

Mercer Island High School

Culminating Project Handbook

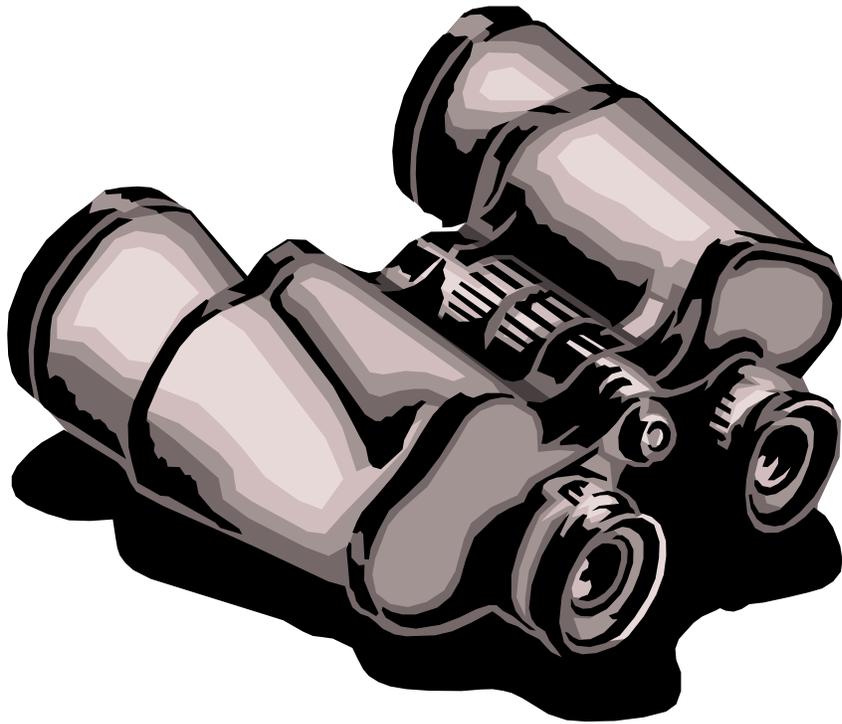


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* A **rubric** is a scoring guide with specific examples describing different levels of achievement.

Overview





Mercer Island High School

What is a Culminating Project?

A Culminating Project is a state graduation requirement beginning with the class of 2008 (WAC 180-51-061). The project will provide an opportunity for students to demonstrate their mastery of these state learning goals:

- Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.

Students will design their own projects and carry them through to completion prior to graduation. The five required components of the MIHS culminating project will be described in detail beginning on page 13. Students must meet standard* on each of these components before they can move on to the next component.

***Meeting standard** means sufficient quality or understanding to meet MISD graduation requirements.

Letter to Students

Dear Students:

There may have been times when you wished you'd been given an opportunity to do what you want for a class project. Most of the time you know your idea must be directly related to subject matter in a particular class. So, when given the opportunity to choose for yourself, you may not be quite sure where to begin. You may have been so preoccupied with working for others that you haven't thought what you would do for yourself. If someone asks you to identify something you've always wanted to learn about your passion you may draw a total blank at first. Take a reflective look back at your life, books you enjoyed, activities, assignments, achievements, even frustrations and things that confused you. What grabs your interest?

If you can identify a burning passion, great! But to get started, all you need is curiosity. If you play a musical instrument, perhaps you've always been faithful to playing the notes placed before you, but walking down the street a new music has often played inside your head. What would it take to capture that music? You say, "Oh, I don't have time. I have to study." Along comes the Culminating Project. Windows of time open up. Look for ways to piece together components of an idea or two.

There are many examples you can look at including ideas other students have used. The important thing is to identify a project that has meaning for you. Let go of your need to produce a product as an assignment for a teacher. This one is for and about you.

The richness of the journey is up to you.

Sincerely,

Culminating Project Team

Culminating Project Desired Learner Results

Here are the five overall goals of the MIHS Culminating Project:

- **Students will demonstrate mastery of content and skills essential/relevant to the project.**

- **Students will think critically, creatively, and originally, as demonstrated by the following types of actions:**
 - evaluating information for reliability, bias, and usefulness
 - distinguishing between fact and opinion
 - recognizing and challenging assumptions and presumptions
 - assimilating, deciphering and using information
 - applying organizational and logical reasoning skills
 - applying higher order thinking skills to real life problems, as well as hypothetical situations

- **Students will set personal goals for learning, as demonstrated by the following actions:**
 - establishing priorities to set achievable and realistic short and long-term goals
 - identifying and utilizing resources and people to help them determine and reach their goals
 - evaluating their progress toward their goals
 - communicating their goals and progress to others in an ongoing manner
 - constructing and articulating a personal vision

- **Students will problem solve as demonstrated by the following actions:**
 - articulating a clear, complete understanding of an assignment/problem
 - locating, accessing, and using information to address a problem
 - formulating a flexible appropriate plan of action
 - using a logical and effective decision-making process
 - overcoming obstacles by effective application of skills
 - following through with tasks until completed
 - evaluating the product and problem-solving process

- **Students will communicate effectively as demonstrated by the following actions:**
 - expressing thoughts and conveying information accurately
 - reading for understanding, listening actively and asking clarifying questions
 - speaking clearly, correctly, and responsibly in a variety of settings
 - creating and communicating information using a variety of media and technology

Based on Desired Student Results: SIP Plan

Getting Started on your Culminating Project

*“If we did the things we are capable of doing,
we would literally astound ourselves.” - Thomas Edison*

So where do students find ideas for Culminating Project ideas? By looking around them for inspiration. Here are some ideas:

- Talk with your friends, classmates, and your teachers
- Keep an eye out for interesting topics in magazines, newspapers and journals
- Keep an eye out for interesting topics while watching television or listening to the radio
- Browse encyclopedias, periodical indexes, and other sources, including sets such as CQ Researcher, Opposing Viewpoints, and Current Controversies. Ask a librarian for ideas on where to look for topics
- Look at the index and table of contents of the texts you're using for your classes
- Look online; many schools around the country are doing similar projects and reading about them might provide a spark of inspiration

What do you do once you have a general topic? The need to complete a big project can cause anxiety. However, there are ways to reduce that anxiety. Your teachers will do their share to help cut down on the stress by providing opportunities to learn all of the skills you will need to successfully complete your Culminating Project. The following are some general tips about starting any project on the right foot:

- **Start early!** Keep in mind that any project can be very time-consuming. Plan on approximately 10 hours just for deciding on a topic, writing up your plan, and thinking about where to find resources. If you give yourself lots of time to complete the early stages of your project, unexpected delays won't cause as much of a problem. If you wait until the last minute, those unexpected delays could derail your whole project!

