\_\_

## **APPENDIX B-1: State-Endorsed North Carolina Graduation Project Rubrics and Descriptors (Paper Component)**

Rubrics are evaluation tools used to score/grade an assignment or task. The four components of the graduation project will be scored using the rubrics included in this document for both formative and summative evaluations. Rubrics provide an objective method of evaluating the components of the graduation project. Each of the four levels of performance included in the rubrics is identified, along with descriptors of the level. The description given for each level of performance indicates what is expected based on specific criteria for the various categories of the research paper, the product, the portfolio, and the oral presentation. **It is extremely important that all stakeholders be familiar with the rubrics, especially, parents and students.**

**EXEMPLARY** – Students performing at this level perform all components at a superior level beyond the level which is required for proficiency. Exemplary work implies that the student has exceeded expectations in every way and has presented a model Graduation Project worthy of showcasing and emulating.

**SATISFACTORY** – Students performing at this level perform all components at a consistent level and demonstrate acceptable proficiency. Satisfactory work implies that the student has worked diligently to do strong work on all components and has presented a worthy Graduation Project.

**DEVELOPING/EMERGING** – Students performing at this level have not shown sufficient proficiency in all components and have not achieved adequate proficiency. Developing/emerging work implies that the student has more work to do to present satisfactory work in order to complete the Graduation Project.

**RESUBMISSION NECESSARY** – Students performing at this level have not achieved proficiency in all components and have not met the minimum standards for completion of the Graduation Project. Resubmission implies that the student has considerable work to do to complete the Graduation Project and is in need of coaching in order to do so.

**NOT SUBMITTED** – Student did not submit evidence of any effort completed for the designated task.

## Onslow County Schools Graduation Project: Paper Component Rubric

Please review the explanation of the standards established by the North Carolina Dept. of Public Instruction and the criteria for reaching each standard level. Use those guidelines to grade the student's paper.

**Student:** \_\_\_\_\_

**Topic:**

<b>Focus</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Developing/ Emerging</b>	<b>Resubmission Necessary</b>
Presents an insightful, focused thesis statement	4	3	2	1
Draws strong, clear connections between thesis and significant related ideas	4	3	2	1
<b>Organization</b>				
Effectively provides a logical progression of related ideas and supporting information in body of paper	4	3	2	1
Effectively uses transitions to connect supporting information clearly	4	3	2	1
Arrives at a well-documented, logical conclusion involving critical thinking	4	3	2	1
<b>Support/Elaboration</b>				
Effectively synthesizes complex ideas from research sources	4	3	2	1
Demonstrates exceptional selection of supporting information clearly relevant to thesis and related ideas	4	3	2	1
Provides a meaningful presentation of multiple perspectives	4	3	2	1
Effectively balances use of quotations and student paraphrasing	4	3	2	1
Skillfully integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to emphasize important content	4	3	2	1
<b>Style</b>				
Exhibits skillful use of language, including effective word choice, clarity and consistent voice	4	3	2	1
Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas and transitions	4	3	2	1
<b>Conventions</b>				
Demonstrates a sophisticated use of prescribed format (MLA), including title page, pagination, and citations	4	3	2	1
Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage	4	3	2	1
<b>Information Literacy</b>				
Conscientiously and consistently demonstrates integrity in citing practices	4	3	2	1

Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Demonstrates strong evaluation skills in determining resource credibility and reliability	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Total by Column</b>				
<b>Total Score</b> _____ <b>/68</b>				
<b>Notes:</b>				
<b>Scored by:</b> _____ <b>Date:</b> _____ _____				

## **APPENDIX B-2: State-Endorsed North Carolina Graduation Project Rubrics and Descriptors (Product Component)**

Rubrics are evaluation tools used to score/grade an assignment or task. The four components of the graduation project will be scored using the rubrics included in this document for both formative and summative evaluations. Rubrics provide an objective method of evaluating the components of the graduation project. Each of the four levels of performance included in the rubrics is identified, along with descriptors of the level. The description given for each level of performance indicates what is expected based on specific criteria for the various categories of the research paper, the product, the portfolio, and the oral presentation. **It is extremely important that all stakeholders be familiar with the rubrics, especially, parents and students.**

**EXEMPLARY** – Students performing at this level perform all components at a superior level beyond the level which is required for proficiency. Exemplary work implies that the student has exceeded expectations in every way and has presented a model Graduation Project worthy of showcasing and emulating.

