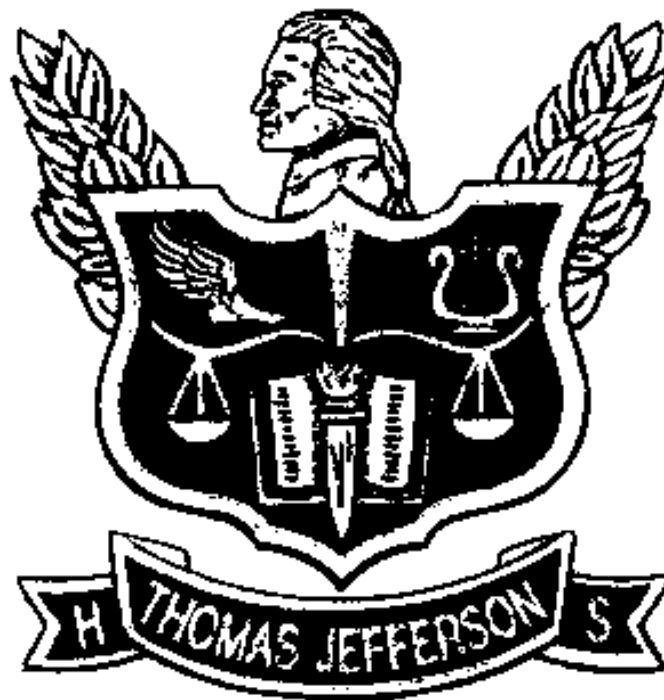


THOMAS JEFFERSON HIGH SCHOOL



GRADUATION PROJECT

**THOMAS JEFFERSON HIGH SCHOOL
GRADUATION PROJECT**

Dear Parent or Guardian:

Your child has been scheduled to complete his/her Graduation Project this semester. The graduation project is a state requirement that requires students to communicate, present, and exhibit significant knowledge and understanding of a project that demonstrates knowledge, application, analysis, synthesis, and evaluation of information. There will be 5 sessions intended to help students organize their culminating projects. However, it is the student's responsibility to design and implement his/her own project. Your son/daughter will be expected to present his/her project to the evaluation committee as a culminating activity.

The best way that you can be involved with the graduation project is knowing what project your son/daughter has selected, signing the form, and offering assistance and encouragement along the way. You should allow your child freedom to complete the project on his/her own.

The graduation project includes a number of phases to be completed throughout the semester: initial planning, researching, communicating with others, maintaining a log of time spent on the project, making a presentation with a visual aid (PowerPoint, video or computer simulation), meeting deadlines, etc. These are areas reflecting real-world expectations that meet part of the graduation project requirements.

The project requirements will be discussed during the 5 sessions; however, it will be the student's responsibility to complete the project independently. A successful project involves parent and teacher input as well as student initiative and self-discipline. A final evaluation will be done during the semester and will be completed by a panel comprised of teachers and/or administrators.

Students requiring paperwork for shadowing must have all forms turned in and approved by an administrator at least 1 week prior to shadowing experience.

Thank you for your continued support and commitment to your child's graduation project.

Parent Signature: _____

Date _____

Student Signature: _____

Date _____

THOMAS JEFFERSON HIGH SCHOOL GRADUATION PROJECT

Dear Students,

Welcome to the Graduation Project Class.

In 1999 the Board of Education of the state of Pennsylvania adopted regulations that changed the requirements for graduating from high school. A component of these regulations is the completion of a culminating project that demonstrates the student's ability to "apply, analyze, and evaluate information, and to communicate significant knowledge and understanding." With this in mind, the West Jefferson Hills Board of School Directors adopted a local requirement that all seniors complete a graduation project in order to receive a diploma.

Past experience has indicated that students would benefit from some structure to accomplish this project, and thus the Graduation Project sessions have been instituted to help students achieve this requirement. The goal of these sessions is to provide a structure for students without creating an unrealistic and overwhelming task. The subject for this project remains one that should showcase the student's individual interests, but class sessions will provide a sequence leading to the success of the project.

The following handbook contains the syllabus and worksheets that will be used during these sessions. The teacher will provide activities to help you focus on a topic, develop content, and prepare the oral presentation. A minimum of 40 hours should be dedicated to its completion. The district recognizes the demands of a student's academic and extracurricular activities; therefore, the time spent in the sessions will be factored into this time commitment. However, it will be necessary for you to work on your project outside of school. Because you have several weeks before you present your project, you should have ample time to complete this requirement during the semester.

Please know that your success is the goal. By the end of the semester, you will have completed an important step in your graduation process.

Components of Graduation Project

- No group projects.
- If a student is completing a shadowing experience and requesting to miss school to complete it, he/she needs to see Vice Principal to obtain a Shadowing Experience form.
- Technology **must be used** in some way.
- PowerPoint presentations are highly recommended.
- All paperwork must be turned in by the last session, or the project is a failure. (It is your responsibility for meeting the required deadlines.)
- Paperwork includes:
 1. Signature on Parent letter
 2. Brainstorming Worksheet
 3. Analyze Your Choices
 4. Proposal/required signatures
 5. Activity Log
 6. Mid-point Progress Report
 7. Written Abstract
 8. Self-evaluation
- Every assignment must be typed (except the “Brain-Storming” assignment and “Analyze Your Choices” assignment.)
- All projects must involve research and works cited. Presentations must include a reference page of the resources used. (See Appendices A and B in back for the procedures to follow.)
- In addition to the written assignment, a presentation is also required. (see pgs. 26-28)

NOTES:

1. If a student fails the project during their junior year, they will be rescheduled to complete the project their senior year; however, the original failing grade will still appear on the transcript.
2. If a student fails the project, they have one opportunity to revamp their original project; however, they must log additional hours. If they fail two times, they must complete a new project.

