Leesville Road High School

Graduation Project Handbook

A Requirement of the North Carolina State Board of Education

WAKE COUNTY PUBLIC SCHOOL SYSTEM

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INTRODUCTION TO THE GRADUATION PROJECT

Brief History of the Graduation Project

School districts on the West coast began designing and implementing senior graduation projects nearly twenty years ago. In North Carolina, the Department of Public Instruction (DPI) investigated the idea of a senior project as early as 1997. Additional leadership came from UNC-G Educational Research Laboratory and the SERVE Senior Project network. Continued discussion between DPI and the State Board of Education led to the final passing of Board Policy HSP-N-000, entitled "Student Accountability Standards/Graduation Requirements" in March 2006. The policy in part states the following: "Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation courses of study shall meet the following standards for proficiency: (B) successfully complete a graduation project that is developed, monitored, and scored with the LEA using state-adopted rubrics" (WCPSS 4).

Even before the North Carolina State Board of Education made the Graduation Project a diploma requirement, many North Carolina systems had investigated and implemented various versions of the concept. Schools in all regions of our state have successful graduation projects, some in place for more than a decade. In Wake County several high schools, both magnet and traditional, have developed graduation projects. Most schools follow the model of the four Ps – paper, product, presentation, and portfolio. Additionally, the GP incorporates the State Board of Education's goals of rigor, relationships, and relevance through its requirements for rigorous research and writing standards, building relationships with community mentors and faculty advisors, and demonstrating relevance and connections through an oral presentation of a culminating product that is an outgrowth of the research.

Mission Statement

Leesville Road High School seeks to provide each student with an experiential learning opportunity to include research of a student-selected topic, product development, and project demonstration. The Graduation Project will exhibit the student's ability to integrate both skills and curriculum content gained throughout high school, while emphasizing inquiry, analysis, synthesis, personal responsibility, communication, and problem solving.

LRHS GRADUATION PROJECT OVERVIEW

Graduation Project four components

1. An inquiry-based research paper

2. An application product that is an outgrowth of the research

3. An oral presentation before an adult panel of judges

4. A portfolio containing records and reflections of the journey of the project

Expectations for Implementation of the Graduation Project

- All students are expected to successfully complete the GP according to NC Department of Public Instruction and Wake County Public Schools guidelines.

- All parents and students will remain informed throughout the project process.

- All faculty members are expected to serve as advisors, paper scorers, and/or panel judges.

- All faculty members will receive training for their various roles.

- School results will be reviewed for consistency of evaluation.

North Carolina Graduation Project Guidelines

- The Graduation Project idea must be student-generated.

- The Graduation Project must be of sufficient depth to reflect extensive study and research and provide the student a chance to learn about a topic of interest with which they are unfamiliar, a "learning stretch."

- The proposed Graduation Project must be approved by the GP advisor, the student's parents, and the school Graduation Project Steering Committee.

- The product must show evidence of knowledge gained in completion of the research experience.

- The Graduation Project should not require large monetary expenditures. Expenditures will not enhance the evaluation of the Graduation Project.

The following support will be provided

- Sample letters to students and parents

- Scoring rubrics from the Department of Public Instruction

- Timeline for the project

- Examples of work logs

- Statement on plagiarism and an ethics pledge

- Presentation guidelines

- Training guide for advisors

- Training guide for community mentors

- Training guide for judges' panel

- Process for appeal

- Process for re-submitting projects

GRADUATION PROJECT EXPECTATIONS

Students will be engaged in the Graduation Project during their high school years. The GP will provide enormous benefits for students both now and in the future. Additionally, the GP will be a valuable tool in determining the student's mastery of graduation expectations in the areas of knowledge, communication, problem solving, and responsibility.

Students are expected to choose a topic about which they know little or nothing. This learning stretch will culminate in a GP consisting of four components, detailed within the student's GP Handbook.

1. **Paper**

The paper is a 5-7 page inquiry-based research paper. All drafts of the paper will be turned in on specific due dates. If students do not receive a satisfactory assessment on their final draft from a faculty scoring committee, they will be given five calendar days to revise and resubmit the paper. According to the DPI rubric, a score of satisfactory is required for successful completion of the GP.

2. **Product**

The product is an extension of the research paper that demonstrates mastery of a skill. Students must log at least 15 hours of fieldwork to create this product. Students may choose to work with a community mentor who is an expert in the student's field of study. The product will be scored by a panel of adult judges.

3. **Portfolio**

The portfolio is a visual presentation of the student's commitment to and completion of the GP. It is the student's record of the steps in the process of completing the GP. The portfolio will be scored by the Graduation Project advisor.

4. **Presentation**

Students will present their Graduation Project in a 8-10 minute prepared speech to a panel of adult judges. Students will also answer 1-3 minutes of questions from the judges. The presentation will be scored by a panel of adult judges.

PARENT/STUDENT GRADUATION PROJECT SIGNATURE FORM

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Leesville Road High School

8409 LEESVILLE ROAD

RALEIGH, NORTH CAROLINA 27613

PHONE: 919.870.4250

FAX: 919.870.4287

My signature indicates that I am aware of the following:

► Every student must successfully complete the Graduation Project according to the North Carolina Department of Public Instruction and Wake County Public School guidelines prior to the completion of the student's senior year.

► Seniors must successfully complete each component of the GP.

► Due dates and requirements are outlined in the GP Handbook.

► The GP will be scored using the North Carolina Department of Public Instruction rubrics.

I agree to indemnify and hold harmless the Wake County Public School System Board of Education, its officers, agents, employees or volunteers from any injury that may result from participation in the Graduation Project.

_____
Parent/Guardian Signature

_____
Student Signature

_____
Parent/Guardian Printed Name

_____
Student Printed Name

_____
Date

_____
Date

OVER

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GRADUATION PROJECT ETHICS PLEDGE

I understand that the Graduation Project, in all of its phases, is to be completed independently under the supervision of my English teacher, my GP faculty advisor, my mentor, and with support from my family, friends, and community.

I understand that if I commit plagiarism in the research paper or falsify the project in any way (exaggerating fieldwork hours, lying, forging signatures on any forms, falsifying mentor qualifications, etc.), I will fail the Graduation Project and subsequently will not qualify to graduate.

I understand that I must be responsible in meeting deadlines, completing requirements and making sure that the required elements as specified in the GP Handbook are done in a quality manner.

I understand that I must create a product that is a tangible representation reflecting a learning stretch beyond what I already know and that meets all the criteria outlined in the GP Handbook.

I understand that I must independently design a professional, neat, creative portfolio that meets the specifications in the GP Handbook and that verifies and details the accomplishments of my project hours.

I understand that I must independently create a presentation to be given before a panel of adult judges that clearly details the research and real-world accomplishments of my entire Graduation Project experience.

I understand that successful completion of the Graduation Project depends upon meeting deadlines.

Student Signature _____

Student Name (Print) _____

Date _____

Parent/Guardian Signature _____

Parent/Guardian Name (Print) _____

Date _____

Planning the Graduation Project

STUDENT TIMELINE

Skill Introduction and Practice

Courses	Freshman Year	Sophomore Year	Junior Year
English	MLA documentation and research skills taught, practiced, and applied	MLA documentation, research skills, and presentation skills reinforced, practiced, and applied	Inquiry based research paper (3 – 5 sources) with presentation (graduation topic exploration)
Other Courses	Skills practiced and applied in an inquiry-based research project (one project per class per semester)	Skills practiced and applied in an inquiry-based research project (one project per class per semester)	Skills practiced and applied in an inquiry-based research project (one project per class per semester)

Graduation Project Preparation

Sophomore Year	
Mid – May	Selection and appointment of GP advisor

Junior Year	
September 2 – 5	GP information sessions; juniors schedule first appointment with GP advisor
September 8 – 19	Juniors and advisors meet and review the components of GP (i.e. timeline, GP mentor selection, GP Project Proposal, etc.)
October 15	GP Project Proposal and Letter of Intent due to GP Steering Committee
March 11	GP Paper and Product Proposal due to GP advisor; GP Product Resource Request Form due to GP steering committee
October 30	GP mentor selected and Mentor Qualification Form submitted to GP Coordinator
November – June	Juniors meet GP advisors (and mentors, if applicable) regularly to troubleshoot and seek advice on completion of the GP product and portfolio

Senior Year - Semester I	
(Note: **All** graduation project **PRODUCTS** will be due during first semester; however, papers, portfolios, and presentation due dates are based on the semester in which students are enrolled in English 12)	
September 30	**ALL** **GP products due;** current portfolio due to GP advisor for review
October 30	GP product revisions due
First week November	Research paper due to GP Advisor (for first semester English 12 students **ONLY**)
Mid November	Portfolio due to GP advisor
First week of December	Presentation of GP product and GP portfolio to Judges' Panel
First week of January	Revision of GP presentations and GP papers

Senior Year - Semester II	
First week of March	Research paper due to GP advisor (for second semester English 12 students **ONLY**).
Mid March	Portfolio due to GP advisor
First week of April	Presentation of GP product and GP portfolio to Judges' Panel
First week of May	Revision of GP presentations and GP papers

GUIDELINES FOR GRADUATION PROJECT TOPIC SELECTION

Each student will choose a research topic. The following guidelines will assist the student in choosing the subject to be explored.

The research topic:

- **requires cumulative knowledge across grade levels and content areas.** It should be a natural outgrowth of interest and combined skills of all or most content areas. For example, a student who researches the changes in the ozone layer is using cumulative knowledge from at least English, math, science and history.

- **allows the student ample access to information yet is narrow enough to make the research scope reasonable.** For example, a student choosing the topic First Aid would find it impossible to include everything about first aid (home remedies, history of emergency services, treatment of burns, how to stop bleeding, evolution of first aid courses, etc.). On the other hand, a student choosing to research the application of Band Aids to skin abrasions might not find enough information.

- **reflects student interest but is not one about which the student is already an expert.** If a student has been diabetic for ten years, worked closely with the Juvenile Diabetes Association, and has been a volunteer in the children's diabetic ward in a local hospital, he or she probably knows a great deal about the subject of juvenile diabetes. Unless that student pursues a new angle to diabetes, that topic might not yield significant new learning.

- **challenges the student academically and creatively.** The conscientious student will choose a topic that is not limited to a simple idea or one that has little application or extension possibilities. The topic should require an academic and creative stretch for the student.