- **Plan ahead!** Is your project dependent on the weather? Do you have to work around other peoples' schedules? How does the due date fit in with the due dates of projects for other classes?
- Have a clear understanding of the assignment! Read this handbook carefully. Clear up any questions with a teacher or the Project Manager prior to beginning your plan.
- Know what types of materials you need! Do you need books or articles? Should you find a person or several people to interview? Are web pages appropriate?
- Remember that completing any project requires patience and flexibility! It may take time to get the results you want.

Ask for help when you need it! Teachers, counselors and librarians are very familiar with the research process. They will be glad to help you at any stage of the process. Your teachers understand the requirements of the Culminating Project and can point you in the right direction. Don't forget, other people are busy, too, so you may have to contact them more than once, by phone, by email, or in person to get the help you need. Keep trying!

Possible fields of interest

- Fine Arts- music, dance, drama
- Art- glass blowing, jewelry design, drawing and painting
- Health- medicine, fitness, nutrition
- Business- management, marketing, advertising, finance, insurance
- Social Problems- homelessness, domestic violence, AIDS, gang violence, drugs and alcohol, social justice, racism
- Science- chemistry, biology, marine biology, environmental science, animal studies
- Sports- camps, coaching, individual training
- Technical skills- building, woodwork, computers, metal work
- Video- video production, filming, editing, sound dubbing
- Religion- history, comparisons, cults
- History- archeology, genealogy, civilization, culture studies
- Service- law enforcement, fire department, EMT, forest ranger, fish and game warden

Specific examples of successful culminating projects

- Developed and taught a class on skateboard construction at New Vista
- Researched a project on Southeast Asian Art
- Began a career as a competitive mountain bike racer
- Choreographed and performed original dance works
- Interned at a school for autistic children
- Learned how to build a house from the ground up
- Constructed a complex computer system
- Created a portfolio on 3-D computer art
- Created a web site of resources for self help in legal affairs
- Lived independently and created a handbook for emancipated teens
- Mastered outdoor living skills including a solo adventure
- Designed a vacation cabin and created an architectural model
- Compiled and produced a magazine documenting graffiti around the country
- Learned to be an assistant in pale ontological research
- Organized activities connected to a Japanese exchange program
- Planned and led 200 mile backpacking trip along a Colorado Trail
- Prepared and trained for pilot's license
- Restored a 1969 Pontiac Firebird
- Taught a class on Greek philosophy at the high school
- Undertook a field study of Sandhill Cranes
- Wrote a children's book
- Wrote, directed and performed an original one woman show
- Worked at a camp for disadvantaged youth
- Volunteered at an AIDS Hospice
- Prepared for volunteer fire-fighting activities and designed an accountability system for fire fighters
- Redecorated a home with original mural work
- Conducted an in-depth study of a career of interest

Timeline for Completion of the MIHS Culminating Project

All students are required to submit a Plan in May of their Junior year.

Exact Dates for the 2007-2008 school year will be set in the fall of the previous school year.

All Juniors

May 1, 2007: Juniors submit Plans

May 5, 2007: Juniors will be notified if Plans are approved

If approved: You will be able to complete the Project by Dec 2007 or May 2008

If not approved: You will resubmit your Plan by October 1, 2007

Therefore if your Plan is not approved early completion will not be an option.

If you do not submit a Plan by October 1, 2007 you will be scheduled into the Culminating Project Class spring semester 2008.

Completion of the Project for December deadline

Begin Project after your Plan is approved.

October 1, 2007: Annotated Bibliography Due

If approved: Continue

If not approved: Resubmit by October 15, 2007

November 30, 2007: Project/Learning Log and Written Reflection Due

If approved: You will be notified in 48 hours

If not approved: You will be notified within 48 hours and given a resubmit date prior to December 15, 2007

December 15, 2007: Presentation Due

If approved: You have met your graduation requirement

If not approved: You will need to re-present in June

Completion of the Project for June deadline

Begin Project in January 2008 or after your Plan was approved. If you are scheduled into the Culminating Project Class your Plan will be due February 15, 2008.

February 15, 2008: Last day to submit changes to the Plan

March 1, 2008: Annotated Bibliography Due

If approved: Continue

If not approved: Resubmit by March 15, 2008

May 15, 2008: Project/Learning Log and Written Reflection Due

If approved: You will be notified in 48 hours

If not approved: You will be notified within 48 hours and given a resubmit date prior to May 31, 2008