**Graduation Project
5 Sessions**

Session #1 C Bell

- Distribute the Graduation Project booklet
- Read through Components of Graduation Project (pg. 3)
- Explain Activity Log
- Read through:
 - Letter to Parent (pg. 1)
 - Letter to Student (pg. 2)
 - Components (pg. 3)
 - List of Suggested Topics (pgs. 5-8)
 - Brainstorming sheet for students (pg. 9)
- Assignment: Complete the following for session #2
 - Signed Letter to Parent
 - How to Select a Topic
 - Analyze Your Choices
 - Typed Proposal

Session #2 D Bell

- Hand in:
 - Signed Letter to Parent
 - How to Select a Topic
 - Analyze Your Choices
 - Typed Proposal
- Explain Mid-point Progress Report (pgs. 18-19)
- Assignment: Complete the Mid-point Progress Report for session #3

Session #3 C Bell

- Hand in:
 - Mid-point Progress Report
- Discuss technology requirements (pg. 24)
- Critique a sample presentation using the rubric (pgs. 27-28)
- Explain Written Abstract (pgs. 20-21)
- Assignment: Complete the Written Abstract for session #4

Session #4 D Bell

- Hand in:
 - Written Abstract
- Explain Self-Evaluation (pgs. 22-23)
- Assignment: Complete the following for session #5
 - Self-Evaluation
 - Student Cover Page (pg. 32)

Session #5 C Bell

- Hand in:
 - Self-Evaluation
 - Student Cover Page
- Assemble Presentation booklet
- Discuss Presentation Tips (pgs. 25-26)
- Reinforce Evaluation Rubric (pgs. 27-28)
- Discuss Final Reminders (pg. 31)

LIST OF SUGGESTED TOPICS

Please note: These are some of the possibilities for graduation project topics. All topics must be approved by the advisor.

Academic Projects

1. Develop a science fair project
2. Statistical projects
3. Math/Computer projects (Web Page projects must be coded in HTML)
4. Architectural design
5. Engineering project
6. Compose foreign language short story or poem
7. Develop a theoretical trip abroad with all components
8. Devise foreign language software
9. Dramatic interpretation in foreign language
10. Fashion show in foreign language
11. Clothing or craft project
12. Plan preschool activities
13. Novel project
14. Visual interpretation of major literary work
15. Intensive study of major author and work
16. Life-skills portfolio (consumer related – income tax, job application, resume, budget)
17. Multi-disciplinary research project
18. Write, perform and evaluate original dramatic production
19. Research and critique dietary guidelines of local health care facility
20. History day project
21. Instrumental/musical recitals
22. Videotape/photograph historical architecture of a community
23. Research the history of the West Jefferson Hills School District

Internships

1. Intern with business firm in entry level or higher position
2. Intern with elementary teacher/subject area teacher
3. Intern in health related career
4. Intern with government or private industry
5. Intern with newspaper or publishing entity
6. Intern with designing firm/local theater/art association
7. Internship at a day care center
8. Apprentice with seamstress or tailor
9. Intern with a general contractor and design something for the school grounds
10. Intern with a skilled tradesman and donate work to a worthy cause
11. Restore a car/other transportation for someone in the American Association of Retired Persons (AARP)
12. Write, produce, or direct cable or TTTV programming as an extension

THOMAS JEFFERSON HIGH SCHOOL

GRADUATION PROJECT

Personal Projects

1. Research and create a thorough visual representation of a personal family tree and teach others the same
2. Develop an individualized diet and exercise program to help in the health classes
3. Learn, master, and demonstrate a new skill and teach it to others in a structured setting
4. Research how to develop an investment portfolio, track its performance and make modifications

School Improvement

1. Develop and execute math tutoring program
2. Design a web page for a teacher to use
3. Design and publish newsletter/brochure for local company using Desktop Publishing
4. Develop pamphlet describing research on careers or college
5. Organize a career day
6. Design Business Education Department of the future
7. Create a district pamphlet
8. Design an event to promote a safe and drug-free school
9. Create a video about physical fitness and health issues
10. Work with elementary classes to reinforce wellness
11. Work as a student trainer
12. Develop intramural program
13. Design aesthetic projects, murals, landscaping
14. Design a playground
15. Organize and maintain a club or an activity
16. Organize and execute a school clean up
17. Design and create a piece of art for public display at the school
18. Plan the district-wide art show
19. Work with a sports team and collect and produce video clips of the season's best, funniest, most exciting plays and moments, etc.
20. Plan/organize a recycling project

Entrepreneur Projects

1. Set up a small business and keep all records
2. Operate expanded student store
3. Student contracted project
4. Form a company to design, develop and produce a product
5. Organize a fundraiser
6. Establish catering business
7. Establish coffee shop
8. Develop computer software or a unique software application

Practical Arts Projects

1. Build a piece of furniture and donate it
2. Cater a social function for the community, local firemen, etc.
3. Demonstrate carpentry skills by remodeling or enhancing an area in the community
4. Design and redecorate a room for a women's shelter
5. Build an addition to an existing structure for a community organization
6. Create and implement a landscape architectural design for a community park
7. Complete a beautification project for your church