**SATISFACTORY** – Students performing at this level perform all components at a consistent level and demonstrate acceptable proficiency. Satisfactory work implies that the student has worked diligently to do strong work on all components and has presented a worthy Graduation Project.

**DEVELOPING/EMERGING** – Students performing at this level have not shown sufficient proficiency in all components and have not achieved adequate proficiency. Developing/emerging work implies that the student has more work to do to present satisfactory work in order to complete the Graduation Project.

**RESUBMISSION NECESSARY** – Students performing at this level have not achieved proficiency in all components and have not met the minimum standards for completion of the Graduation Project. Resubmission implies that the student has considerable work to do to complete the Graduation Project and is in need of coaching in order to do so.

**NOT SUBMITTED** – Student did not submit evidence of any effort completed for the designated task.



## Onslow County Schools Graduation Project: Product Component Rubric

Please review the explanation of the standards established by the North Carolina Dept. of Public Instruction and the criteria for reaching each standard level. Use those guidelines to evaluate the student's product.

Student: \_\_\_\_\_

Topic: \_\_\_\_\_

<b>Time</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Developing/ Emerging</b>	<b>Resubmission Necessary</b>
Exceeds number of recommended hours.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Demonstrates effective time management.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Learning Stretch and Depth of Knowledge</b>				
Chooses a challenging product representing a significant learning stretch	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Demonstrates a logical and relevant link to research topic.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Demonstrates critical analysis of research in producing an original product	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Demonstrates significant creative thinking, decision-making, reasoning, and/or problem-solving	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Demonstrates extensive connection to real-world situations	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Quality of Work/Effort</b>				
Exhibits creative and exceptional results using talents, abilities, and varied resources	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Displays extensive use of detail	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Shows evidence of consistent self-directed actions	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Displays evidence of exceptional technical skills	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Ethics</b>				
Consistently demonstrates ethical standards in product development	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Total by Column</b>				
<b>Total Score</b>	_____ /48			
<b>Notes:</b>				

## **APPENDIX B-3: State-Endorsed North Carolina Graduation Project Rubrics and Descriptors (Portfolio Component)**

Rubrics are evaluation tools used to score/grade an assignment or task. The four components of the graduation project will be scored using the rubrics included in this document for both formative and summative evaluations. Rubrics provide an objective method of evaluating the components of the graduation project. Each of the four levels of performance included in the rubrics is identified, along with descriptors of the level. The description given for each level of performance indicates what is expected based on specific criteria for the various categories of the research paper, the product, the portfolio, and the oral presentation. **It is extremely important that all stakeholders be familiar with the rubrics, especially, parents and students.**

**EXEMPLARY** – Students performing at this level perform all components at a superior level beyond the level which is required for proficiency. Exemplary work implies that the student has exceeded expectations in every way and has presented a model Graduation Project worthy of showcasing and emulating.

**SATISFACTORY** – Students performing at this level perform all components at a consistent level and demonstrate acceptable proficiency. Satisfactory work implies that the student has worked diligently to do strong work on all components and has presented a worthy Graduation Project.

**DEVELOPING/EMERGING** – Students performing at this level have not shown sufficient proficiency in all components and have not achieved adequate proficiency. Developing/emerging work implies that the student has more work to do to present satisfactory work in order to complete the Graduation Project.

**RESUBMISSION NECESSARY** – Students performing at this level have not achieved proficiency in all components and have not met the minimum standards for completion of the Graduation Project. Resubmission implies that the student has considerable work to do to complete the Graduation Project and is in need of coaching in order to do so.

**NOT SUBMITTED** – Student did not submit evidence of any effort completed for the designated task.

## Onslow County Schools Graduation Project: Portfolio Component Rubric

Please review the explanation of the standards established by the North Carolina Dept. of Public Instruction and the criteria for reaching each standard level. Use those guidelines and the list of required portfolio content to evaluate the student's portfolio.