- **uses money carefully.** Students should avoid choosing topics that might involve expenses they are not prepared to handle. If the research will involve travel or long distance calls, the student may want to make another choice. If the product that grows out of the research will require expensive materials, the student may want to make another choice. Remember, the student is not expected to spend money in order to complete the project.

- **is legal and age-appropriate.** <u>Students should avoid choosing topics that might endanger themselves or others.</u> For example, potentially explosive experiments or activities such as handling poisonous snakes are not appropriate. The research topic should be legal, age-appropriate, and adhere to all WCPSS policies.

- **utilizes primary research as a valuable component.** It may be wise, therefore, to explore the possibilities for personal interviews, informal surveys, empirical observation, etc. before making a final selection of topic.

- **recognizes that preliminary research may be helpful.** By reading about certain topics, the student may expand his/her areas of interest. Possibilities for new areas of exploration may surface.

Students should use good judgment to be certain that the topics they choose are appropriate for presentation to a panel of judges and the general public and for filing on Leesville Road High School's website. Remember that the English teacher, the GP faculty advisor, the GP Steering Committee, and the parent(s)/guardian(s) of the student must approve the selection of the topic.

GRADUATION PROJECT RESEARCH TOPIC SAMPLES

Research Question: How is animal cruelty reflected in America by animal experimentation, animal rights, and animal abuse?
Product: Volunteer at a local animal shelter and design and construct a doghouse for use in a large-scale facility.

Research Question: How has diving equipment changed since its beginnings?
Product: Learn to scuba dive and become certified or demonstrate dive techniques at a local swim facility.

Research Question: What role did dance play in the Aztec culture?
Product: Perform a dance routine for an elementary class and teach students the basic routine.

Research Question: Does participating in Special Olympics benefit the disabled child's future and a healthy lifestyle?
Product: Compile a digital scrapbook of time and experiences volunteering at a state Special Olympics event over the course of two weeks in the summer.

Research Question: How does Down Syndrome affect an elementary student's educational needs?
Product: Observe and assist in a classroom with a Down Syndrome student, then develop lessons and activities for instruction. Present lesson and implement activities followed by an evaluation by the teacher. Submit reflection on the lesson.

Research Question: How did southwestern Indians' artistic expression develop?
Product: Design and weave a small rug in colors typical of southwestern Indian rugs.

Research Question: How did stringed instruments evolve?
Product: Design and construct a guitar or learn to play the classical guitar.

Research Question: How does fashion merchandising influence the fashion industry?
Product: Direct and produce a fashion show in conjunction with a local department store for a charitable cause or create a business plan for owning your own retail clothing store.

Research Question: What is the impact of the disease IDD (Iodine Deficiency Disorder) on the health of children in third world countries?
Product: Direct a public awareness campaign and fundraiser on the disorder that results in a donation through Key Club to UNICEF to help fight IDD.

Research Question: How does ESL literacy impact students entering the USA workforce?
Product: Translate school forms for use in the school system or plan a book drive with promotions, collections, and delivery of books to a community center focused on immigrant literacy.

GRADUATION PROJECT PROPOSAL

Students should submit this form to their GP advisor on or before the date listed on the timetable.

Student Name		Date Submitted	
Advisor Name		English Teacher	

Briefly describe your research and what you want your judges to know when you are finished.	
State the essential question to be answered as a result of your research findings.	
Describe any previous knowledge/experience with the topic.	
Justify the research and product as a learning "stretch" for you.	
Give a brief description of your product.	
Explain how your product relates to and is a manifestation of the research.	

Retain for Portfolio

Identify you anticipated mentor(s).	
State the 5 main points to be covered in your presentation (8-10 minutes). This is an overview but **NOT** a summary of your paper	
List anticipated questions from the judges.	
Briefly describe any roadblocks you expect to encounter on your journey toward a successful Graduation Project.	
Estimate time and expense of your project.	
Identify your proposed audience for showing of project (other than judges' panel).	

_____   _____
Parent/Guardian Signature   **Student** Signature

_____   _____
Parent/Guardian Printed Name   **Student** Printed Name

_____   _____
Date   Date

GRADUATION PROJECT LETTER OF INTENT INSTRUCTIONS

The letter of intent is important for two reasons. First, it gives you an opportunity to explain what your research and product will entail. Second, it gives you a chance to illustrate why this topic/idea suits your personality, talents, and aspirations. The GP Steering Committee will accept or reject your idea for the Graduation Project based on what you write in this letter. It must make sense! You must state specifically what you are planning to do. You must write in formal letter-writing style. Also, later in the semester, your GP advisor will grade the product based on the components outlined in this letter. **Whatever you say you are going to do, you must do, or you will receive a lower score or possibly a failing score on the product portion of the Graduation Project.**

Form

1. Use the business letter format that is found in the sample letter of intent in the GP handbook.

2. Be sure to set your margins. Go to File, Page Setup, Margins. Top margin is 2 inches; bottom, left, and right are 1 inch.

3. Be sure that your text is Arial 10 point. (For everything else you type for the GP, you will use Arial 12 point.)

4. The return address is your home address with the date under it. **Do not** put your name here.

5. The inside address should be:

> Graduation Project Steering Committee
> Leesville Road High School
> 8409 Leesville Road
> Raleigh, NC 27613

6. The salutation is **Dear Committee:** ⇐ *note colon after committee*

7. Topics to address in your letter:
    *   Information on yourself as to why you are interested in this particular GP research topic
    *   Definition of physical product with specific details
    *   Statement of how this GP will be a learning stretch for you
    *   Estimation of time and cost necessary to complete the product
    *   Three main points of your research paper
    *   Statement of connection between the research paper and the product
    *   Pledge of integrity and honesty in all your work

8. Limit this to one page. See the business letter format for specific spacing within the letter.

9. A copy of your letter should be placed in the portfolio.

SAMPLE GRADUATION PROJECT LETTER OF INTENT

1 East Edenton Street
Raleigh, NC 27601
October 1, 2008

Graduation Project Steering Committee
Leesville Road High School
8409 Leesville Road
Raleigh, NC 27613

Dear Committee:

As my high school years near completion, I have been reflecting on my interests and experiences to determine an appropriate Graduation Project. Since I have been involved in high school athletics, I have chosen to study the area of sports massage therapy and its benefit to athletes. I have selected this type of massage because I am often hurt and need therapy for my injuries. It would benefit me to know if massage therapy is effective. Also, when injured, I must be very detailed with my massage therapist to insure I get the treatment I need. Finally, this topic is a learning stretch for me because I have only read briefly about massage therapy in fitness magazines.

In my research paper, I will answer the essential question: *What new techniques and improvements in the field of sports massage provide the most effective therapy?* There are different types of sports massages and I will describe and evaluate the differences. I will also examine the most common injuries that improve with therapeutic sports massage. Furthermore, I will gather information about the educational background necessary to practice this type of massage and the current level of job opportunities in this field.

My mentor, Dr. Jane Doe, is a local practitioner whose patients include many local athletes. With her I will observe and learn about massage and areas of the body where it is performed. For my product I will learn how to perform a therapeutic massage. For my presentation, I will demonstrate a particular massage to the panel of judges. I will show what I have learned through this demonstration. Additionally, I will have photographs of me working with a volunteer in a simulated massage. The volunteer will not suffer from a real injury, and I will only practice massage techniques under Dr. Doe's supervision. I do not plan to incur any cost in completing my product. I do plan to spend at least two afternoons each week for two months working with Dr. Doe.

As I am writing and researching, I will be certain to avoid plagiarism, using another person's work, falsifying documents, or cheating in any way. I know that plagiarism is not an honorable thing to do. I fully understand that if I fail to adhere to these standards and submit work that is not my own, I face the penalty of not being successful on the Graduation Project and failing to meet a North Carolina requirement for graduation.

Sincerely,

(sign your name in blue or black ink here)

Sarah Student

Developing the Graduation Project

Advisor / Advisee

GRADUATION PROJECT ADVISOR/STUDENT EXPECTATIONS

Who is the GP Advisor?

- The GP advisor is every certified LRHS staff member.
- The GP advisor is the student's guide throughout the Graduation Project process, someone with whom the student feels comfortable discussing successes and challenges along the GP journey. The advisor encourages and assists the student with meeting deadlines.

The advisor is expected to:

Planning

- Review the project manual thoroughly so that student understands *all* facets of the project and procedures necessary to complete the GP successfully.
- Collect advisee contact information, e.g. phone numbers and e-mail addresses.
- Review and explain the rubrics for each of the four parts of the project.
- Discuss with the student possible project topics based on the student's areas of interest (possibly use the interest inventory from English III).
- Offer advice and preliminary approval of research topic.
- Contact GP Steering Committee with any questions.

Project Development

- Meet at least once a month with the student throughout the junior year and until successful completion of the GP in the senior year.
- Serve as a sounding board for ideas and guide student through problems.
- Track student submission of required forms for the GP portfolio.
- Proofread letters, journal entries, and the final draft of the GP research paper.
- Assist students in referencing timelines and meeting deadlines.
- Communicate to English teacher any concerns/questions about the GP paper.
- Communicate to the parent and/or Graduation Project Coordinator any concerns/questions about the portfolio, product, or presentation.
- Provide a safety net for students to troubleshoot any obstacles.
- Provide additional information on the student and his/her project process to the GP Advisory Committee if the need arises.

Project Review

- Collect and give a preliminary score of the GP product.
- Collect and score the GP portfolio when completed.
- Encourage the student to practice for the GP presentation and discuss ways to make the presentation meaningful.

The student is expected to:

Planning

- Review the project manual thoroughly to understand ***all*** facets of the project and procedures necessary to complete the GP successfully.
- Provide advisee contact information, e.g. phone numbers and e-mail addresses.
- Review the rubrics for each of the four parts of the project.
- Brainstorm possible project topics with GP advisor (possibly use the interest inventory from English III).
- Contact GP advisor with any questions, concerns, or problems.

Project Development

- Meet at least once a month with the GP advisor throughout the junior year and until successful completion of the GP in the senior year. Be on time, and be respectful.
- Proofread letters, journal entries, and the final draft of the GP research paper.
- Adhere to all deadlines for submission of GP product and GP portfolio to advisor.
- Communicate to English teacher any concerns/questions about the GP paper.
- Seek help from Graduation Project Coordinator if a problem with the GP advisor arises.
- Recognize and thank the advisor.