THOMAS JEFFERSON HIGH SCHOOL GRADUATION PROJECT

Community Projects

1. Prepare income taxes for elderly/disadvantaged
2. Coordinate service project for philanthropic organization
3. Perform a service project
4. Create advertisement brochures for foreign speakers in area
5. Volunteer at homeless shelter
6. Volunteer at geriatric facility to promote fitness
7. Organize wellness program for district employees
8. Participate in health related fund-raisers
9. Participate in health screen day
10. Volunteer by planning activities at a hospital/nursing home
11. Develop an environmental improvement project
12. Examine community needs and implement improvement project
13. Refurbish historical site
14. Design golf course or miniature golf course
15. Design and build a fitness trail
16. Perform a service for a senior citizen community
17. Organize a community festival (i.e., arts, music, foods, multicultural heritage, etc.)
18. Plan and supervise an elementary school bicycle safety program
19. Coach a community sports team (teach skills)
20. Teach religious instruction classes
21. Work with and for a political candidate during a primary or general election campaign

Fine Arts and Creative Projects

1. Compose and perform a piece of music for a senior citizen home
2. Organize a student concert
3. Organize a student art show
4. Edit and produce a magazine for a school/community organization
5. Edit and produce a school newspaper
6. Write and publish a short story or book of poems
7. Design and paint a mural for display somewhere in the community
8. Plan and conduct a showing of your personal artwork or writings
9. Design and dress a display area for a department in the high school
10. Write and illustrate a children's book in English or foreign language
11. Choreograph and direct a dance performance
12. Make a video for public service announcements

THOMAS JEFFERSON HIGH SCHOOL GRADUATION PROJECT

Teacher-Generated Ideas

1. Extend a science fair project
2. Complete a Students Against Destructive Decisions (SADD) extension project
3. Develop a booster club for an athletic team
4. Complete a foreign exchange opportunity
5. Organize for a band to play music at a dance or school-sponsored event
6. Develop an ethnographic extension for a social studies teacher
7. Conduct a peer-tutoring project
8. Produce a highlight film for any sports team, musical, or related event
9. Establish a homework help system
10. Create and paint a design for a community center
11. Create an appropriate animated movie for a class/elementary school
12. Write, direct, and perform a children's theater production
13. Create an elementary drama production
14. Design puppets and produce a puppet show for younger kids
15. Develop public relations or marketing material for a theater/business
16. Plan a "Save the Rainforest" project
17. Extend a Pennsylvania Governor's School project
18. Help train others for a marathon or related sporting event
19. Work with a veterinary hospital staff member (shadow experience)
20. Research how the brain, skeletal, or other system in the body works and produce a video or visual for display
21. Work with Animal Friends on a project
22. Work with disabled children
23. Create and follow through with a recycling program for a semester
24. Work with the local Food Bank
25. Sponsor and administer a voter registration drive
26. Organize a spring extravaganza for a senior citizens center
27. Coach a league for area recreation associations.
28. Design a cultural display case for a local business
29. Establish a correspondence program with a school in a foreign country or local school
30. Organize a traveling art show
31. Organize a foreign language tutoring time for the language of your choice
32. Develop audiotapes of novels and short stories
33. Establish an environmental monitoring project

Please note: The word "extension" listed in some of the examples means taking a classroom skill/project/outcome and expanding that idea to go above and beyond what was submitted in the class or required in the class by a classroom teacher.

* Some projects may need to start BEFORE the junior year. (You must obtain permission before starting.)

Brainstorming Sheet for Students

Contemplate all the areas of interest in your life. Where do you see yourself in ten years? Where do you see your project in relationship to one or any of the ideas listed below?

1. Social studies (historical study, cultural study...)
2. Space (exploration, extraterrestrial theory...)
3. Specialized hobbies or collections (coins, cars, dolls...)
4. Philosophy (comparative studies, certain theorists or leaders...)
5. Art (producing the school's art show, painting a mural, designing a stained glass window for school...)
6. Education (working with elementary students in the district, working with a high school teacher on a topic, working with the county to stop illiteracy...)
7. Technology (wood, metal, cars, computers, graphics, electronics...)
8. Family and consumer sciences (designing and sewing costumes for a play, musical, or homecoming; catering a special event...)
9. Writing and/or literature (writing and illustrating a children's book in English or a foreign language, compiling a poetry book...)
10. Math and science (exploring certain math theories, starting a tutoring program after school, pursuing an ozone study or starting a recycling program...)
11. Photography/film (making a movie, taping and editing school events, showing photographs...)
12. Social concerns (homelessness in Pittsburgh, aging, youth violence...)
13. Career path (journalists, doctors, physical therapists, researchers...)
14. Volunteer/community service extension (volunteer project at a local hospital, ALL of Us Care...)
15. QUEST extension (continuation of internship or shadowing experience...)
16. Travel (languages, working during a break in a foreign land...)
17. Health and fitness (diets, physical goals, teaching others...)
18. Performing arts (music, dance, drama...)
19. Business (trends, stocks, computers...)
20. Sports-related project (teaching children a new sport/skill, volunteering at the YMCA...)
21. Gain certification in an area (like CPR and help host a health fair)

HOW TO SELECT A TOPIC – SAMPLE BRAINSTORMING

FIRST STEP – BRAINSTORMING

Use this space to brainstorm ideas for your Graduation Project. Write down every idea you have. Don't worry if the idea is not fully formed or thought through. You will work with the list later, eliminating ideas that seem too easy or too difficult and ones in which your interest is not great.

Write and illustrate a children's book
Get an old building in my neighborhood registered as a historic landmark
Build a model car
Remodel my family's kitchen
Make a video showing how to play the position of goalie in ice hockey

SECOND STEP – NARROW IT DOWN TO THREE

Now that you have spent some time thinking about the ideas you've brainstormed, narrow them down to your three best ideas. List the ideas below, along with a short description.

- 1 Goalie Video - Show how to play the position of goalie in ice hockey.
- 2 Children's Book - Write and illustrate a book for kids about something cool.
- 3 Kitchen Re-make - Remodel my family's kitchen.