**Student:** \_\_\_\_\_  
\_\_\_\_\_

**Topic:** \_\_\_\_\_

Format/Appearance	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary
Adheres to all guidelines for portfolio appearance.	4	3	2	1
<b>Organization</b>				
Exhibits exceptional organizational skills in compilation of portfolio	4	3	2	1
<b>Completeness</b>				
Meets all requirements for portfolio contents.	4	3	2	1
<b>Student Growth</b>				
Demonstrates exceptional depth in academic and/or personal growth	4	3	2	1
<b>Student Reflection</b>				
Reveals exceptional insight into how the student anticipated changes and dealt with contingencies.	4	3	2	1
<b>Information, Technology, and Communications Literacy</b>				
Effectively employs technology in construction of portfolio.	4	3	2	1
<b>Total by Column</b>				
<b>Total Score</b>				
_____ /24				
<b>Notes:</b>				
<b>Scored by:</b> _____			<b>Date:</b> _____	
_____				

## **APPENDIX B-4: State-Endorsed North Carolina Graduation Project Rubrics and Descriptors (Presentation Component)**

Rubrics are evaluation tools used to score/grade an assignment or task. The four components of the graduation project will be scored using the rubrics included in this document for both formative and summative evaluations. Rubrics provide an objective method of evaluating the components of the graduation project. Each of the four levels of performance included in the rubrics is identified, along with descriptors of the level. The description given for each level of performance indicates what is expected based on specific criteria for the various categories of the research paper, the product, the portfolio, and the oral presentation. **It is extremely important that all stakeholders be familiar with the rubrics, especially, parents and students.**

**EXEMPLARY** – Students performing at this level perform all components at a superior level beyond the level which is required for proficiency. Exemplary work implies that the student has exceeded expectations in every way and has presented a model Graduation Project worthy of showcasing and emulating.

**SATISFACTORY** – Students performing at this level perform all components at a consistent level and demonstrate acceptable proficiency. Satisfactory work implies that the student has worked diligently to do strong work on all components and has presented a worthy Graduation Project.

**DEVELOPING/EMERGING** – Students performing at this level have not shown sufficient proficiency in all components and have not achieved adequate proficiency. Developing/emerging work implies that the student has more work to do to present satisfactory work in order to complete the Graduation Project.

**RESUBMISSION NECESSARY** – Students performing at this level have not achieved proficiency in all components and have not met the minimum standards for completion of the Graduation Project. Resubmission implies that the student has considerable work to do to complete the Graduation Project and is in need of coaching in order to do so.

**NOT SUBMITTED** – Student did not submit evidence of any effort completed for the designated task.

## Onslow County Schools Graduation Project: Presentation Component Rubric

Please review the explanation of the standards established by the North Carolina Dept. of Public Instruction and the criteria for reaching each standard level. Use those guidelines to judge the student's presentation.

Student: \_\_\_\_\_

Topic: \_\_\_\_\_

<b>Communications Skills</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Developing/ Emerging</b>	<b>Resubmission Necessary</b>
Consistently speaks with appropriate volume, tone, and articulation.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Consistently employs appropriate eye contact and posture.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Consistently employs appropriate nonverbal communication techniques.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Consistently exhibits poise, enthusiasm, and confidence.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Consistently employs standard grammar.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Adheres to prescribed time guidelines (min. 5/max. 10 mins. <u>before</u> Q&A )	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Wears appropriate professional or authentic attire.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Employs creative use of visual aids that enrich or reinforce presentation.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content and Coherence</b>				
Effectively defines a main idea and clearly adheres to its purpose throughout presentation.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Employs a logical and engaging sequence which the audience can follow	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Demonstrates exceptional use of supporting details/evidence.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Self Reflection</b>				
Offers an insightful evaluation of the project process.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Reflects on successes and challenges with exceptional depth and insight.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Extensively reflects on the collaboration with the mentor.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Extemporaneous Responses</b>				
Confidently, politely, and accurately responds to judges' questions and	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

comments.				
<b>Notes:</b>				
<b>Scored by:</b> _____ _____				
				<b>Date:</b>