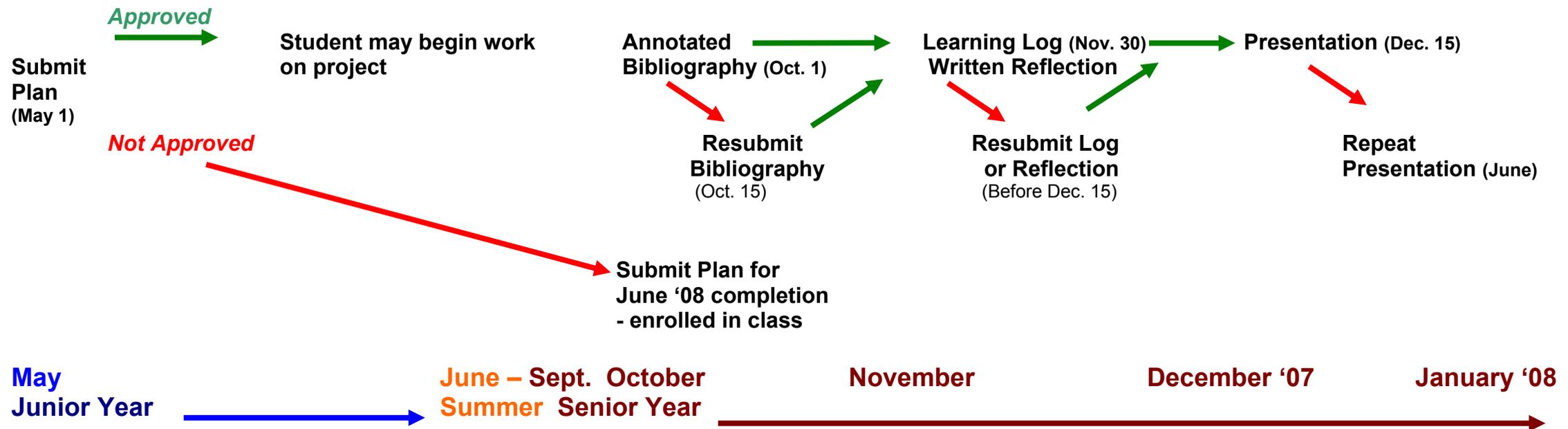
June 1, 2008: Presentation Due

If approved: You have met your graduation requirement

If not approved: You will need to re-present June 15, 2008

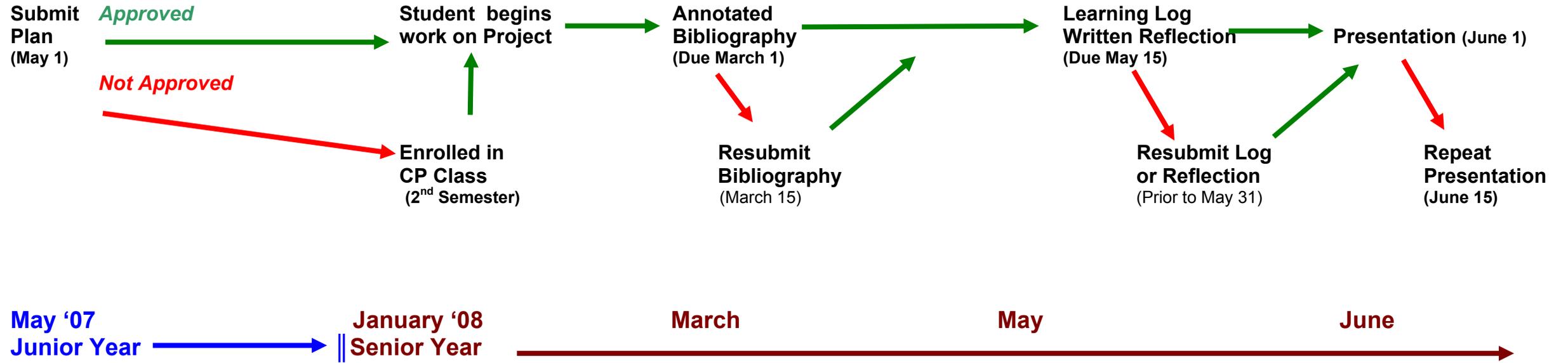
Students assigned to the Culminating Project Class will be required to meet all the same deadlines.

Timeline for Early Completion



Failure to meet standard on any resubmitted work or failure to meet standard on the presentation in Dec. will require the student to wait until Spring to complete the Culminating Project.

Timeline for June Completion



Components



About your PLAN

What is it?

- The guide for your project
- A map to get where you want to go
- A detailed Plan which shows you have more than a rough idea
- Achievable and reasonable
- Meaningful to you

What should take place prior to making a Plan?

- Thoughtful search of project
- Interest Inventory: given by counselor
- Consider personal strengths and interests
- Discussion with parent(s) about the possible topics
- Classroom opportunities to learn the skills required for the Culminating Project

Why is the Plan required?

- Without a good Plan you can't get started or stay on task
- A good Plan prevents you from wasting time
- A good Plan means greater chance of success in completing the project
- You will be able to set personal goals for learning
- You will be able to think critically, creatively and originally and problem solve
- You will be able to communicate effectively

How do you present your Plan to the review panel?

- Your Plan should be word processed, double spaced with 10-12 point font
- Your Plan should be proofread and contain no spelling or grammatical errors

How will your Plan be assessed?

- The Plan will be reviewed by a panel of 3-4 staff members
- The Plan must be approved by the review panel before you can begin your project
- The panel will be looking for thorough completion of the **Plan Template** form (see next page)

"Well begun is half done"
- Plato

Plan Template

Name _____

Project Name _____

Date Submitted _____

Project Completion Date: December or June (circle one)

Please address the following prompts in the space provided. Refer to your handbook for clarification and explanations and examples. Print and submit to _____

1. Learning Goal(s):

2. Description of the Project

3. What will the finished project look like?

4. Justification, Purpose and Significance of the Project

5. Resources and Plan for Research

6. Mentors

7. Timeline/ Calendar

8. Budget/Materials

9. Pre-Presentation : How do you plan to present your project?

10. Evaluation: How do you plan to demonstrate to the review panel that you met your learning goal(s)?

Student Signature - I attest that this plan was prepared by me and is original work.

Parent Signature - I understand what my son/daughter plans to do for his/her culminating project.

Specific Elements of Checklist
Explanation and Clarification for the PLAN

1. Learning Goal

A statement that describes what you hope to learn by completing the project. The learning goal(s) can be related to knowledge to be gained or skills to be acquired.

2. Description of the Project

A concise description of **what** you are going to do for your Culminating Project. (No more than 3 sentences.)

3. What will your finished Project look like?

Describe what you expect your finished project to look like. You need to explain what level of work will satisfy you. Write a statement which will begin with *I know my project was successful if _____*

- You are aiming for something to make you proud.

4. Justification/Purpose/Significance/

A thoughtful paragraph answering the question **why** you are choosing to do this project. Explain why this project is interesting, significant or meaningful to you. Discuss some or all of the following:

- whether this topic is new for you
- whether it is a personal or intellectual or social or physical challenge for you
- what people or events influenced you in selecting this project and this learning goal, and whether it relates to a future career choice
- what information you already know about this subject

5. Resources/Plan for Research

A detailed explanation of **how** you will complete your project. The list below includes factors which may not have already occurred to you. Consider every point and imagine whether it might relate to what you will do on your Culminating Project. Include as much information as you know at this point.