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HOW TO SELECT A TOPIC – BRAINSTORMING FOR STUDENT USE

FIRST STEP – BRAINSTORMING

Use this space to brainstorm ideas for your Graduation Project. Write down every idea you have. Don't worry if the idea is not fully formed or thought through. You will work with the list later, eliminating ideas that seem too easy or too difficult and ones in which your interest is not great.

SECOND STEP – NARROW IT DOWN TO THREE

Now that you have spent some time thinking about the ideas you've brainstormed, narrow them down to your three best ideas. List the ideas below, along with a short description.

1	_____	-	_____
	_____		_____
2	_____	-	_____
	_____		_____
3	_____	-	_____
	_____		_____

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**THOMAS JEFFERSON HIGH SCHOOL
GRADUATION PROJECT**

THIRD STEP – ANALYZE YOUR CHOICES

Use this form to help you decide which of your three best ideas will be the one you select as your Graduation Project topic. Answer each question “yes” or “no” for each of the three ideas; then total the responses at the bottom of the sheet.

1 2 3

Questions to Ask Yourself	Yes	No	Yes	No	Yes	No
1. Will I enjoy doing research on this project?	✓		✓			✓
2. Will I be able to gather data from a variety of sources to complete this project?	✓			✓	✓	
3. Will I have enough time to complete this project?		✓	✓			✓
4. Will I be able to afford to buy the materials I will need to carry out this project?		✓	✓			✓
5. Will I have the support of my parents with this project?	✓		✓		✓	
6. Will I be helping the community with this project?	✓		✓			✓
7. Does this project relate to a career interest of mine?		✓	✓		✓	
8. Will I be motivated to complete this project?	✓		✓			✓
9. Will this project benefit me once I graduate from high school?		✓	✓		✓	
10. Will I be proud of this project after it is completed?	✓		✓		✓	
TOTALS	6	4	9	1	5	5

The idea to which you have answered “yes” most often is probably your best choice.

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**THOMAS JEFFERSON HIGH SCHOOL
GRADUATION PROJECT**

THIRD STEP – ANALYZE YOUR CHOICES

Use this form to help you decide which of your three best ideas will be the one you select as your Graduation Project topic. Answer each question "yes" or "no" for each of the three ideas; then total the responses at the bottom of the sheet.

1 2 3

Questions to Ask Yourself	Yes	No	Yes	No	Yes	No
1. Will I enjoy doing research on this project?						
2. Will I be able to gather data from a variety of sources to complete this project?						
3. Will I have enough time to complete this project?						
4. Will I be able to afford to buy the materials I will need to carry out this project?						
5. Will I have the support of my parents with this project?						
6. Will I be helping the community with this project?						
7. Does this project relate to a career interest of mine?						
8. Will I be motivated to complete this project?						
9. Will this project benefit me once I graduate from high school?						
10. Will I be proud of this project after it is completed?						
TOTALS						

The idea to which you have answered "yes" most often is probably your best choice.

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**THOMAS JEFFERSON HIGH SCHOOL
GRADUATION PROJECT**

PROPOSAL

Student Name:		
Homeroom:	Date:	Homeroom Teacher:
Project Title: Math tutoring program for elementary students.		
Area of Concentration and Brief Description: I am going to develop a tutoring program to help elementary students who are struggling in their math classes. I will offer this program to the different elementary schools in our area. If a school is interested, I will meet with the students as often as need to improve their math skills.		
Project Objectives: (What I hope to achieve) The main purpose of my project is to give students extra help outside of their class. Not all students can grasp the concepts of math when they are first introduced to them, so I want to help the student understand them more clearly.		
Procedures: (How I plan to accomplish my goal) I am going to introduce this program to the different elementary schools in this area. For the schools that are interested, I will meet with their math teachers and discuss the students that need extra help. I will meet with the students who need the help after school or whenever is convenient for them to tutor them and hopefully help them improve on their mathematical skills.		
Materials: (Things I plan to use to reach my goal) I plan to work with the student by using the math book in which they are learning from. I am also going to talk with the teachers to see what types of materials they use. I also plan to use any other materials I think are necessary to help them understand the concepts.		
Exhibition: (What I plan to produce and present) I will keep a log of the students that I work with and I will write a report at the end of the year. I will also see if the students' grades improve throughout the year and present that in graph or chart form as well.		
Student Signature:		
Parent Signature:		
Teacher Signature:		
Mentor Signature and Title: (if applicable)		Phone:

PROPOSAL

Student Name:		
Homeroom:	Date:	Homeroom Teacher:
Project Title:		
Area of Concentration and Brief Description:		
Project Objectives: (What I hope to achieve)		
Procedures: (How I plan to accomplish my goal)		
Materials: (Things I plan to use to reach my goal)		
Exhibition: (What I plan to produce and present)		
Student Signature:		
Parent Signature:		
Homeroom Teacher's Signature:		
Mentor Signature and Title: (if applicable)		Phone:

**THOMAS JEFFERSON HIGH SCHOOL
GRADUATION PROJECT**

ACTIVITY LOG

As you work on your project, keep track of your activities and the time you spend on each of them. You may attach as many sheets as necessary. Your course instructor needs to sign your sheet upon completion.