_____   _____

Student Signature   **Date**

_____   _____

Parent Signature   **Date**

_____   _____

Advisor Signature   **Date**

GRADUATION PROJECT ADVISEE INFORMATION SHEET

(PLEASE PRINT)

Student Name _____

Address _____

Home Phone _____   Cell Phone _____

Parent/Guardian Name _____

E-Mail Address _____

Proposed Topic of Graduation Project _____

CLASS SCHEDULE
1st Semester

	Teacher	Subject	Room Number
1.			
2.			
3.			
4.			

2nd Semester

	Teacher	Subject	Room Number
1.			
2.			
3.			
4.			

Other than the scheduled GP period, what are the best times to meet with your GP advisor?
_____

_____

ADVISOR RESPONSE TO GRADUATION PROJECT PROPOSAL

Student Name _____

GP Faculty Advisor _____

I have read your Graduation Project Proposal Form and your Letter of Intent. After reviewing both, my preliminary assessment is:

☐ **Approved**

☐ **Denied**

☐ **Clarification is needed in one or more of the following areas:**
    ☐ No apparent connection to research topic
    ☐ No apparent learning stretch
    ☐ Product is illegal or not appropriate to WCPSS standards
    ☐ GP advisor cannot assess the product as described
        ☐ Please rewrite letter of intent more clearly
        ☐ All products must be presented to some group
    ☐ Letter of Intent is not acceptable for the following reasons:
        ☐ Ethical statement is not present
        ☐ Too many grammatical and/or spelling errors

COMMENTS:

If you have received any recommendation other than "approved", please schedule a meeting with me within the next **five** school days.

Advisor Signature _____

Date _____

HOW TO THANK YOUR GP ADVISOR OR MENTOR

- Write a formal thank you letter to your advisor or mentor. Make a copy for your portfolio.
- Express your thanks simply and directly. List 2-3 specific ways this person helped you.
- Be honest and sincere in your comments. Why was the help so appreciated? How did his/her help make you feel?
- Be sure the advisor or mentor's last impression of you is a good one.
- Be sure to spell the advisor or mentor's name and company name correctly!

A simple thank you letter formatting example includes:

Heading

Your Street Address
Your City, State and zip code
The Current Date

Inside Address

Recipient's Name
Address
City, State, and zip code

Salutation

Begin your letter with Dear _____ (ex: Mr. Smith)

Paragraph #1

State exactly why you are thanking the mentor. You might say, "I want to thank you for all the hours you spent helping me design my business plan for a consignment shop for children's clothes" or "for allowing me to use your shop to create my mosaic" or "for allowing me to visit and observe your music class".

Paragraph #2

Write a few sentences to say specifically what you appreciate about the mentor. Mentioning an action, quality, or feature would be appropriate. For example, "Your vision with fabrics helped me create a beautiful quilt" or "you had such patience with me when I got sidetracked".

Paragraph #3

End with a general statement of appreciation such as "I could never have completed this project without your help" or "I hope you continue to mentor young people because you have so much to offer".

Closing

Close with a word or phrase such as "Sincerely," "Kind personal Regards," "Yours Truly," or "With gratitude".

Signature

Sign your name

Some Suggested Words to Use: acknowledge, heartfelt, grateful, appreciate, thankful, helpful, kind, wonderful, sincere, respectful, genuine, caring, considerate, warmhearted, offered, shared, donated, generous, extended, exceptional, overwhelmed, indebted

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The Product

THE GRADUATION PROJECT PRODUCT: AN EXPLANATION

What is the product?

- a student-generated project
- a tangible, visible project that demonstrates the student's knowledge gained from the GP
- a project resulting from at least 15 hours of fieldwork in your research area
- a project approved by the GP advisor
- the main focus of the presentation through explanation and demonstration

What the product is NOT:

- a continuation of a current job or extra-curricular activity
- job shadowing only
- taking a class only
- receiving payment for time spent

Students will create a tangible, visible product that demonstrates the application of the skills that the student gained through the journey of the Graduation Project. Creating the product will require a minimum of 15 hours of fieldwork outside of school with the help of a chosen mentor, an expert in the research area. Fieldwork is an opportunity to extend learning beyond the classroom by working with this expert in the student's chosen area of interest. Fieldwork cannot simply be a continuation of a current job or extracurricular activity. The student must be actively involved as opposed to merely observing. Thus, simple job shadowing is not acceptable for the 15 hours of fieldwork. Likewise, simply taking a class does not satisfy the fieldwork requirements. Fieldwork should not be so easy that there is no challenge, and students may not be paid for any fieldwork hours. Although selecting the type of product is up to the student, it must meet the approval of the GP. The product will be exhibited and explained as part of the GP presentation before a panel of judges.

GUIDELINES FOR THE GRADUATION PROJECT PRODUCT

1. The product must be student-generated. The student must design and develop the product. For example, students cannot purchase and assemble a model kit as a product.

2. The product must be related to the inquiry-based GP research paper. **The KEY to the Product serving as an effective extension of the learning process is its relevancy to the topic.** For example, a pamphlet should not merely repeat facts from the paper. Information must show application of knowledge and receive feedback from an intended audience or have an approved distribution.

3. The product should be tangible evidence that reflects the student's academic stretch during the process. It must show the "stretch" in extending current skills and knowledge.

4. If the product will require a significant expenditure of funds, the student may want to select another choice. Neither the state nor the county provides funding for Graduation Projects. Large monetary expenditures will not enhance the evaluation of the product.

5. The product should be a new effort for the student and not a recycled version of an earlier project from previous classes or years.

6. Products should reflect substantial time and effort on the part of the student

7. The student should have a mentor to guide and assist with the product.

8. The product demonstrates an extension, application, and synthesis of the research and shows application for the real world

9. The product must be recorded with photographs, logs, letters, journal entries, and other forms of documentation detailed within the student handbook.

10. **A maximum of 5 hours of the total 15 hours may be spent in job shadowing or simple observation of your mentor or other adult expert.**

Remember The key to an outstanding product is its relevancy to the research topic.

TYPES OF GRADUATION PROJECT PRODUCTS

Physical - A product can be a physical item that requires a minimum of 15 hours to build or create. This type of product is appropriate for fields like automotive technology, landscape design, construction trades, aesthetic arts, and any other hands-on field.

Experimental/Teaching - Some students work with professionals in fields where field research is appropriate. A student may work with a mentor to set up an experiment based on a concept of interest. The tangible results may vary and include forms such as surveys, experiment data, lessons, psychological surveys, etc. This type of product often requires the most explanation on the part of the student and flexibility on the part of the judges.

Performance - Some students choose to work on a performance piece for the product. The time spent perfecting the performance selection should be obvious in the performance. This field includes many of the fine arts of music, art, and drama but may involve other areas of interest too. The judges will acknowledge that sometimes the performance is not polished because the student has learned a brand new skill.

School/Community Service/Improvement - Students may elect to plan and design a product that will provide a service or improve a function within the school or community. For example, a student may plan and design a youth program for this type of product.

Entrepreneurship - Students who have a genuine interest in business and/or marketing may choose to create a product in this category. Such products might involve a marketing process, inventing a new product, or developing a new business.

Personal Interest - Some students choose to examine and expand upon hobbies and interests. For example, a student may want to research a particular hereditary disease or condition, investigate a specific career path, or create and compile a furniture design portfolio. It is imperative that students working in this category remember that in order to show a learning stretch, they must research and create the product in a new and challenging manner.

FORMS OF GRADUATION PROJECT PRODUCT

The physical product will be submitted utilizing a trifold type poster display and a photo album of steps in the creation of the product as well as other artifacts, such as letters, documents, and other items not used on the trifold poster. The student will submit the product to the GP advisor according to the timetable provided. At the time of presentation to the panel of judges, the student may also use other media to present aspects of the product. **However, personal computers, data projectors, cords, and other equipment must be provided by the student.** For a performance, a student should use photos to demonstrate various stages in acquiring the skill for the performance. Look for other details on the form of the product in the section of this handbook describing the presentation.

SAMPLE TOPICS FOR THE GRADUATION PROJECT PRODUCT

All students should choose topics and design products that require the level of rigor appropriate to their ability.

Global/cultural/social

- Use foreign language skills to interpret for a community group
- Study the after-effects of a natural disaster in NC and create a response plan
- Create a plan to address the socio-economic conditions/problems of a population segment in your local area
- Plan a festival celebrating the history of a local town/county
- Examine a specific local zoning ordinance and create a pamphlet on its impact on residents

Technological

- Create an animated film to share with younger students
- Create a video game that might aid students in the study of a specific curriculum
- Design a computer program that would be useful to a club or organization in your school
- Create and teach a lesson on technology for elementary students
- Design and post an extensive website on the Internet

Literature

- Create a short film modeling classic literature using Disney's animation techniques
- Compose a short story or poem and submit it to a student publication
- Investigate literacy in NC and volunteer to teach adults or children to read
- Research the effects of media (select a type) on children and submit findings to a school or local publication
- Research the meaning behind Dr. Seuss books and write your own book

Scientific/Mathematical

- Study the considerations for solar-heated homes and design such a home
- Test and compare identified consumer product(s)
- Study memory span and memory retention in a specific age group and present findings
- Investigate local water scarcity and ways to conserve water
- Use CAD to design a residential building and build a model of this building
- Study a particular disease with emphasis on current research to cure the disease
- Research an alternative fuel and show how it can reduce global warming
- Study the relationship between physical exercise and learning ability
- Study the effects of sleep or lack of sleep
- Research biodegradable products and their impact on the environment

Innovative/Artistic

- Create a film documentary that features a problem in our local area
- Choreograph and teach a dance routine
- Remodel a room/office
- Rebuild/renovate an automobile
- Design and host a music, art, theater, or dance festival
- Compose a piece of music and direct its performance
- Write and direct a play
- Design and create clothing for a particular demographic group
- Invent and market a new product/service
- Create and perform an original musical composition

Medical

- Design and implement a wellness program
- Research the effect of media messages on health behavior
- Create a public service announcement about a health issue
- Contribute health articles to the local/school newspaper
- Obtain an internship at a local gym to learn training routines
- Compare lifestyles and obesity of youth in the U.S. and a foreign country
- Investigate immunization programs and compare to disease rates in selected countries
- Design and build an improved prosthetic device

Service-Oriented

- Connect and build with a Habitat for Humanity project group
- Design a public awareness campaign
- Create necessary materials/handbooks in a second language for ESL students and/or parents
- Prepare for and receive certification in an EMT or Volunteer Fireman program
- Plan and design a recreational area/park
- Organize and run a fundraiser for a local hospital or school

Career-Oriented

- Create a business/marketing plan for a small business
- Design and teach a lesson for a particular subject of interest
- Become a regular contributor to a local news publication
- Create a stock portfolio and track its progress for three months
- Plan and design an efficient day care center or program
- Research the process and set up a model for a new business

GP PAPER AND PRODUCT CONNECTION AND ADVISOR RESPONSE

(Complete this form after writing your English III research paper.)