- The topics you will need to learn more about, background on your goal, people in the field, factual information, available resources, and existing solutions.
- The way you will get that information. Consider the following: interviews, working with a mentor(s), library research, field research, volunteering, getting a job, attending performances/games/ rallies/ events, internship.
- Whether any current or previous classes in school will enrich or contribute to your project.

- Whether you will need to take an outside class as part of the process to complete your Culminating Project. If you need to take a class you must find out availability, cost, schedule, etc.
- Whether you will need other materials, electronic equipment, hardware or tools to complete the project.

6. Mentors

It is strongly recommended, but not required, that you find and use a mentor for this project. A mentor is someone who has the knowledge, skills and /or abilities to assist in you in completing your project.

- List adults or peers who you will consult, if any.
- Explain why these people will benefit you.
- Provide contact information.

7. Timeline/Calendar

Your project requires 80 hours of work. These hours include time spent planning, researching, project work and preparation for your presentation. Clarify and schedule the steps leading up to completion. Realistically estimate the time it will take for you to do each task. If your project seems "too big" or "too small", make necessary adjustments.

- Make 5 copies of the blank calendar found on page 20
- Include a list of all major tasks
- Specify anticipated time scheduled to meet with your mentor
- Include all deadlines for the Culminating Project, see page 10.
- Indicate when you anticipate completing your research
- Remember to document your time spent planning on your Project Learning Log Sheet (pg. 27).

8. Budget/Materials

While your project does not have to cost money to complete, you will undoubtedly have to use materials and will have to provide for the expenses you incur.

- Estimate small costs: gas, phone charges, parking fees, etc.
- Estimate the cost of presentation materials
- Estimate class costs, admission costs, extra supplies, film, paper, etc.
- Indicate any donations
- Estimate the final cost of your project

9. Pre-Presentation

Write a sentence explaining your current thought of how you plan to present your project.

- Refer to the Presentation Rubric and description page 40.
- You will have 20 minutes including time for questions and answers.

10. Evaluation: How will the panel know if you met your learning goal?

The learning goal must be related to the knowledge gained or skills to be acquired.

- Include a statement that explains how the panel will know if you have met your specific learning goal.
- This statement will begin with: You will know I learned *Insert Learning Goal* because _____

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Making Changes to your Plan

If you make changes to your **Learning Goals or Description of the Project** you must submit a new Plan.

If these elements change then all following elements of your Plan will most likely change as well. These changes must be explained and communicated in writing to the Project Manager and later to the Review Panel.

Making changes to your Plan after October greatly increases your risk of failing to complete each component of the Culminating Project on time and at standard. No changes to Learning Goals or Description of the Project will be accepted after the second week in February (actual date TBA).

You are allowed to change the following without consulting the Project Manager. You may want to address these changes in your Written Reflection and Learning Log.

- Resources
- Mentors
- Personal Timeline
- Budget/Materials
- How you will present your project

About your Annotated Bibliography

What is it?

The Annotated Bibliography is a listing of all sources such as: books, published articles, web sites, personal communication and interviews, as well as experiential research such as performances, museums and work experience. The bibliographic information of each source is first recorded, followed by a few sentences of annotation.

Why is it required?

To document the nature of your research and to reflect on how this research assisted you.

How will your Annotated Bibliography be assessed?

The Annotated Bibliography will be assessed by a project manager who will check for:

- Variety of sources (three minimum)
- MLA format (www.mla.org) Modern Language Association
- Completeness of each entry

What are the specific requirements?

- List the citation exactly following the MLA format (www.mla.org)
- Summarize the main idea(s) of the source
- State the relevance/usefulness of the source
- Describe the usefulness of the source
- Describe reliability of this source- How do you know if you can trust the accuracy of the information?
- No more than 100 words of annotation per entry

What happens if my Annotated Bibliography does not meet standard?

Bibliographies that do not meet all requirements will be returned for revision and resubmission. The project/learning log and reflection cannot be submitted unless the bibliography has been completed and approved. If you need additional assistance, schedule an appointment with the Project Manager.

About your Project Learning Log

What is it?

The Project Learning Log is the way for you to track progress toward your learning goal as well as reflect upon your work. It should help in the following ways:

- To manage your project
- To record ideas, people to contact, possible resources to use, etc.
- To record questions and answers to those questions
- To prove that you have completed approximately 80 hours of work
- To prepare and assist you in completing your Final Written Reflection

Why is the Project Learning Log Required?

Two objectives of the Culminating Project are for students to solve problems and think critically. To show that you have met standard in these areas, it is essential that you thoroughly and consistently describe your experiences in chronological order, particularly as they relate to progress you make toward your goal, problems you encounter, and decisions you make.

How do you present your learning log to the review panel?

What do you turn in?

Your learning log has three parts:

- The Log sheets (copy as many as needed) in which you record the time you spend on your project (pg. 27)
- The Midpoint Log worksheet (40 hour) completed half way through the project (pg. 25)
- The Final Log worksheet (80 hour) completed at the end of the project before your Written Reflection (pg. 26)

The Midpoint and Final Log worksheets are evidence of your problem solving and critical thinking. They will also assist you in preparing your Written Reflection. For the Midpoint worksheet you will write about a problem you encountered over the course of your project and how you overcame it. For the Final worksheet, you will evaluate the progress you made toward completing your goal. On both you will need to make specific reference to experiences described in your log.

How will your Project Learning Log be assessed?

The panel that evaluated your plan will evaluate your Project Learning Log.

Each part of the Project Learning Log will be assessed on three areas according to the Rubric:

- Goals for learning
- Problem Solving
- Critical Thinking

Tip: Because your learning log will be the primary way in which people will be able to “see” the work you complete on your project, it is important that it be professional and complete, however the format you choose for your log is up to you (examples: journal, notebook, 3-ring binder, photo album, video portfolio). You **may** choose to enhance your log with artifacts or evidence, such as pictures, correspondence and thank you notes.