Student Signature _____ HR Teacher's Signature: _____

DATE	ACTIVITY OR PROGRESS	TIME SPENT
11-25-01	Discussed project with mentor	1 hr
11-26-01	Completed project proposal	1 hr
9-14-02	Brainstormed survey questions	1 hr
9-27-02	Searched for web page creating software	2 hrs
10-5-02	Searched for web page creating software	1 ½ hrs
10-10-02	Discussed with mentor alternate ways to create survey	1 hr
10-27-02	Started Excel spreadsheet	3 hrs
11-11-02	Worked on spreadsheet	2 hrs
11-24-02	Worked on spreadsheet	2 hrs
12-13-02	Composed email to send with spreadsheet	2 hrs
12-20-02	Worked on spreadsheet	1 ½ hrs
1-7-03	Finalized spreadsheet	3 hrs
1-12-03	Sent email with spreadsheet for critiquing	½ hr
1-13-03	Edited spreadsheet	2 hrs
1-14-03	Sent final email with spreadsheet to friends and family in 4 cities	½ hr
2-16-03	Began organizing returning information	2 hours
2-18-03	Organized returning information	3 hours
2-28-03	Began making charts, graphs,	2 hrs
2-29-03	Worked on graphs, charts	2 hrs
2-30-03	Organized additional returning information	3 hrs
2-31-03	Worked on graphs, Charts	2 hrs
3-1-03	Finished graphs and charts	3 hrs
3-3-03	Put graphs, charts into powerpoint presentation	2 hrs
3-4-03	Worked on powerpoint	3 hrs
3-7-03	Worked on powerpoint	1 hr
3-8-03	Finished powerpoint	2 hrs
		49

MID-POINT PROGRESS REPORT

Name _____ Homeroom _____

Homeroom Teacher _____ Date _____

Project Title WAVE Webpage

Evaluate your progress on your project and estimate (circle) your percentage of completion:

Collection of resources, if necessary	0	25	50	75	100
Rough draft, outline, or plan	0	25	50	75	100
Execution of project	0	25	50	75	100
Preparation for presentation	0	25	50	75	100

Write a paragraph about what you have accomplished so far and how satisfied you are with your progress. Note any changes from your original plan.

For my graduation project, I have been developing and constructing a website for the WAVE organization. Thus far, I have learned a lot of HTML skills for the completion of my project. I have been using Frontpage to develop my page and have completed basic site development. I have created my linked pages and am in the process of adding and refining the pages by adding graphics and building on the basic layout. Creating a 3 D panoramic view of the projected facility may not be added to the site, due to inability to get digital footage. Overall, I am for the most part satisfied with my project thus far. I am not encountering any major problems.

MID-POINT PROGRESS REPORT

Name _____ Homeroom _____

Homeroom Teacher _____ Date _____

Project Title _____

Evaluate your progress on your project and estimate (circle) your percentage of completion:

Collection of resources, if necessary	0	25	50	75	100
Rough draft, outline, or plan	0	25	50	75	100
Execution of project	0	25	50	75	100
Preparation for presentation	0	25	50	75	100

Write a paragraph about what you have accomplished so far and how satisfied you are with your progress. Note any changes from your original plan.

Student Signature

HR Teacher's Signature

WRITTEN ABSTRACT

Name _____ Homeroom _____ Date _____

HR Teacher _____ Project Title _____

Please summarize your project using complete sentences by including: 1) the original objectives; 2) the procedures followed; the outcomes of the project.

For my graduation project I developed a math tutoring program at Jefferson Elementary School to help third and fourth grade students with areas of math that they were having trouble with. I met many times with the principal, Mr. Peterson and we discussed what I was planning on doing. I also went and met with each math teacher and introduced the idea to them, I was then given a list of students who were having trouble in their class and sent letters home to their parents so I would have their consent to tutor their child. After everything was in place I went to the elementary school and began tutoring. I went during their school hours so their parents were not inconvenienced at all and I met with a group of students and we practiced what they were working on in class. I went two days a week for about an hour for the last nine weeks of school. We worked on worksheets that I had made for them, flashcards and also work that the teachers had asked me to help them with. I took all the grades from each student and made a graph of their scores. There were not many grades to record but what I have does show the student's improvement. At the end of the school year I put all the students work into their own booklet and I had each student make a cover sheet so they could personalize it. I also took pictures and made a book out of poster board of each student's name and picture and pictures of me working with them. Overall I think the outcome of this project was successful. I learned a lot myself, it helped me to prepare for a future in education if that is what I decide to do. The students seemed to be grasping the concepts better and I felt like I was really able to get through to them. All the students I worked with were bright students they just needed a little extra guidance. The outcome of my project was a success for me and for the students, I think we learned a lot from each other.

WRITTEN ABSTRACT

Name _____ Homeroom _____ Date _____

HR Teacher _____ Project Title _____

Please summarize your project using complete sentences by including:

- 1) the original objectives
- 2) the procedures followed
- 3) the outcomes of the project

SELF EVALUATION

Name _____ Homeroom _____

Student Number _____ Year of Graduation _____

Date _____

Project Title _____

Write a short paragraph answering each of these questions:

1. What knowledge, skills, or abilities have you gained as a result of this project?

In my project, I have gained many skills such as learning how to deal with profit and taxes in a business. I have also learned how to cook many different foods and how to order supplies. The most important skill I have learned is customer service.

2. How might you apply what you have learned in the future?

In the future, I plan to study business management, so this project has really taught me a lot. All the skills I learned here will definitely be used in the future.

3. What do you consider to be a strength of your project?

The biggest strength in my project was that I actually started it when I was seven. I have been involved with my father's pizza shop for a long time, and I really knew what I was doing.

4. Knowing there is always room for improvement in each of us, what would you do differently to improve your project if you were to undertake it again?

The one thing I would have done differently would have been to get it done earlier. I would have done the visual in December rather than a week before it was due.