Student Name _____   GP Topic _____

GP advisor _____   English Teacher _____ Period ___

Provide a brief description of my physical product:

_____

_____

The topic of my research paper is _____

_____

Provide a brief explanation of how the research paper supports the physical product.

_____

_____

_____

_____

Advisor Response

☐ **Clear connection demonstrated**
☐ **Unclear connection demonstrated**

Clarify the connection by means of:

_____

_____

_____

_____

Advisor's signature _____   Date _____

Retain for Portfolio

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

TO: **Parent/Guardian**

FROM:

SUBJECT: **Photograph/videotaping permission**

DATE:

The Wake County Public School System uses photographs, slides, videos, or illustrations of students for many purposes. Such photographs, videos, or other illustrating materials may be used in newsletters or publications produced by the school system, in slide presentations, videos, and/or web sites about the schools, by the news media in school-related news coverage, in video productions aired on television produced by the school system, or in other similar forms of communication.

This form allows you as a parent or guardian to choose whether your child may be in a video, photograph, or other illustration used by the Wake County Public School System or the news media.

CHECK ONE:

_____ I give permission to the Wake County Public School System or the news media to make photographs, slides, videos, or illustrations of my child. Further, I authorize their use without inspecting or approving the finished product or its specific use.

_____ I do **NOT** give permission for my child to be included in presentations by the Wake County Public School System or the news media.

Student's name: _____

Student's teacher and school: _____

Parent/Guardian: _____

Date of signature: _____

Street address, city, state, zip: _____

Please return this form by _____ to the school.

GP PRODUCT LOG: INDEPENDENT STUDENT WORK

DATE	AMOUNT OF TIME IN INCREMENTS OF HALF HOURS	DESCRIPTION OF TASKS COMPLETED. (Write legibly and in complete sentences using black ink.)

GP PRODUCT LOG: INDEPENDENT STUDENT WORK

DATE	AMOUNT OF TIME IN INCREMENTS OF HALF HOURS	DESCRIPTION OF TASKS COMPLETED. (Write legibly and in complete sentences using black ink.)

GP PRODUCT LOG: TELEPHONE

DATE	NUMBER CALLED	PERSON CALLED	TOPIC DISCUSSED

GP PRODUCT LOG: E-MAIL

DATE	PERSON EMAILED	DESCRIPTION OF EMAIL TOPIC/PURPOSE (Write legibly and in complete sentences using black ink.)

Retain for Portfolio

GP PRODUCT LOG: STUDENT AND MENTOR

Student's Name _____   Mentor's Name _____

Student's E-mail _____   Mentor's E-mail _____

GP Faculty Advisor's Name _____   Mentor's Phone (Home) _____ (Cell) _____

(Business) _____

DATE	AMOUNT OF TIME IN INCREMENTS OF HALF HOURS (such as 1 ½)	DESCRIPTION OF TASKS COMPLETED (Write legibly in complete sentences using black ink.)	SIGNATURE OF MENTOR (no initials)

DATE	AMOUNT OF TIME IN INCREMENTS OF HALF HOURS (such as 1 ½)	DESCRIPTION OF TASKS COMPLETED (Write legibly in complete sentences using black ink.)	SIGNATURE OF MENTOR (no initials)

GP ADVISOR PRELIMINARY EVALUATION OF PRODUCT

Definitions for Descriptors:

(E) Exemplary - Student has performed all components at a superior level beyond what is required for proficiency. Student has exceeded expectations in every way.

(S) Satisfactory - Student has performed all components at a consistent level and demonstrates acceptable proficiency. Student has worked diligently to do strong work.

(D/E) Developing/Emerging - Student has not shown sufficient proficiency in all components. Student has more work to do in order to successfully complete the GP.

(RN) Resubmission Necessary - Student has not met the minimum standards for GP completion. Student has considerable work to do to complete the GP.

(NS) Not Submitted - Student has not turned in the product for evaluation.

Criteria	E	S	D/E	RN	NS
Product is an effective extension of the research topic					
Product shows learning stretch/risk/challenge to student					
Product demonstrates a depth of knowledge					
Product demonstrates application of skills to real world					
Product is understandable for its intended audience					
Product exhibits the goal of excellence					
Product shows effective time management					
Product shows creativity					
Product is neat					
Time logs, mentor forms and other verification forms present and well organized					

Narrative comment from the GP advisor: Please write a short paragraph below or on the back detailing any other suggestions for change for your advisee before final submission of the product. You may elaborate on a category above, comment on an aspect of the product not named above, or write a holistic evaluation of the product.

SELF- REFLECTIONS DURING THE PRODUCT PHASE

While completing the product phase of the GP, students write reflections that document their progress. These reflections assist the GP advisor in evaluating the product. Additionally, reflections become part of the GP portfolio that is reviewed by the judges' panel.   Also, the reflections will help the student remember details and information in preparing for their final presentation.

What might a self-reflection include?

- Provides personal comments on successes, frustrations, feelings, disappointments, failures, problems solved
- Records effort, accomplishments, thoughts, plans, discussions
- Recognizes the student's learning stretch/risk/challenge
- Aids student in staying focused and on track with the tasks of the product
- Focuses on why something is important rather than simply what it is
- Discusses how something is important and how it has led to a new awareness

What are the specific requirements for self-reflections?

- Complete **three** entries during the GP process and the Final Self-Reflection at the completion of the GP.
- Type or write neatly in complete sentences.
- Use correct grammar and spelling.
- Since reflections will be written at different points during the product phase, keep both hard copies and disk copies for later reference.
- Each reflection must be an accurate, detailed document that reveals something authentic about the student's learning process.

What might a student address in the final reflection of the overall Graduation Project?

- One last self-evaluation that assesses student growth during the GP.
- A statement concerning how the GP has personally impacted the student.
- An assessment of the research topic and product choice.
- Any comments on any life lessons learned that will guide the student's future.

SELF-REFLECTION 1

If possible, please type all responses. If not, print legibly in <u>black</u> ink.

1. What do you hope to learn and experience while working with your mentor?

_____

_____

_____

_____

_____

_____

_____

2. Describe how the working relationship between you and your mentor is developing (communication, scheduling meetings, actual time spent together, etc.).

_____

_____

_____

_____

_____

_____

_____

3. Now that your project is underway, what are your feelings? Is your topic interesting? Why or why not? Are you excited about what you plan to do? Why or why not?

_____

_____

_____

_____

_____

_____

_____

SELF-REFLECTION 2

If possible, please type all responses. If not, print legibly in <u>black</u> ink.

1. What have you learned or done so far that has stretched your abilities or skills?

_____

_____

_____

_____

_____

_____

_____

2. Midway through your product, what challenges are you facing as you work towards completion?

_____

_____

_____

_____

_____

_____

_____

3. What has been the easiest part of the product to accomplish so far (mentor meetings, setting aside independent work time, creating the product, etc.)?

_____

_____

_____

_____

_____

_____

_____

SELF-REFLECTION 3

If possible, please type all responses. If not, print legibly in <u>black</u> ink.

1. Describe the accomplishments you have made so far with your product.

_____

_____

_____

_____

_____

_____

2. Which part of working with your mentor and developing your product was the most challenging/rewarding to you?

_____

_____

_____

_____

_____

_____

3. If given the chance, what would you change about your product?

_____

_____

_____

_____

4. What advice about the product would you pass on to next year's students?

_____

_____

_____

_____

FINAL SELF-REFLECTION

Congratulations! You have completed the Graduation Project, the culminating project of your high school career. Take some time and bring closure to this experience by reflecting back on the entire process. Your final assignment is a written self-reflection on your unique GP journey. Please compose a two page, MLA formatted paper in which you evaluate your overall learning experience during the GP. Use the following questions to help guide your thoughts about what you have learned.

1. What were the best and worst moments of the entire process?

2. What did you learn along the way that was not anticipated?

3. Did this experience change you (skills, attitudes, resources, etc.)?

4. Which aspect of the Graduation Project stretched you the most? How did you react to this challenge? How did you feel during the learning stretch? How do you feel now that it's over?

5. Has this experience influenced your future planning in terms of work, education, or development of your personal interests, etc.?

6. Was there anything humorous that occurred during the process? Was it funny when it occurred or only now in retrospect?

7. Has the GP changed your self-concept? Are you more confident of your abilities? Are you more focused? Are you more willing to take a risk? Has the experience raised or answered more questions about yourself?

ADDITIONAL GRADUATION PROJECT PRODUCT PROCEDURES

1. Any product involving use of the LRHS facility, including athletic practice fields, must include the Facility Use Form and have the proper administrator's signature. Attach the approval form with the letter of intent to the GP proposal.

2. Any product involving teaching a class must meet the following criteria:
   - have a minimum of five hours of actual instructional time (not including observation or planning time)
   - plan and complete a five step lesson plan for each teaching session (introduction, goals and objectives, content, activities/strategies, conclusion)
   - complete a notebook/folder of handouts and activities for each lesson including student work samples.
   - present a trifold board or other media documenting each teaching session
   - document at least one group and one individual activity in the teaching sessions.

3. Any product involved with medical/psychological/sociological patients must have a clearly stated mentor willing to take responsibility of patient privacy and confidentiality. These issues must be addressed in the letter of intent submitted with the GP proposal.

4. Any product involved with coaching must meet the following criteria:
   - identify a specific team or group to coach.
   - have a minimum of five hours of actual coaching time.
   - plan and complete a notebook/folder of specific techniques or drills for a group to practice/learn. These plans should offer detailed explanations describing how each session will improve the person's or team's performance. A pre- and post- standard of measurement should be included, such as timing, performance, counting completed tasks, etc.
   - involve an obvious *learning stretch*; simply going from player to coach is not sufficient. Coach in areas that you are not familiar with as a player. For example, if you are an offensive player, learning defensive techniques and demonstrating your teaching in that area would be a sufficient learning stretch.
   - present a trifold board or other media detailing each coaching session.