Project Learning Log Sheet

Name: _____ Project Goal: _____

Date:	Approx. time spent on activity:	Brief description of activity	Commentary (problems/setbacks encountered, possible solutions, use of knowledge and resources, etc.) Use this column to complete the 40/80 hour pre-writes	Notes: Ideas, next steps, people to contact, feedback etc.
	Sub total			

About the Written Reflection

What is it?

The Written Reflection is a 2-3 page thoughtful self-evaluation of your work and growth on the Culminating Project. It is a chance to stop, step back, and see yourself as someone else might see you. The Written Reflection, completed near the end of your high school career, can bring closure to this chapter of your life and provides direction for your future.

Why is it required?

This is the only formal piece of writing required for the Culminating Project.

The Written Reflection:

- Shows your ability to communicate in writing.
- Analyzes your actions and their effects.
- Considers how experiences have affected you.
- Allows for making meaning out of those experiences.
- Creates the possibility of making new realizations about yourself.
- Focuses on the changes in your thinking and understanding.
- Gives you the opportunity to build on strengths.

How do you get started?

- Review the 40 hour and 80 hour pre-write sheets from your Project Learning Log.
- Read the question carefully and be sure to answer each part.

Written Reflection Question

What did you discover about yourself as a learner from working on this project? Reflect on your work from this project providing specific examples of your experiences with details from this project to support your conclusions about problem solving, personal growth, new skills acquired and how this fits into your future plans.

How do you present your written reflection to the review panel ?

What do you turn in?

- Compose a 2-3 page essay answering the question above.
- Submit it to the committee with your Project Learning Log.

How will the Written Reflection be assessed?

The review panel that evaluated your Plan and Project Learning Log will evaluate your Written Reflection. You must meet standard on each of four criteria of the rubric ([link to Rubric](#)).

- Content
- Organization
- Style/Voice
- Conventions

Tip: Make sure you explain your project to the reader. Use this as a way to connect your ideas.

About The Presentation

What is it?

The Presentation is the last component of the Culminating Project. Before getting an opportunity to present, you must successfully complete the Plan, the Annotated Bibliography, the Project Learning Log, and the Written Reflection. You have already demonstrated many important life skills MIHS expects of its graduates:

- Planning
- Research
- Critical Thinking
- Problem Solving
- Writing

Now, you will demonstrate a variety of skills related to public speaking while at the same time sharing your experiences and what you learned while completing your project.

What should take place prior to presenting?

- Review Plan
- Consider the presentations you have seen and given.

Why is it required?

- Clear oral communication is an essential skill.

How will your Presentation be assessed?

The same review panel which evaluated your Plan, your Project Learning Log and your Written Reflection will evaluate your Presentation. In addition, members of the community will be invited to see and hear your presentation and provide feedback.

Your Presentation will be assessed on two areas according to the rubric which follows (pgs. 40-41):

- Content
- Delivery

You must meet standard on both of these areas in order to complete this component of the Culminating Project.

How long does your Presentation have to be?

- 5 minutes for set up
- 10 minutes for presenting
- 5 minutes for questions and answers
- 5 minutes for clean up

Tip: Your Presentation should be about 7-10 minutes to adequately demonstrate meeting standard. You will be given a 1 minute warning at the 9 minute mark.

Do you have to give the same type of Presentation you wrote about in your Plan?

No, but you may want to include in your Written Reflection the reasons for any changes to your Presentation.

When will you know if you met standard?

The review panel will confer after all presentations are complete. Results will be available the next day.

What happens if you fail to meet standard?

You will get another opportunity to present about two weeks later. During this time, review your rubric/evaluation, pinpoint areas in which you could improve, practice, practice, and practice. Meet with your mentor (if applicable), practice some more and meet with the Project Manager to find out your make up date and time.

How many additional chances do you have to present your Presentation?

One

Can you do something additional to speaking?

Yes. In some cases you may need special permission if you require a particular setting or technology. The Project Manager will make every effort to schedule your presentation in an appropriate location.

What if you don't get prior approval for your presentation?

If the review panel determines your presentation is inappropriate or unsafe you will be stopped immediately and rescheduled. School discipline policies apply. (Link Handbook)

Explanation and Clarification of the Presentation

How can I use the rubric to make sure my Presentation meets standard?

Many presentations assigned and evaluated at MIHS have been assessed according to the rubric on pages 39-40. Therefore, you have had opportunities to learn these skills. Now, re-familiarize yourself with the language and sections of this rubric. What follows is a general explanation of expectations for each category in the rubric.

Subject Matter

This section of the rubric relates to the quality and relevance of the information you provide. Your Presentation should:

- Contain a central idea to make certain your objective is clear.
- Include specific examples from your project.
- Show that you have a clear understanding of your subject.

Preparation

This section of the rubric relates to evidence of **practice**. All students will need to **practice** prior to delivering their presentations.

- Decide what parts of your 80 hours of work should be shared.
- **Practice** what you will actually say.
- Decide whether you want to use note cards or memorize your presentation.
- Think about how many and what type of visual aids might enhance the Presentation.
- Choose clothing that enhances your presentation and is appropriate for an audience of teachers, parents and community members.

TIP: Practice your Presentation. Ask a friend, parent or mentor to listen to you and check your performance against the expectations written in the rubric. Be certain your ideas flow logically, and that you do not tend to jump back and forth between ideas.

Language

This section of the rubric relates to the words you actually choose. Since the Presentation is a graduation requirement, it should be scripted, edited and formal in its tone.

- Choose words appropriate to the topic, the audience and the occasion.
- Avoid using slang and filler words such as "ya", "uh", "like", and "ya know".

Voice

This section of the rubric relates to how well you use your voice to enhance the Presentation.

- Maintain your energy throughout the entire presentation.
- Engage the audience by varying volume, rate of speech, tone.
- Emphasize key points with changes in inflection.
- Show emotion/humor if appropriate.

Presence

This section of the rubric standards relates to how you appear to the review panel. If you practice your Presentation, you will gain confidence and raise your comfort level. If you appear comfortable you will be more likely to succeed. Remember you have observed hundreds of presentations over the past four years; consider what made the best ones effective.