Student Signature _____

TECHNOLOGY REQUIREMENT

*Every student is **required** to utilize technology for his/her graduation project. The following list are suggestions for technology use:*

1. PowerPoint
2. Web page (HTML only)
3. Video/audio

VISUALS

In addition to technology, students may want to enhance their presentations by adding visuals to their projects. Some examples include:

1. Student-made posters
2. Picture boards
3. Scale models
4. Journal/scrapbook/logbook with narrative and pictures
5. Research report
6. Work items utilized during an internship
7. Performance (dance, music, theater, etc.)

**WHAT TECHNOLOGY OR VISUALS
DO YOU PLAN TO USE?**

PRESENTATION TIPS

Consider these techniques when preparing the final presentation.

Content

- Well-chosen, interesting material
- Careful selection of detail
- Tells a story (presents project well; communicates the process and product)

Organization

- Attention-getting introduction
- Logical arrangement of ideas
- Transitions between points
- Effective conclusion

Delivery

- Use of gestures/no use of gestures
- Clear, distinct speech
- Effective eye contact
- Poised, calm delivery
- Enthusiasm
- Appropriate posture
- Lack of filler or crutch words (“like,” “uh,” “uhm,” “you know,” etc.)
- Speaking to the audience (not reading from the paper or notes)
- Appropriate rate for public speaking

Language

- Explanation of terms
- Acceptable word choice for audience
- Pronunciation
- Appropriate volume

Visual Aids

- Appropriate use of visuals
- Handouts for the evaluators if necessary

Time

- Effective use of time (meets time requirement of 9-12 minutes)

Works Cited/Bibliography

- If the instructor requires proof of research, a works cited or bibliography may be required

Last Minute Reminder Before Presentation

You are about to complete your Graduation Project. A lot of time and work has gone into the project, so you want to make sure you have everything right for the day of your presentation. Take time to look over the following list and direct your attention to any items that need refinement or completion.

Content

Have you completed your written components?

Are they typed and is the appearance appropriate for the importance of the project?

Have you proofread for errors in grammar, spelling, and mechanics?

Presentation

Have you completed the preparation for the oral component? (approximately 10 minutes)

Have you practiced your speech?

Product

Is your visual aid prepared?

Have arrangements been made to have your visual on site and on time?

Presentation Day Needs:

Do you know the date, room, and time of your presentation?

Does your presentation utilize any technology? Are you providing it? Have you requested it? Have you tested your technology on the school's computer? Have you practiced your presentation using the technology?

Does your presentation require any handouts or other materials? If so, are they prepared and do you have sufficient copies?

Have you considered the proper grooming and attire to make the best personal impression while presenting?

Do you have the required forms?

It is suggested that you use the night prior to presenting for resting and getting mentally prepared. Have you made such accommodations in your schedule?



Graduation Project Presentation: Evaluation Rubric

Thomas Jefferson High School

Score: _____ Time: _____

Student: _____

Evaluator: _____

Project: _____

60 points and above = PASS

0-59 points = FAILURE

Category I: CONTENT (30 points)

INTRODUCTION:

5 Clearly stated purpose. Interesting attention getter.	4	3 Purpose of presentation was stated.	2	1 Purpose was unclear. Introduction too brief.
--	----------	---	----------	---

BODY:

5 Clear and focused presentation. Relevant information enriched main idea.	4	3 Some focus, but presentation strayed from the main idea.	2	1 Focus unclear. Presentation lacked a main idea.
5 Clearly verbalized relationship between research and project. Works cited included.	4	3 Verbalized some relationship between research and project. Works cited included but poor format/organization.	2	1 Verbalized little relationship between research and project. No works cited.
5 Physical evidence of project (i.e. pictures, PowerPoint, video)	4	3 Some evidence of project illustrated.	2	1 No physical evidence.

USE OF LANGUAGE:

5 Appropriate word choice and use of grammar. Very effective style of presentation.	4	3 Some inappropriate word choice and grammatical errors. Some style.	2	1 Poor grammar and word choice. No evidence of style.
---	----------	--	----------	---

CONCLUSION:

5 Clear summary of information. Evidence of knowledge gained. I learned...I plan to use...	4	3 Adequate summary. Some evidence of knowledge gained.	2	1 Unclear summary. Little evidence of knowledge gained.
--	----------	--	----------	---

Total score for CONTENT: _____

Category II: SPEAKING STYLE/ DEMEANOR/ DELIVERY (20 points)

5 Maintained eye contact throughout the presentation.	4	3 Some eye contact made. Read from notes occasionally.	2	1 Very little eye contact. Mostly read notes.
5 Proper volume, articulation, and pacing of speech.	4	3 Adequate volume, articulation, and pacing, a few "ahs" and "ums".	2	1 Poor volume, articulation and pacing. Too many "ahs" and "ums".
5 Excellent demeanor, delivery, and use of gestures.	4	3 Somewhat stiff or nervous, too many or few gestures.	2	1 Stiff or nervous. Ineffective use of gestures.
5 Clean, neat, and professionally dressed.	4	3 Adequate dress and appearance.	2	1 Somewhat inappropriate dress. Somewhat sloppy.

Total score for SPEAKING STYLE: _____

60 points and above = PASS
 0-59 points = FAILURE

Category III: ORGANIZATION (20 points)

5 Order + structure were very effective.	4	3 Some order and structure.	2	1 Presentation was somewhat disorganized.
5 Had transition from one idea to another.	4	3 Ideas did not flow smoothly.	2	1 Ideas were presented haphazardly.
5 Clearly displayed evidence of 3 required components: research, physical project, media aid.	4	3 Displayed some evidence of all 3 required components: research, physical project, media aid.	2	1 Displayed evidence of only 2 of the 3 required components: research, physical project, media aid.
5 Presentation time between 9 → 12 minutes.	4	3 Presentation time between 6 → 7 minutes.	2	1 Presentation time under 3 minutes or exceeded 12 minutes.