5. Any product should be a new effort for the student, not a recycled version of a project from previous or current classes, e.g. aerospace project, business marketing plans, computer programs, dance choreography, or senior English anthology project.

6. Any product involving volunteering must complete a minimum of 15 hours of active involvement in a community service project. Students must provide physical evidence of active participation in the volunteering activity. Some possible types of evidence include: flyers, posters, handouts, and videos.

For all products, document, document, document!!

GP PRODUCT RESOURCE REQUEST FORM

Students should use this form to obtain permission from any adult who will play a significant role in your GP development. This might include a teacher's class you use in an experiment, the neighbor who loans you woodworking materials, or the art museum director who allows you to photograph paintings for your scrapbook/photo album. These are only a few possible examples. **If you use multiple adults, make copies of this form and submit as many forms as necessary.**

Send this form to the GP Steering Committee.

For the Student:
Student Name_____   GP Topic _____

GP advisor _____   English Teacher _____ Period __

For the Adult:

Adult giving permission _____

Adult's title or position _____

Adult's address _____

Business phone _____   Cell phone _____

E-mail _____

I give my permission for this student (check any or all that apply):

1) ____ to present a 45-minute lesson to my class
   Date of lesson _____
   Title/location of class _____

2) ____ to use the facility listed below for their GP
   Name of facility _____
   Address of facility_____
   Purpose of use of facility_____

3) ____ to use my equipment for their GP
   Type of equipment_____

4) ____ to share their product with my class/club/organization
   Name of class/club/organization _____

5) ____ Other: please be specific_____

Signature of Adult Giving Permission _____ **Date** _____

The Paper

THE GRADUATION PROJECT RESEARCH PAPER: AN EXPLANATION

THE TOPIC
- Must be of genuine interest to you
- Must be specific and carefully chosen
- Must be a stretch, not something you already know well
- Must have a direct connection to your product

THE FORMAT
- 5-7 typed pages plus a Works Cited page
- Double spaced with 1 inch page margins
- 12 point Arial type
- No title page
- In the upper left-hand corner of the first page, list your name, your instructor's name, your advisor's name, Graduation Project, and the date. Again, be sure to use double-spaced text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively, including the Works Cited page, with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin.
- Double space again and center the title. Do not underline your title or put it in quotation marks; write the title in Title Case, not in all capital letters.
- Third person point of view
- MLA style in-text parenthetical citations
- MLA style Works Cited page at end of paper

THE SOURCES
- Minimum of 5 varied sources
- Required source types:
    - Print
    - Database
    - Interview
    - Reputable website
    - **NO** Wikipedia

THE SCHEDULE
- Timetable for all components of research process to be provided during 1st week of English IV
- Meeting deadlines is crucial
- Refer to research process guidelines in the LRHS Research and Style Manual

THE GRADING
- All pre-writing and process work (note cards, outline, drafts of the paper, etc.) are English class grades
- Final draft must pass YES test from GP advisor and English teacher in order to be scored

The Presentation

THE GRADUATION PROJECT PRESENTATION: AN EXPLANATION

What is the Presentation?

- The final part of the Graduation Project.
- An 8-10 minute speech given to a panel of judges followed by a brief question/answer session.
- The student's explanation of why he/she chose this project, how he/she developed it, what he/she learned from it, and what personal value was gained.
- Prior to the presentation, the student must successfully complete the paper, product, and portfolio.

Goals of the presentation for the student:

- To utilize effective speaking skills
- To deliver accurate information in a confident manner
- To speak knowledgably about the process and learning that resulted from completing the GP
- To communicate logically and clearly
- To be able to answer questions about their GP

Planning the presentation

- Professional dress is required.   *See Guidelines for Oral Presentations.*
- On a strip of paper measuring 2" x 8 1/2", students type their Essential Question, their name, and their advisor's name. Make **four** copies for the Judges' Panel.
- Students may use 3 x 5 note cards for reference during the presentation. Students may not use full sheets of paper.
- Students must use a trifold project board as a visual display of the GP.
- Students using additional visual aids must provide their own equipment. For example, students using other media must bring their personal computers, data projectors, cords, etc. Each classroom does contain a screen.

Delivering the presentation

- The speech must be 8-10 minutes in length, followed by 1-3 minutes devoted to questions from the judges.
- Students should TALK to the judges, not read their note cards.
- Students must exhibit their product. The exhibit may be a performance, a display of something created, crafted, or built, or a photographic record of work done in another location. *See Visual Aids in Presentations.*
- A successful presentation score is "exemplary" or "satisfactory". Any other score means the student must present again.

How will the presentation be evaluated?

- Community members, teachers, and parents will serve as judges.
- Judges will receive training prior to evaluating student presentations.
- Judges will view the student portfolio before the presentation begins.

VISUAL AIDS IN PRESENTATIONS

Visual aids enhance the presentation by

- encouraging the listeners' recall of speech content.
- motivating listeners.
- helping hold listeners' attention.
- reinforcing ideas.
- presenting ideas more quickly than is possible with words alone.
- clarifying numbers and simplifying complexity.
- improving clarity of listeners' understanding.

Visual aids may detract from the presentation by

- obscuring ideas or slowing the pace.
- distracting from the message.
- competing with the speech for the listeners' attention. Students should step away from the visual aid to alleviate this problem.

The two REQUIRED visual aids are 1) the trifold project board and 2) the scrapbook or photo album.

1) the trifold project board

- enhances the student's explanation of the Graduation Project.
- is neat, colorful, and creative. Consider using a border to make the trifold visually appealing and use a font that is readable from 6 feet away.
- includes pictures with informative captions, which are 1-2 sentences in length. These captions must be typed.
- provides a "backing" or some type of matting or border for each picture to make them stand out on the Trifold.
- includes other items besides photos.
- includes a title that immediately tells the judges what the GP topic is.
- Includes correct spelling and grammar.

2) the scrapbook or photo album

- includes a minimum of 15 pictures that display the process of creating the product at every stage.
- takes over where the trifold leaves off, i.e. when the trifold project board is full, students should place the remainder of product artifacts in the scrapbook.
- provides extensive proof of the student's work in a neat and attractive manner.
- includes pictures with informative captions, which are 1-2 sentences in length. These captions must be typed.
- provides a "backing," matting, or border for each picture to make them stand out.
- includes a title that immediately tells the judges what the GP topic is.
- may include other items besides photos.

However, if your project cannot be clearly communicated through these means, you may prepare additional visual aids, such as:

- audio or video recordings.
- graphs, diagrams, or charts.
- handouts.
- models or created objects.
- transparencies.

STUDENT GUIDELINES FOR ORAL PRESENTATIONS

The judges are present to hear about your physical product. They will briefly review your research paper and your portfolio before you enter the room for your speech. You must use the trifold board and your product during the presentation.

Points to Remember

1. Wait for a signal from the Head Judge before beginning the presentation or ask the judges if they are ready.
2. Use a salutation such as "Good Afternoon," or "Ladies and Gentlemen." A salutation is good manners and it focuses awareness between you and your listeners.
3. Introduce yourself to the Judges' Panel. Shake each judge's hand and smile at them. Give each of them the copy of your essential question.
4. Dress appropriately for a formal presentation. (Dress pants, pressed dress shirt, shoes, and socks for males. Conservative skirt, dress, or dress pants and shirts for females.) (**NO** tennis shoes, work boots, deck shoes, or flip flops. **NO** spaghetti straps, sleeveless tops, tanks, short skirts, flip flops, extremely high heels, or tennis shoes. No jeans for either males or females. No excessive jewelry.) Dress for corporate America and in a way that will not cause the judges to LOOK at you rather than LISTEN to you.
5. State clearly why your audience should be interested in what you have to say. Your excitement will make the judges WANT to hear your presentation.
6. Use direct address. Unlike in your formal paper, you are encouraged to use "you" and "we" in speaking to help foster a sense of group unity.
7. Refrain from chewing gum or eating anything.
8. Maintain eye contact with the judges.
9. Do not read the speech.
10. Occasionally ask and answer a question to introduce a new point. This is especially helpful with questions you anticipate the judges might want answered.
11. You may mention your mentor's name or anyone else who has helped you as long as it is complimentary.
12. You may mention a problem but do not dwell on it. You may also mention a weakness or poor quality or work habit about yourself but only if you have improved in that area. Keep the presentation POSITIVE!
13. Be sure to conclude by thanking the judges for their time and interest.

Timing of the Presentation:

Every presentation should have an attention getter (a hook), an introduction, a body, and a conclusion.

1. The attention getter should be approximately 30 seconds. It might be a quotation, a rhetorical question, an anecdote (story illustrating the point), or an imaginary setting.

2. The introduction should be approximately 30 seconds to one minute.
   - Name your GP research topic, your paper topic, and the product topic. State these directly so that the judges can quickly see the connections between topics and the product.
   - State why you selected this research topic. Is it a passion? A hobby? Something you have always had an interest in? Something related to a possible career interest?
3. Body of the speech
   - Include three to five major points from the research paper. (For most students, this is approximately one to two minutes.)
   - State the relationship between your research and the physical product (30 seconds to one minute.)
   - Explain THE PHYSICAL PRODUCT in three to four minutes. This is the bulk of the presentation, the really interesting part of your work on the entire project. Make sure to explain it thoroughly.
4. Conclusion (approximately 30 seconds.) Give the speech closure by including how the GP was a learning stretch for you, what you learned about yourself, how the project helped others, and other possible topics for conclusion.

STUDENT GUIDELINES FOR THE GRADUATION PROJECT SPEECH

The speech or oral presentation is your chance to "shine and share". You are the "expert" on the topic and must communicate enthusiastically what you have learned over the course of completing the Graduation Project.

Brainstorming about the speech

- What are you going to talk about? Review some of your reflections writings and the questions you answered in writing those responses.
- What do you want the judges to know about your research topic when you are finished? Answering this question will help you set priorities for what to discuss and what to omit.
- How can you convince the judges that you put much effort and work into your GP? Let your individual qualities come through. Talk intelligently, show insight and depth of thought, and speak confidently.