- If you do read from your note cards, then remember to keep in mind the other sections of the rubric, e.g. eye contact, volume and pace.
- Stand up straight, don't sway, slouch or jingle keys
- Avoid behaviors or actions which will distract your audience.

Response to Questions

This section of the rubric relates to your ability to think on your feet, organize your ideas, and respond thoughtfully and directly. Everyone will be asked questions. The questions are to provide you with an opportunity to explain aspects of your project in greater depth and to share your work. Review panel members will ask questions that will help you demonstrate that you have met standard. The ability to respond to questions is a required part of this component. Being asked a question does not necessarily mean that your presentation was unclear.

<p>TIP: You can ask to have a question repeated. Remember to repeat the question if you think the audience may not have heard it. Take a deep breath, relax, think, and respond.</p>
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Assessment



Project Plan Assessment Checklist

1. Logistics

- The proposal contains a title.
- The proposal has a parent/guardian signature.
- The proposal contains a student signature.
- The proposal meets the school safety requirements.
- The proposal is created in the template with 10-12 font.
- The proposal is proofread and contains no spelling or grammatical errors.
- The proposal contains time line of completion and meets the required number of hours.
- The proposal contains the budget and estimated cost of project.

2. Learning Goals

- The proposal contains a statement of the student's learning goal .

3. Description of the Project

- The proposal contains a statement describing the project.

4. What will the finished project look like?

- The proposal contains a statement which completes the sentence: *I know my project was successful if _____*

5. Justification

- The proposal contains a thoughtful paragraph explaining your general area of interest and why the area was chosen.
- The proposal contains a statement of what the student already knows about the topic and what has already been accomplished.
- The proposal contains a statement of why the project is significant and meaningful.

6. Resources/ Plan for Research

- The proposal contains a list of what information you might need.
- The proposal has a statement of where you plan to get the information you need.

7. Mentors

- The proposal contains names of mentors if applicable.
- If you are using a mentor include a brief explanation of his/her role/expertise.

8. Timeline/Calendar

- The proposal contains a time line.
- The proposal includes a detailed calendar of your schedule.
- The proposal meets the required number of hours (80).

9. Budget /Materials

- The proposal contains an itemized list of materials and estimated cost of project.
- The proposal contains a budget.

10. Pre-Presentation

- The proposal contains a statement/paragraph of how you envision presenting this project?
- The proposal contains a list of technology you may need for your presentation.

11. Evaluation

- The proposal contains a statement which completes the sentence: You will know I learned (*Insert Your Learning Goal* from Part 2 of this checklist) because:

PROJECT/LEARNING LOG RUBRIC

PROJECT COMPONENT	Exceeds Standard	Meets Standard	Does Not Meet Standard
<p>Goals for Learning</p> <ul style="list-style-type: none"> ▪ Goal(s) ▪ Progress/Setbacks ▪ Evaluation <p>Note: Refer to 80 Hour Pre-write Q 1</p>	<ul style="list-style-type: none"> ▪ Learning log begins with specific and observable learning goal(s) clearly related to the project. ▪ Consistently describes progress toward goal and setbacks in chronological order may include artifacts. ▪ Learning log concludes with a thoughtful, summative evaluation of progress toward goal(s) and is clearly communicated with analysis and examples. 	<ul style="list-style-type: none"> ▪ Learning log begins with a learning goal, related to the project but not fully developed. ▪ Describes progress toward goal and/or setbacks chronologically throughout the learning log. Some descriptions or sequences could be clearer. ▪ Learning log concludes with a summative evaluation of progress toward the goal(s), but examples and analysis could be enhanced 	<ul style="list-style-type: none"> ▪ Learning goal in log is unclear. ▪ Does not describe progress or setbacks toward goal or description is not clear. ▪ An evaluation of progress toward goals is absent; if present, does not clearly relate to project or lacks examples and analysis.
<p>Problem Solving</p> <ul style="list-style-type: none"> ▪ Identifies Problem ▪ Problem Solving Strategy ▪ Use of Resources ▪ Problem Solving Skills <p>Note: Refer to 40 Hour Pre-write Q 1 & 2</p>	<ul style="list-style-type: none"> ▪ Clearly identifies a problem that was related to successful completion of the project. ▪ Clearly describes a logical process and how effective decisions were made. ▪ Uses a variety of resources including people as part of a flexible plan to solve the problem. ▪ Provides thoughtful example(s) of flexibility, adaptation, anticipation of unforeseen circumstances, and/or turning an obstacle into an opportunity. 	<ul style="list-style-type: none"> ▪ Identifies a problem that occurred during the course of the project but was not critical to the success of the project. ▪ Describes examples of how some decisions were made. ▪ Evidence shows use of sufficient resources to solve the problem. ▪ Provides example(s) of flexibility, adaptation, anticipation of unforeseen circumstances, and/ or turning an obstacle into an opportunity, but does not go into depth. 	<ul style="list-style-type: none"> ▪ Identifies a problem superficially related to the project or fails to identify one. ▪ Does not show that any type of problem solving strategy. ▪ No evidence of resources used to solve problems. ▪ Lacks example(s) of flexibility, adaptation, or anticipation of unforeseen circumstances, and/ or turning an obstacle into an opportunity; or example not related to the problem.
<p>Critical Thinking</p> <ul style="list-style-type: none"> ▪ Incorporating Knowledge and Research ▪ Evaluation <p>Note: Refer to 80 Hour Pre-write Q 2</p>	<ul style="list-style-type: none"> ▪ Shows application of credible and relevant knowledge and research to logically develop the project. ▪ With specific examples and analysis evaluates finished product and process, and provides examples of how lessons learned can be applied to future endeavors including a career. 	<ul style="list-style-type: none"> ▪ Shows some application of credible and relevant knowledge and/or research to develop the project. ▪ With some general examples evaluates the finished product and process, and provides some general examples of how lessons learned can be applied to future endeavors including a career. 	<ul style="list-style-type: none"> ▪ Shows no application of research or knowledge to develop the project; research applied is inaccurate or irrelevant. ▪ Does not evaluate finished product or process, or evaluates without examples; lessons learned from the project absent or irrelevant or without clarifying examples.