Total score for ORGANIZATION: _____

Category IV: AUDIO/VISUAL - Use of Media (20 points)

5 Media was professional and high quality in appearance.	4	3 Media used was adequate in quality.	2	1 Media was poor in quality.
5 Use of media demonstrated creativity and originality.	4	3 Use of media was appropriate but not highly creative or original.	2	1 Very little creativity or originality demonstrated.
5 Use of media enhanced presentation.	4	3 Use of media contributed somewhat to the presentation.	2	1 Use of media had little relevance.
5 Media was frequently referenced. Media was an integral part of the presentation.	4	3 Some reference was made to media during the presentation.	2	1 Very little or no reference made to media during the presentation.

Total score for USE of MEDIA: _____

Category V: QUESTION/ANSWER SESSIONS WITH EVALUATORS (10 points)

IMPROMPTU SKILLS:

5 Answered questions with accuracy and confidence.	4	3 Some hesitation and lack of fluency when answering.	2	1 Much hesitation and lack of confidence.
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QUALITY OF RESPONSE:

5 Demonstrated knowledge of subject. Very informative.	4	3 Demonstrated adequate knowledge of topic.	2	1 Not very informative. Limited knowledge of topic.
--	----------	---	----------	---

Total score for QUESTION/ ANSWER SESSION: _____

Comments: _____

***TOTAL SCORES FROM EACH CATEGORY AND RECORD AT THE TOP OF THE FIRST PAGE.**

WEST Elizabeth
JEFFERSON Hills
Pleasant HILLS

SCHOOL DISTRICT

THOMAS JEFFERSON HIGH SCHOOL
310 OLD CLAIRTON ROAD
JEFFERSON HILLS, PA 15025

Phone (412) 655-8610
Fax (412) 655-8618
www.wjhsd.net

**GRADUATION PROJECT
Permission for Shadowing Experience**

Please fill out and return to the Principal's office at least one (1) week prior to the shadowing experience.

Student name (Print)

Grade/Homeroom

Date(s) requesting to shadow (Max. 3)

Location of experience: _____

Person shadowing / title: _____

Objective(s) of the trip: _____

These date(s) of absence shall be excused and make-up privileges granted with the following provisions:

- The student is required to secure assignments from his/her subject teachers and keep abreast of his/her subject matter.
- All academic work shall be completed upon the student's return to school.

I understand and agree to the terms and conditions of the Graduation Project shadowing experience

Parent name (Print)

Parent signature

Date

Student signature:

Administrative approval:

Principal/Vice Principal

Date

WEST Elizabeth
JEFFERSON Hills
Pleasant HILLS



SCHOOL DISTRICT

THOMAS JEFFERSON HIGH SCHOOL
310 OLD CLAIRTON ROAD
JEFFERSON HILLS, PA 15025

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www.wjhsd.net

GRADUATION PROJECT
Shadowing Experience – Person Shadowed

Student name: _____

This section should be completed by the person agreeing to be shadowed

I _____ have agreed to work with the above named student for the
purpose of completing this student's Graduation Project.
Print name

He/She was here for the following dates: _____
List dates

In my professional opinion, this person completed this experience in a:

_____ Satisfactory manner _____ Unsatisfactory manner

Print name - Title

Signature - Date

Student should return this form to the assigned Homeroom teacher
at TJHS following the completion of the Shadowing Experience

Final Reminders

The last day to turn in all paperwork is _____ (enter date). **NO EXCEPTIONS.** Students that have not turned in all paperwork by that date will have their names removed from the master presentation schedule and will receive an automatic F (failure) for the term. Students that fail will have to take the class during their senior year and create an entirely new project to present. The following are last minute reminders to help all students succeed. Hold onto this handout and check off items on the list as you complete tasks.

Required:

- All students must have all of their paperwork turned in to their graduation project class teacher by _____ (enter date).

Finished: _____

- All students must complete a technology request form by _____ (enter date). List if you will need technology outside of a VCR, DVD player, or PowerPoint (computer).

Finished: _____

- All students must have three packets containing copies of all paperwork to turn in to their panel of evaluators. **You MUST have these packets when you appear before your panel.** Each packet should be put together in the order that the forms appear in your manual. All packets should have a cover page that contains the following information:
 - Title of Project
 - Name of Student
 - Name of Graduation Project Teacher
 - Homeroom of Student
 - Optional - A picture of you doing your project

Finished: _____

Recommended:

- Printing slides of your PowerPoint and including the information in the packet that you provide to your panel of instructors.
- Check your technology **AT SCHOOL** prior to presenting to the panel of teachers. E-mail your presentation as an attachment **AND** bring it to school on disk **AND** save it on your student drive. Be prepared!
- Decide what you will wear to the presentation **BEFORE** the day of the presentation. Your dress should be professional and modest. Young men should wear dress slacks (khakis are allowed) with a dress shirt (minimum) and a tie. Suits or suit jackets are optional but appreciated. Young women should wear skirts or slacks with a professional blouse or suit. Dress as if you were applying for college admission or career consideration.

Student Cover Page for Graduation Project Evaluation

Title of Project:

Name of Student:

Name of Homeroom Teacher: _____

Homeroom of Student: _____

** Picture can be copied and pasted below (optional)*

Please Check that the following are in your packet:

- Proposal with signatures
- Mid-Point Progress Report
- Written Abstract
- Self-Evaluation
- Activity Log
- Works Cited

APPENDIX A - Your Works Cited List—APA STYLE (Research-Based Project)

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of periodical*, volume number, pages.

The above example is the general form for citing magazines or periodicals in this style. Use this as a starting point for your works cited.