Planning the speech

- Develop the content of your speech from the answers to some of the questions above. Jot your topic ideas on large note cards with details on the back, and then organize your note cards in the best order for your presentation.
- Plan your attention grabber and introduction carefully. If you "hook" the audience with the first sentences, they will be more likely to pay attention all the way through your speech.
- Make sure the body of your speech gives adequate details about your product. Plan how to use the trifold project board, pointing out items on the board in a logical order. Try not to draw the judges' attention to first the top of the board, then a picture in the middle, then the bottom corner, etc. Using the trifold should flow and transition from one point to another, just like reading the paper.
- Also, plan how to integrate the scrapbook into your speech. To easily identify the selected items that you intend to show, mark them.
- Now you may write out the entire speech or write a detailed outline. As you practice, practice, and practice some more, write brief phrases or words on 3 x 5 note cards as your guide for the actual speech before the judges.
- Organize and number your note cards, including blank cards where you will use visuals.
- Develop your conclusion. It should restate the topic and thesis and leave the judges thinking about your project.
- If you are bringing your own equipment, set it up in your assigned presentation room before presentations begin and make sure it works in that exact setting.

Delivering the speech

- Establish eye contact with the judges. The judges want you to succeed and their eyes and facial expressions will be encouraging. Look at them and let them help you.
- SMILE! At the beginning of the speech, even though you might be nervous, try to smile and look pleasant. YOU are the expert on your topic and YOU are in control of the situation. During the speech, smile but be serious about reporting on all your work on the GP.
- Adopt a proud, confident posture. You have accomplished a great deal and want to share that with the judges.
- Let your voice be strong and sure, loud and distinct enough for all to hear. Try to vary your pitch and tone throughout the speech.
- Use gestures to emphasize a point. Make sure they are natural, not mechanical.
- Use professional language. Avoid "um, you know, like" and other casual, slang words.
- Practice, practice, and practice. Practice your speech before anyone who will listen, but especially your family and friends. Have them keep time and give you constructive feedback on both time and content.
- For the presentation, only the panel of judges and the student will be present; it is a special time just for you to "shine and share."
- Express your thanks to the judges at the end of your presentation. Look at them and smile.

Answering the Judges' Questions

Prepare for informal questions. Questions should address a clarification or extension of your topic. While you have no way of knowing exactly what the judges will ask, you can guess at some topics that might spark additional questions. Remember: you have worked on this research topic for many months. If you have done thorough work, you will be able to answer any question the judges ask! Think about the following questions as well and practice your answers.

- If you were a judge listening to your speech, what would you want to know?
- What would you like the judges to ask you more about?
- What part of your project might make people curious?
- Is there any controversy associated with your topic? If so, what is it?
- Why did you select this topic?
- How much time did you spend on your GP? How much money?

PRACTICE PRESENTATION EVALUATION RUBRIC

Presenter _____   Evaluator _____

Explanation of Scores:

4 - Exemplary   3 - Satisfactory   2 - Weak   1 - Unsatisfactory/Poor   0 - Not Evident

Content

	4	3	2	1	0
Effective introduction and hook					
Clear statement of main idea					
Speech controlled by its purpose (focus)					
Effective support using accurate, appropriate details					
Explanation of project and product link					
Logical organization					
Clear summary of research					
Content balance between research/product/self-evaluation					
Evidence of self-evaluation/reflection					
Effective conclusion					

Delivery

	4	3	2	1	0
Eye contact with audience; uses note cards for guidance only					
Appropriate voice, volume, pace					
Effective gestures					
Energy, enthusiasm, and personalization					
Poise, self-control, and posture					
Professional dress and appearance					

Impromptu Skills

	4	3	2	1	0
Direct and clear answers					
Complete thoughts					
Elaborated answers					
Appropriate language (avoids slang/clichés)					
Appropriate salutation and farewell					

GRADUATION PROJECT PRESENTATION CHECKLIST

You are almost finished with your Graduation Project journey! On this countdown to Presentation Day, please take a few minutes to consider all the last minute details before your assigned time to present before the panel of judges. Double checking all the details will make this time stress-free for you. Study the following list, check off the items, and complete any necessary last minute tasks.

THE PORTFOLIO
___ Double check the portfolio checklist
___ Have you included neat, clean copies of all required items?
___ Are the pages in order according to the portfolio's table of contents?
___ Are the pages clearly numbered?
___ Is your binder cover page attractively titled and designed with your name included?
___ Have you included any items beyond the basic requirements? If so, are they neat, complete, and included in your table of contents?
___ Do you have your portfolio to take to the presentation room?

THE PRODUCT
___ Is your trifold project board neat and attractively designed?
___ Is your name clearly printed on the back of the trifold?
___ Are your copies of the Essential Question ready for distribution to the judges?
___ Is your product itself ready to transport to school?
___ Is your scrapbook or photo album neat, eye-catching, and ready for viewing? Are your photos in order? Is your name on the scrapbook/album?

THE PRESENTATION
___ Do you know your room assignment and time for presentation?
___ Have you practiced your speech enough so that you are not reading it but are able to look up and make eye contact with the judges?
___ Have you practiced varying your tone, using natural hand gestures, and sounding enthusiastic?
___ Have you practiced avoiding slang?
___ Are your note cards numbered and are important words or phrases highlighted?
___ If you are giving the judges any handouts, are they ready?
___ Do you have a plan for weaving into your speech your trifold, your actual product, your photo album, and any additional media?
___ Have you practiced answering questions?
___ If you are using equipment from home, have you tried it out in your assigned room and know where the outlets and tables are and what else you might need?
___ Are the clothes you have decided to wear clean, pressed, and ready?
___ If you work, have you reminded your employer about your upcoming presentation and asked off from work on the night before and day of your presentation?
___ Can you think of anything else you can do to have the best possible Graduation Project Presentation? If not, Congratulations! If yes, complete it.

GOOD LUCK!!

The Portfolio

THE GRADUATION PROJECT PORTFOLIO: AN EXPLANATION

What is the portfolio?

- A learning record of the student's process and progress through all the steps of the GP
- A collection of work or related materials kept in a binder, including documentation such as work samples, work schedules, interview logs, mentor logs, required signed forms, personal reflections, and other paperwork detailing the student's process and progress throughout this two year project

Who will grade the portfolio and when?

- The faculty GP advisor will monitor the portfolio throughout the GP and will grade the final portfolio according to the NCDPI rubric
- The mentor may assist with completing the portfolio
- The portfolio will be evaluated approximately two weeks before the student's presentation (mid-November or mid-March, senior year)

Who will see the portfolio?

- The faculty GP advisor
- The panel of judges
- The mentor, parents, and other persons with whom the student chooses to share the portfolio

What should be included in the portfolio?

- Cover page
- Table of contents and accurate page numbering
- Professional section
- Research section
- Physical product verification section
- Personal reflections
- Optional, personal section
  * for example, letters of recommendation from the mentor or any other adult with whom the student worked during the GP
  * any other content the student selects that enhances the portfolio

GRADUATION PROJECT PORTFOLIO CHECKLIST

Cover Page

____   Place a creative but professional title page in the front cover of a clear view binder. The cover page should contain your name, project title, GP faculty advisor, and English teachers' names.

Table of Contents

____   Format and graphic decisions are left to the student's design but should be presented in a logical manner. All pages should be numbered and correspond to the page numbers listed in the table of contents.

Professional Section

____   Parent/Student Signature Form
____   GP Ethics Pledge Form
____   Copies of the thank you letter to the mentor, GP advisor, and others who assisted you with the GP

Research Section

____   GP Proposal Form
____   Letter of Intent to GP Committee
____   GP Product Resource Request Form
____   GP Proposal Committee Response Form
____   GP Advisor/Student Expectations Form
____   GP Advisor Response to GP Proposal Form

Physical Product Section

____   GP Paper and Product Proposal and Committee Response Form
____   Student's Letter to Mentor and Mentor Consent Form
____   Parent's Consent Form: Permission to Work with a Mentor
____   Mentor Qualification Form
____   Photograph/Videotaping Permission Form
____   Product Log: Independent Student Work
____   Product Log: GP Telephone Log
____   Product Log: GP Email Log
____   Product Log: Student and Mentor
____   Mentor Evaluation of Physical Product
____   GP Advisor Preliminary Evaluation of Product Form

Personal Reflection Statements

____   Self-Reflection #1
____   Self-Reflection #2
____   Self-Reflection #3
____   Final Self-Reflection

The Research Paper Section

____ Title Page
____ Final draft of research paper
____ Works Cited
____ Appendix (if applicable)
      ____ Copy of Interview Questions
      ____ Summary of Interview Responses
      ____ Interview Release Form
      ____ Copy of Survey(s)
      ____ Graphs/charts/tables

The Mentor

GRADUATION PROJECT MENTOR/STUDENT EXPECTATIONS

Who is the GP Mentor?
- An impartial member of the community.
- An expert in the research area. This means that the mentor has significant experience in the subject to be explored.
- An adult at least 25 years of age. Mentors must be adults, not peers.
- An adult of no relation to the student.
- A person available for consultation. A maximum of 5 hours may be spent job shadowing.
- An adult who has completed the Mentor Qualification Form and has been WCPSS approved before the first meeting with the student.

Expectations of the GP Mentor
- Understand and adhere to program goals, requirements, and timelines.
- Complete the WCPSS volunteer registration procedures for levels 1-4, including a criminal background check.
- Adhere to all WCPSS policies.
- Meet with the student on a regular basis to monitor progress.
- Review logs and documentation of meeting times and work completed.
- Serve as a sounding board, offer advice and direction with regard to topic/thesis choice for the paper and fieldwork.
- Suggest sources that the student might use for research.
- Serve as a source for the research paper if appropriate.
- Provide information but also require student to independently find information.
- Loan the student materials that assist in the completion of the paper or product.
- Read the preliminary draft of the research paper and offer constructive criticism with regard to content.
- Assist student with on-the-job experience.
- Guide student toward completion of product fieldwork.
- Reassure the student that the end result will be worth the effort.
- Listen to the student's practice speech and offer suggestions for improvement.
- Encourage the student to perform at their very best level.
- Verify and sign to confirm the accuracy of the student's Product Fieldwork Log.
- Complete the Fieldwork Verification Form and return it to the GP Coordinator.
- Report any problem with the student to the GP Coordinator.

Expectations of the Student
- Find and choose an appropriate, accessible GP mentor.
- Provide transportation to meet with the mentor
- Set up meetings with the mentor. Be on time and respectful of the mentor's time and help.
- Keep logs and records of meeting times, work completed, and other documentation for review by the mentor
- Thank and recognize the mentor.