REFLECTION RUBRIC

COMPONENT	Exceeds Standard	Meets Standard	Does Not Meet Standard
<p><u>Content</u></p> <ul style="list-style-type: none"> ▪ Completeness ▪ Growth/Newly Acquired Skills ▪ Connections 	<ul style="list-style-type: none"> ▪ Response includes ample and specific examples of reflection, problem solving and newly acquired skills ▪ Shows evidence of personal growth ▪ Connects much of what was learned to previous learning and future plans (academic or personal) 	<ul style="list-style-type: none"> ▪ Response includes examples of reflection, problem solving, newly acquired skills, but with limited details ▪ Gives some evidence of growth but it is not clearly spelled out ▪ Makes some connections to previous learning and future plans (academic or personal) 	<ul style="list-style-type: none"> ▪ Fails to include examples of reflection, problem solving, newly acquired skills, lacks supporting details or provides irrelevant details ▪ Shows no evidence of growth ▪ Makes no connections to previous learning or future plans
<p><u>Organization</u></p> <ul style="list-style-type: none"> ▪ Format/Pattern ▪ Transitions <p><u>Style/Voice</u></p> <ul style="list-style-type: none"> ▪ Word choice ▪ Sentence Structure <p><u>Conventions</u></p> <ul style="list-style-type: none"> ▪ Spelling/Capitalization Punctuation ▪ Proofreading ▪ Paragraphs 	<ul style="list-style-type: none"> ▪ Integrates answers into unified, well organized essay ▪ Consistently uses a variety of transitions between and within paragraphs ▪ Uses colorful, varied and/or engaging language for intended audience and purpose ▪ Deliberately varies sentence length and structure for emphasis and clarity ▪ Follows rules of standard English for spelling, capitalization, and punctuation ▪ Clear evidence of proofreading; virtually error free. ▪ Consistently indicates paragraphs correctly 	<ul style="list-style-type: none"> ▪ Answers in a coherent format with a few lapses in organization ▪ Uses adequate transitions between paragraphs which may be repetitive ▪ Uses language appropriate for intended audience and purpose but the writer's voice does not stand out ▪ Varies sentence length and structure ▪ With few exceptions, follows rules of standard English for spelling, capitalization, and punctuation ▪ Evidence of proofreading; mistakes do not interfere with communication ▪ Generally indicates paragraphs correctly. 	<ul style="list-style-type: none"> ▪ Little or no evidence of organizational pattern. ▪ Fails to provide transitions or provides weak transitions ▪ Uses vague or inappropriate vocabulary ▪ Uses incomplete or overly simplistic sentences or has little variety in sentence structure ▪ Does not follow rules of standard English for spelling, capitalization, and punctuation ▪ Little or no evidence of proofreading; many mistakes interfere with communication ▪ Response is all one paragraph

Adapted from WASL general scoring criteria.

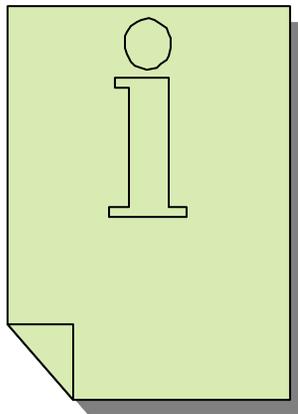
What did you discover about yourself as a learner from working on this project? Reflect on your work from this project providing specific examples of your experiences with details to support your conclusions about problem solving, personal growth, new skills acquired and how this fits into your future plans.

PRESENTATION RUBRIC

PRESENTATION COMPONENT	Exceeds Standard	Meets Standard	Does Not Meet Standard
<p>Content</p> <p>Subject</p> <ul style="list-style-type: none"> ▪ Objective ▪ Theme/Central Idea ▪ Selection ▪ Depth of Inquiry <p>Response to Questions</p> <ul style="list-style-type: none"> ▪ Knowledgeable ▪ Responsive 	<ul style="list-style-type: none"> ▪ Includes clear objective that explains significance of project. ▪ Clearly communicates a unifying theme and consistently uses it to relay the important knowledge and skills gained by completing the project. ▪ Selects compelling information and examples. ▪ Demonstrates a deep understanding of topic. ▪ Answers demonstrate insight and add new information for clarification. ▪ Makes strong connection between question and response with clear evidence and/or examples. 	<ul style="list-style-type: none"> ▪ Includes objective; could further develop significance of project. ▪ Communicates a theme and generally uses it to relay the knowledge and skills gained by completing the project. ▪ Selects relevant information and examples but they are not always compelling. ▪ Demonstrates a general understanding of topic. ▪ Answers are thoughtful and adequate responses to the question. ▪ Makes connection between question and response with examples though may not address all aspects of the question. 	<ul style="list-style-type: none"> ▪ Lacks clear objective or objective as stated does not clarify significance of topic. ▪ An attempt is made to communicate a theme, but it is not clear how it relates to the project, or a theme or big idea is absent. ▪ Lacks sufficient information and relevant examples. ▪ Shows superficial understanding of topic. ▪ Avoids or does not address question. ▪ Demonstrates little or no understanding of question.