Basic Rules

- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work unless the work has more than six authors. If the work has more than six authors, list the first six authors and then use et al. after the sixth author's name to indicate the rest of the authors.
- Reference list entries should be alphabetized by the last names of the first author of each work.
- If you have more than one article by the same author(s), single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest. When referring to these publications in your paper, use the letter suffixes with the year so that the reader knows which reference you are referring to. For example: "Several studies (Berndt, 1981a, 1981b) have shown that..."
- Use "&" instead of "and" when listing multiple authors of a single work.
- If no author is given for a particular source, begin with and alphabetize by using the **title** of the work, which will be listed in place of the author, and use a shortened version of the title for parenthetical citations.
- Personal communications, such as e-mail messages to you, or private interviews that you conducted with another person, should not be cited in your reference list because they are not retrievable sources for anyone else. You should make reference to these sources in your in-text citations. (For more information, see page 214 of the *Publication Manual*.)
- All lines **after** the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.
- When referring to any work that is NOT a journal, such as a book, article, or Web page, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
- Capitalize all major words in journal titles.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.
- When an author appears both as a sole author and, in another citation, as the first author of a group, list the one-author entries first. AN EXAMPLE WORKS CITED APPEARS BELOW.

NOTE: For a magazine or newspaper article, you need to include specific publication dates (month and day, if applicable) as well as the year. For a journal article, you do not need to include the month or day of publication. See our examples below for more explanations.

NOTE: You need list only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then you should list the issue number as well: *Title of Periodical, Volume number* (Issue number), pages. Note that the issue number is not italicized. If the journal does not use volume numbers, use the month, season, or other designation within the year to designate the specific journal article.

Berndt, T. J. (1996). Exploring the effects of friendship quality on social development. In W. M. Bukowski, A. F. Newcomb, & W. W. Hartup, (Eds.), *The company they keep: Friendship in childhood and adolescence*. (pp. 346-365). Cambridge, UK: Cambridge University Press.

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science, 11*, 7-10.

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality & Social Psychology, 66*, 1034-1048.

Wegener, D. T., & Petty, R. E. (1995). Flexible correction processes in social judgment: The role of naive theories in corrections for perceived bias. *Journal of Personality & Social Psychology, 68*, 36-51.

For more information, please visit the website <http://owl.english.purdue.edu> and type in APA style requirements in the search component.

APPENDIX B - Your Works Cited List—MLA STYLE (Humanities-Based Project)

The works cited list should appear at the end of your project. It provides the information necessary for a reader to locate and be able to read any sources you cite in the project. Each source you cite in the project must appear in your works-cited list; likewise, each entry in the works-cited list must be cited in your text. Preparing your works cited list using MLA style is covered in chapter six of the *MLA Style Manual*, and chapter four of the *Handbook for Writing Research Papers*. Here are some guidelines for preparing your works cited list.

List Format

- Begin your works cited list on a separate page from the text of the project under the label Works Cited (with no quotation marks, underlining, etc.), which should be centered at the top of the page.
- Make the first line of each entry in your list flush left with the margin. Subsequent lines in each entry should be indented one-half inch. This is known as a hanging indent.
- Double-space all entries, with no skipped spaces between entries.
- Keep in mind that underlining and *italics* are equivalent; you should select one or the other to use throughout your essay.
- Alphabetize the list of works cited by the first word in each entry (usually the author's last name).

Basic Rules for Citations

- Authors' names are inverted (last name first); if a work has more than one author, invert only the first author's name, follow it with a comma, then continue listing the rest of the authors.
- If you have cited more than one work by a particular author, order them alphabetically by title, and use three hyphens in place of the author's name for every entry after the first.
- When an author appears both as the sole author of a text and as the first author of a group, list solo-author entries first.
- If no author is given for a particular work, alphabetize by the title of the piece and use a shortened version of the title for parenthetical citations.
- Capitalize each word in the titles of articles, books, etc. This rule does not apply to articles, short prepositions, or conjunctions unless one is the first word of the title or subtitle.
- Underline or italicize titles of books, journals, magazines, newspapers, and films.
- Use quotation marks around the titles of articles in journals, magazines, and newspapers. Also use quotation marks for the titles of short stories, book chapters, poems, and songs.
- List page numbers efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50.
- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should provide enough information so that the reader can locate the article either in its original print form or retrieve it from the online database (if they have access). For more about this, see our discussion of [electronic sources](#).

(SAMPLE) Works Cited

Adams, Paul. "Furious Arafat Is Freed." Globe and Mail [Toronto] 2 May

2002: A1+.

"Beginner Tip: Presenting Your Page with Style." Webmaster Tips Newsletter.

July 2000. NetMechanic. 13 Sept. 2004 <http://www.netmechanic.com/news/vol3/beginner_no7.htm>.

Collins, Ronald K.L., and David M. Skover. The Trials of Lenny Bruce: The Fall and Rise of an American Icon. Naperville, IL: Sourcebooks, 2002.

Continelli, Louise. "A Place for Owls to Heal." Buffalo News 12 Jan. 2003: C2.

"E-Money Slips Quietly into Oblivion." Nikkei Weekly [Tokyo] 22 Jan. 2001: 4.

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"Ho Chi Minh." Encyclopaedia Britannica. 2004. Britannica.com.

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King, Stephen. Black House. New York: Random, 2001.

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Law and Order. Prod. Wolf Film in assoc. with Universal Television. NBC Television Network. WHEC, Rochester, NY. 13 Mar. 2003.

Longin, Helmut. President. Industry Union of Austria. Telephone interview. 2 Feb. 2005.

**For more information, please visit the website <http://owl.english.purdue.edu> and type in
MLA style requirements in the search component.**