CHOOSING A GRADUATION PROJECT MENTOR

A mentor is required to

- **Be an expert in the field.** This means that the mentor has significant experience in the subject to be studied.
- **Be over 25 years of age.** Mentors must be adults, not peers.
- **Be a non-relative.**
- **Be available for consultation.**   A mentor must be able to meet on a regular basis.

How to find a mentor. Decide on fieldwork first; then try some of the following methods to locate a mentor.

- Ask current or former employers.
- Ask relatives or friends who work in related fields to recommend someone.
- Consult the Yellow Pages.
- Consult government or business organizations.
- Ask teachers or school staff to recommend someone.
- Consult the Career Development Counselor.
- Consult the Graduation Project Coordinator.
- Consult the school's list of PTSA volunteers.

Preparing to make the call

- Find a quiet place to call. There should be no interruptions. There should be no loud noise or music near you.
- Have paper and pen ready. Have your script and anything else you need in front of you.
- You may be nervous but try to sound friendly and cheerful.
- Talk slowly and clearly. Speak up but not too loudly.
- Refrain from chewing gum or eating while on the phone.
- Be polite and patient.

Making the call

- Identify yourself as a student at Leesville Road High School.
- Ask to speak with the person you wish to be your mentor.
- If that person is unavailable, ask when he/she will be available.
- Explain why you are calling and what you would like him/her to do for you.
- If he/she agrees to be your mentor, set up an appointment for the first meeting.
- If he/she cannot be your mentor, ask him/her to suggest someone else.
- Thank the person for his/her time, information, and willingness to work with you.

SAMPLE SCRIPT:

Hello, my name is_____. I am a student at LRHS. I am involved in a Graduation Project that includes writing a research paper and completing a product that is related to my topic. My topic is _____, and for my product I would like to _____. I would like to find someone in the community who, as an expert in the field, would be willing to assist me in completing my product. Would you be willing to serve as my mentor?
(*Wait for a response. Answer any questions he/she may have about being a mentor.)*

The first meeting with your GP mentor

- Dress appropriately for the workplace.
- Be on time for your appointment.
- Turn off your cell phone.
- Have your list of questions ready and be prepared to ask them.
- Be courteous.
- Be respectful and show patience if the mentor has to interrupt your meeting to deal with a business matter.
- Thank the person for his/her time.
- Ask for a business card so that you know where to send a thank you note at the end of your fieldwork.

STUDENT'S LETTER TO GP MENTOR AND MENTOR CONSENT FORM

Student Name _____   (please print)

Dear _____ :

I am participating in the North Carolina and LRHS Graduation Project. During my field work I may need the cooperation of an adult mentor who has expertise with the topic I am researching. The responsibilities of the mentor are as follows:

1. to complete the WCPSS volunteer registration procedures for levels 1-4, including a criminal background check.
2. to arrange for my "hands on" experience.
3. to provide guidance for my fieldwork and product completion.
4. to serve as a sounding board for my ideas about my product.

I understand that I am responsible for keeping any and all appointments that we make. I also understand that the Fieldwork Verification Form will be signed by you at the end of my fieldwork.

If you have any questions, please contact the Graduation Project Coordinator _____ at the school phone number _____ .

Thank you for your time and willingness to be a part of my education. Please sign below to indicate your consent and return to me within the next week.

Sincerely,

_____ (student's name)

_____

To be completed by mentor:

Mentor Name _____

Home Address _____

Business Address _____

Home Phone _____ Work Phone _____

Cell Phone _____ E-mail Address _____

- I have received approval through the WCPSS volunteer registration process.
- I have expertise in the research area and am willing to serve as the student's GP mentor.
- I understand and accept the responsibilities entrusted to me as a Graduation Project Mentor and will oversee the above student's progress during fieldwork and product creation.
- I understand that for the protection of myself and the student, *we will not meet alone.*
- I am at least 25 years old and I am not a relative of the student.

Signature of mentor _____ **Date** _____

PARENT CONSENT FORM TO WORK WITH A MENTOR

(Please print)

Student Name _____

Parent/Guardian Name _____

Home Phone _____   Work Phone _____

Cell Phone _____   Other Phone _____

Emergency Contact Person _____

Home Phone _____   Work Phone _____

Cell Phone _____   Other Phone _____

IN CASE OF A MEDICAL EMERGENCY:

Doctor's Name _____   Phone _____

List any allergic reactions _____

Name of insurance carrier and policy number _____

I hereby give permission for my student _____ **student's name)** to

work with _____ **(mentor's name)** as a mentor for the Graduation

Project. While I expect the school and the mentor to demonstrate reasonable precaution to

avoid student injury, I understand that both the mentor and Wake County Public Schools will not

be held responsible or otherwise should an accident occur during my student's participation in

this activity, and I accept full responsibilities for such injuries. I also authorize emergency

medical treatment for my student.

Parent/Guardian Signature _____ **Date** _____

Please make two copies of this form. Give one to the mentor and one to the GP advisor.

GRADUATION PROJECT MENTOR QUALIFICATION FORM

(Please print)

Student Name _____   GP Advisor _____

Mentor Name _____

Home Address _____

Business Address _____

Home Phone _____   Work Phone _____

Cell Phone _____   E-mail Address _____

- Is your mentor at least 25 years of age?   Yes   No
- Is your mentor related to you?   Yes   No

Hours, methods and days the GP Advisor/English teacher may contact mentor:

_____

_____

In a few sentences, please describe your mentor's qualification and/or background in the field in which you will be working. (Please attach a business card if available.)

_____

_____

_____

Describe all of the ways that you anticipate your mentor will help you in accomplishing your project (i.e. reading your research paper rough draft, teaching you a skill, monitoring the progress of you project, listening to your speech, etc.).

_____

_____

_____

I am aware that my child has chosen _____ to be his/her mentor. I understand that my student will work with this mentor. I agree to indemnify and hold harmless the Wake County Board of Education, its officer, agents, employees or volunteers from any injury that may result from participation in the Graduation Project.

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

To be completed by Graduation Project Steering Committee		
□ **Approved**	□ **Denied**	□ **Clarification Needed**

MENTOR EVALUATION OF PHYSICAL PRODUCT

This form should be completed by the mentor to verify the student's work throughout the product process. The mentor may send this form to the GP Faculty Advisor via student or mail it to the school as follows: Mary Propes, GP Project Coordinator, Leesville Road High School, 8409 Leesville Road, Raleigh, NC 27613.

Student's Name: _____ **Mentor's Name:** _____

Mentor's Address: (Please include the zip code) _____

Mentor's Preferred Telephone #: _____ **Mentor's E-mail:** _____

1. Please describe which aspects of the student's product you have witnessed in progress.

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

3. Describe your role as the student completed his/her product.

4. Describe any growth in attitude or skills you observed as the student completed the product.

5. Describe specific problems the student encountered and what evidence of problem-solving you observed.

6. Describe what you felt was the best moment for the student in the completion of the product.

OVER

Retain for Portfolio
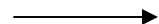
Please rate the student on the following criteria:

CRITERIA	OUTSTANDING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT EVIDENT
Demonstration of background research					
Evidence of learning stretch					
Commitment to completion					
Evidence of responsibility					
Commitment to excellence					
Demonstration of mature behavior					
Management of time					

Mentor's Signature: (no initials, please) _____

Mentor's Name: (please print) _____

The Evaluation

GRADUATION PROJECT EVALUATION: AN EXPLANATION

Evaluation of the Graduation Project will be conducted at various stages and by various groups and individuals. NCDPI has developed rubrics that will be used to evaluate the product, paper, portfolio, and presentation.

Using those rubrics at LRHS, the **product** will be evaluated along with the student's GP **presentation** by the judges' panel. The **portfolio** will be evaluated by the GP advisor. The **paper** will be evaluated by faculty scoring committees. All faculty members will serve on either judges' panels or paper scoring committees.

Attached please find the NCDPI rubrics. Note that there is a separate rubric for each GP component. Evaluation descriptors include Exemplary, Satisfactory, Developing/Emerging, Resubmission necessary, and Not Submitted. A student must earn an Exemplary or Satisfactory to successfully complete the Graduation Project.

Listed below are definitions for GP Project Rubric Descriptors, as provided by NCDPI.

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.

NORTH CAROLINA PUBLIC SCHOOLS' GRADUATION PROJECT PAPER RUBRIC

	Successful Completion		Has Not Completed		
	Exemplary	**Satisfactory**	**Developing/ Emerging**	**Resubmission Necessary**	**Not Submitted**
Focus	Presents an insightful and focused thesis statement.	Presents a thesis statement with adequate insight and focus.	Presents a thesis statement with minimal insight and focus.	Presents a thesis statement with no insight or focus.	Fails to submit paper.
	Draws strong and clear connections between the thesis and significant related ideas.	Draws adequate connections between thesis and related ideas.	Draws insufficient connections between thesis and related ideas.	Shows no understanding of connections between thesis and related ideas.	Fails to submit paper.
Organization	Effectively provides a logical progression of related ideas and supporting information in the body of the paper.	Adequately provides a progression of ideas and supporting information in the body of the paper.	Provides a poorly organized progression of ideas and supporting information in the body of the paper.	Does not provide a progression of ideas and supporting information in the body of the paper.	Fails to submit paper.
	Effectively uses transitions to connect supporting information clearly.	Adequately uses transitions to connect supporting information.	Ineffectively uses transitions to connect supporting information.	Does not use transitions to connect supporting information.	Fails to submit paper.
	Arrives at a well-documented, logical conclusion, involving critical thinking.	Arrives at an adequately-documented conclusion.	Arrives at an insufficiently documented conclusion.	Does not arrive at a documented conclusion.	Fails to submit paper.

PAPER RUBRIC, CONTINUED

| | Successful Completion | | Has Not Completed | | |
	Exemplary	**Satisfactory**	**Developing/ Emerging**	**Resubmission Necessary**	**Not Submitted**
Support/ Elaboration	Effectively synthesizes complex ideas from research sources.	Sufficiently synthesizes ideas from research sources.	Ineffectively synthesizes ideas from research sources.	No evidence of synthesizing ideas from research sources.	Fails to submit paper.
	Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Lacks supporting information clearly relevant to thesis and its related ideas.	Fails to submit paper.
	Provides a meaningful presentation of multiple perspectives.	Provides an adequate presentation of multiple perspectives.	Provides a limited presentation of multiple perspectives.	Does not present multiple perspectives.	Fails to submit paper.
	Effectively balances use of quotations and student paraphrasing.	Adequately balances use of quotations and student paraphrasing.	Insufficiently balances use of quotations and student paraphrasing.	Does not balance use of quotations and student paraphrasing.	Fails to submit paper.
	Skillfully integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to emphasize important content.	Effectively integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Includes student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Shows no use of student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Fails to submit paper.
Style	Exhibits skillful use of language, including effective word choice, clarity, and consistent voice.	Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice.	Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice.	Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.	Fails to submit paper.
	Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Fails to submit paper.