<p>Delivery</p> <p>Preparation (Evidence of Practice/Rehearsal)</p> <ul style="list-style-type: none"> Materials/Technology (i.e. visual or audio aids) Organization Transition Attire <p>Language</p> <ul style="list-style-type: none"> Word Choice Grammar Fillers (um, ah, like) <p>Voice</p> <ul style="list-style-type: none"> Inflection Volume Tone Pace <p>Presence</p> <ul style="list-style-type: none"> Eye Contact Gestures Poise, Body Language, Posture 	<ul style="list-style-type: none"> Selects materials/ technology that enhance presentation Organizes ideas in a logical, cohesive manner Uses seamless transitions Refers to notes only when appropriate Attire enhances presentation <ul style="list-style-type: none"> Uses sophisticated language appropriate to the content Makes virtually no grammatical errors Rarely uses meaningless "filler" expressions <ul style="list-style-type: none"> Speaks with an expressive, confident, fluent voice Always speaks audibly Varies pace to enhance the presentation Consistently varies tone and/or volume for effect and to engage audience <ul style="list-style-type: none"> Uses eye contact throughout presentation to engage entire audience Intentionally uses gestures for emphasis Presence shows poise throughout 	<ul style="list-style-type: none"> Selects appropriate materials/technology Organizes ideas with some lapses in organization or relevance Most transitions are effective. Refers to notes often but it does not distract from the presentation Attire appropriate; does not distract from presentation <ul style="list-style-type: none"> Uses general language appropriate to topic and audience Makes limited grammatical errors which do not interfere with understanding Uses few fillers <ul style="list-style-type: none"> Uses clear, fluent voice with some effective expression Speaks audibly Pace is appropriate to the presentation Occasionally varies tone and/or volume for effect and interest <ul style="list-style-type: none"> Generally maintains eye contact with most of the audience Uses natural movement and gestures Shows poise though may appear uneasy at times 	<ul style="list-style-type: none"> Selects inappropriate, ineffective, and/or distracting materials/ technology that detract from presentation or no materials used Difficult to follow flow of ideas Lacks transitions or uses transitions sporadically Overly relies on notes Attire distracts from presentation <ul style="list-style-type: none"> Uses inappropriate language which interferes with understanding Makes many grammatical errors which interfere with understanding Fillers distract audience, interfere with understanding the content <ul style="list-style-type: none"> Mumbles, trails off, voice lacks confidence Speaks inaudibly much or all of the time Speaks too quickly or too slowly Rarely varies tone and/or volume, or tone and/or volume interferes with communication <ul style="list-style-type: none"> Focuses on one individual or never or almost never makes eye contact Movements and gestures distract audience Swaying, leaning, slouching or freezing most of the time
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Appendix



Question and Answers

1. What is the Culminating Project?

An independent, self-directed individual project completed and presented by the end of your senior year.

2. Why do I need to do this?

The Culminating Project is a state graduation requirement beginning for the class of 2008 (WAC 180-51-061).

3. What kind of project can I do?

Each student is free to design their own culminating project. There are no restrictions provided each requirement of the project can be met. The project must be legal, safe and appropriate.

4. Who decides whether the project is safe, legal and appropriate?

A project review panel of three to four staff members will determine the appropriateness of all Plans.

5. How long should my project take?

Your project should consist of about 80 hours of work total.

6. Can I work with a partner on a Culminating Project?

No, all components of the project must be completed independently. This is a culmination of individual learning.

7. Is it possible for me to see other projects before doing my own?

For the Class of 2008 students may view sample projects from a limited pilot program.

Expectations and Requirements

8. What learning am I supposed to demonstrate on this Culminating Project?

- Relevant content knowledge
- Creative thinking
- Personal goal(s) setting
- Problem solving
- Effective communication

9. What are the individual requirements of my project?

- The Plan
- An Annotated Bibliography
- Project/Learning Log
- Written Reflection
- Presentation

10. How will I learn the skills necessary to meet standard on the individual requirements of the Culminating Project?

You will be given opportunities to learn these skills throughout your courses at the high school.

11. Can I use previous class work to satisfy Culminating Project requirements?

No, you may use other work as a starting point but the Culminating Project is an independent project.

Evaluation

12. Who will evaluate each of the above?

- The Plan: Review Panel comprised of three to four staff.
- The Annotated Bibliography: Culminating Project manager
- Project/Learning Log: Review Panel
- Written Reflection: Review Panel
- Presentation: Review Panel

13. How will I be evaluated?

Each component of the project will be evaluated according to standards; the review panels will use these standards to evaluate whether or not a student's work meets standard.

The Plan: A checklist	Pass/Fail
Annotated Bibliography: A checklist	Pass/Fail
Project/Learning Log: Rubric	Exceeds Standard/Meets Standard/Does not meet Standard
Written Reflection: Rubric	Exceeds Standard/Meets Standard/Does not meet Standard
Presentation: Rubric	Exceeds Standard/Meets Standard/Does not meet Standard

Timeline

14. When do I have to submit a Plan?

Your Plan must be submitted by May 1 of your junior year.

15. What if my Plan doesn't get approved?

You will be scheduled into a second semester senior Culminating Project Class.
You have to resubmit a Plan by October 1 of your senior year.

16. What if I don't submit a Plan in May?

If you don't submit a Plan for approval, you will be scheduled into a second semester Culminating Project Class.

17. What if I don't submit a Plan in October?

You will be scheduled into a second semester Culminating Project class.

18. When will my Plan be approved?

You should know within 48 hours if your Plan has been approved.

19. Can I start working once my Plan is approved?

Yes, you may begin working as soon as your plan is approved, although you are not required to start working on your project until January of your senior year. Regardless of when you begin all deadlines must be met.

20. Can I submit any components early?

You will be allowed to submit in the fall, meeting all fall deadlines or you will be allowed to submit in the spring, meeting all spring deadlines. All students' work will be reviewed on the same day.

21. What if I want to change my project after I submitted an approved Plan?

If you want to change your Plan after May 1 you may resubmit a Plan for approval by October 1. If you want to change your Plan after October 1, you will automatically be enrolled in the second semester Culminating Project Class either in the December or June groupings.

22. Will I be given time in class to work on my project?

You will not be given time in your regularly scheduled classes, however you will have had opportunities to learn the skills and become familiar with the rubrics in 9th-11th grade.

23. How do I get help when I need it?

The Culminating Project team is still exploring ways to support students.

24. What if I don't meet standard on my project?

You will need to resubmit your project by the due date required by Project Manager.

25. Are Re-Do's possible?

You will receive one additional opportunity to meet standard for each component of the Culminating Project.

26. If I start a Project in the fall of my senior year and don't complete it or fail to meet standard, can I try again in the spring?

Yes, you will be scheduled in to the 2nd semester class and will be required to meet all spring deadlines.

27. What if I don't submit a project? Is there a possibility I will not graduate?

You will not graduate from Mercer Island High School if you fail to meet standard on any component of the Culminating Project.

Contacts

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