PAPER RUBRIC, CONTINUED

	Successful Completion		Has Not Completed		
	Exemplary	**Satisfactory**	**Developing/ Emerging**	**Resubmission Necessary**	**Not Submitted**
Conventions	Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates no use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Fails to submit paper.
	Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Fails to submit a paper.
Information Literacy	Conscientiously and consistently demonstrates integrity in citing practices.	Generally demonstrates integrity in citing practices.	Inconsistently demonstrates integrity in citing practices.	Does not demonstrate integrity in citing practices.	Fails to submit paper.
	Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.	Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.	Employs a limited variety of primary and secondary sources including an insufficient amount of current information.	Does not employ a variety of primary and secondary sources and/or does not include current information.	Fails to submit paper.
	Demonstrates strong evaluation skills in determining resource credibility and reliability.	Demonstrates sufficient evaluation skills in determining resource credibility and reliability.	Demonstrates limited evaluation skills in determining resource credibility and reliability.	Demonstrates no evaluation skills to determine resource credibility and reliability.	Fails to submit paper.

NORTH CAROLINA PUBLIC SCHOOLS' GRADUATION PROJECT PRODUCT RUBRIC

	Successful Completion		Has Not Completed		
	Exemplary	**Satisfactory**	**Developing/ Emerging**	**Resubmission Necessary**	**Not Submitted**
Time (A minimum of fifteen (15) hours is strongly recommended for the product.)	Exceeds number of recommended hours.	Meets number of recommended hours.	Does not meet number of recommended hours.	Shows evidence of little to no hours invested.	Fails to submit product.
	Demonstrates effective time management.	Demonstrates sufficient use of time management.	Demonstrates minimum use of time management.	Demonstrates no use of time management.	Fails to submit product.
Learning Over Time and Depth of Knowledge	Chooses a challenging product representing a significant learning over time.	Chooses a product representing a sufficient learning over time.	Chooses a product representing limited learning over time.	Chooses a product with no learning over time.	Failed to submit product.
	Demonstrates a logical and relevant link to the research topic.	Demonstrates an adequate and relevant link to the research topic.	Demonstrates a minimal link to research topic.	Shows no link to the research topic.	Fails to submit product.
	Demonstrates critical analysis of research in producing an original product.	Demonstrates reasonable evaluation of research in producing an original product.	Demonstrates limited understanding of research in producing original product.	Demonstrates no understanding of research in producing original product.	Fails to submit product.
	Demonstrates significant creative thinking, decision-making, reasoning, and/or problem-solving.	Demonstrates sufficient creative thinking, decision-making, reasoning, and/or problem-solving.	Demonstrates limited creative thinking, decision-making, reasoning, and/or problem-solving.	Demonstrates no evidence of creative thinking, decision-making, reasoning, and/or problem-solving.	Fails to submit product.
	Demonstrates extensive connection to real world situations.	Demonstrates sufficient connection to real-world situations.	Demonstrates limited connection to real-world situations**.**	Demonstrates no connection to real-world situations.	Fails to submit product.

PRODUCT RUBRIC, CONTINUED

	Successful Completion		Has Not Completed		
	Exemplary	**Satisfactory**	**Developing/ Emerging**	**Resubmission Necessary**	**Not Submitted**
Quality of Work/ Effort	Exhibits creative and exceptional results using talents, abilities and varied resources.	Exhibits adequate results using talents, abilities and varied resources.	Exhibits ineffective results using talents, abilities and varied resources.	Exhibits unacceptable or no results.	Fails to submit product.
	Displays extensive use of detail.	Displays sufficient use of detail.	Displays minimum use of detail.	Lacks use of detail.	Fails to submit product.
	Shows evidence of consistent self-directed actions.	Shows evidence of requiring some prompting for self-directed actions.	Shows evidence of requiring continuous prompting for actions.	Shows no evidence of self-directed actions.	Fails to submit product.
	Displays evidence of exceptional technical skills.	Displays evidence of competent technical skills.	Displays evidence of minimal technical skills.	Displays no evidence of technical skills.	Fails to submit product.
Ethics	Consistently demonstrates ethical standards in product development.	Generally demonstrates ethical standards in product development.	Demonstrates limited under-standing and application of ethical standards in product development.	Demonstrates unethical standards in product development.	Fails to submit product.

NORTH CAROLINA PUBLIC SCHOOLS' GRADUATION PROJECT PORTFOLIO RUBRIC

	Successful Completion		Has Not Completed		
	Exemplary	**Satisfactory**	**Developing/ Emerging**	**Resubmission Necessary**	**Not Submitted**
Format/ Appearance	Adheres to all guidelines for portfolio appearance.	Adheres to most guidelines for portfolio appearance.	Adheres to some guidelines for portfolio appearance.	Does not adhere to guidelines for portfolio appearance.	Fails to submit portfolio.
Organization	Exhibits exceptional organizational skills in compilation of portfolio.	Exhibits sufficient organizational skills in compilation of portfolio.	Exhibits minimal organizational skills in compilation of portfolio.	Exhibits no organizational skills in compilation of portfolio.	Fails to submit portfolio.
Completeness	Meets all requirements for portfolio contents.	Meets most requirements for portfolio contents.	Meets some requirements for portfolio contents.	Does not meet requirements for portfolio contents.	Fails to submit portfolio.
Student Growth	Demonstrates exceptional depth in academic and/or personal growth.	Demonstrates sufficient depth in academic and/or personal growth.	Demonstrates limited depth in academic and/or personal growth.	Does not demonstrate depth in academic and/or personal growth.	Fails to submit portfolio.
Student Reflection	Reveals exceptional insight into how the student anticipated changes and dealt with contingencies.	Reveals sufficient insight into how the student anticipated changes and dealt with contingencies.	Reveals limited insight into how the student anticipated changes and dealt with contingencies.	Reveals no insight into how the student anticipated changes and dealt with contingencies.	Fails to submit portfolio.
Information, Technology and Communications Literacy	Effectively employs technology in construction of portfolio.	Sufficiently employs technology in construction of portfolio.	Minimally employs technology in construction of portfolio.	Employs no technology in construction of portfolio.	Fails to submit portfolio.

NORTH CAROLINA PUBLIC SCHOOLS' GRADUATION PROJECT PRESENTATION RUBRIC

	Successful Completion		Has Not Completed		
	Exemplary	**Satisfactory**	**Developing/ Emerging**	**Resubmission Necessary**	**Not Submitted**
Communication Skills	Consistently speaks with appropriate volume, tone, and articulation.	Generally speaks with appropriate volume, tone, and articulation.	Has difficulty speaking with appropriate volume, tone, and articulation.	Does not speak with appropriate volume, tone, and articulation.	Fails to make presentation.
	Consistently employs appropriate eye contact and posture.	Frequently employs appropriate eye contact and posture.	Employs infrequent eye contact and/or poor posture.	Makes no eye contact.	Fails to make presentation.
	Consistently employs appropriate nonverbal communication techniques.	Adequately employs appropriate nonverbal communication techniques.	Employs limited nonverbal communication techniques.	Does not employ nonverbal communication techniques.	Fails to make presentation.
	Consistently exhibits poise, enthusiasm, and confidence.	Generally exhibits poise, enthusiasm, and confidence.	Exhibits limited poise, enthusiasm, and confidence.	Lacks poise, enthusiasm, and confidence.	Fails to make presentation.
	Consistently employs standard grammar.	Generally employs standard grammar.	Infrequently employs standard grammar.	Does not employ standard grammar.	Fails to make presentation.
	Adheres to prescribed time guidelines.	Adheres to prescribed time guidelines.	Violates prescribed time guidelines.	Violates prescribed time guidelines.	Fails to make presentation.
	Wears appropriate professional or authentic attire.	Wears appropriate professional or authentic attire.	Wears inappropriate attire.	Wears inappropriate attire.	Fails to make presentation.
	Employs creative use of visual aids that enrich or reinforce presentation.	Employs appropriate visual aids that relate to presentation.	Employs ineffective visual aids.	Uses no visual aids.	Fails to make presentation.

PRESENTATION RUBRIC, CONTINUED

	Successful Completion		Has Not Completed		
	Exemplary	**Satisfactory**	**Developing/ Emerging**	**Resubmission Necessary**	**Not Submitted**
Content and Coherence	Effectively defines a main idea and clearly adheres to its purpose throughout presentation.	Adequately defines a main idea and adheres to its purpose throughout presentation.	Insufficiently defines a main idea and adheres to its purpose throughout presentation.	Does not define a main idea or adhere to its purpose.	Fails to make presentation.
	Employs a logical and engaging sequence which the audience can follow.	Employs a logical sequence which the audience can follow.	Employs an ineffective sequence confusing to the audience.	Lacks an organizational sequence.	Fails to make presentation.
	Demonstrates exceptional use of supporting details/ evidence.	Demonstrates sufficient use of supporting details/ evidence.	Demonstrates insufficient supporting details/ evidence.	Demonstrates no supporting details/evidence.	Fails to make presentation.
Self Reflection	Offers an insightful evaluation of the project process.	Offers a clear evaluation of the project process.	Offers an evaluation of the project process.	Fails to offer an evaluation of the project process.	Fails to make presentation.
	Reflects on successes and challenges with exceptional depth and insight.	Reflects on successes and challenges with sufficient depth and insight.	Reflects on successes and challenges with limited depth and insight.	Does not reflect on successes and challenges with depth or insight.	Fails to make presentation.
	Extensively reflects on the collaboration with the mentor.	Generally reflects on the collaboration with the mentor.	Minimally reflects on the collaboration with the mentor.	Fails to reflect on the collaboration with the mentor.	Fails to make presentation.
Extemporaneous Responses	Confidently, politely, and accurately responds to judges' questions and comments.	Politely and accurately responds to judges' questions and comments.	Ineffectively responds to judges' questions and comments.	Unacceptably responds/does not respond to judges' questions and comments.	Fails to make presentation.

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