Columbia High School

"Home of the Mighty Wildcats!"

Graduation Project Handbook

Columbia High School Graduation Project Handbook
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An Overview

The Graduation Project at Columbia High School provides opportunities for students, parents, teachers from every instructional area, and members of the community to work together on a significant educational endeavor. Each student chooses an area of interest to demonstrate in a meaningful, practical way the skills and talents that he or she has acquired during years of schooling by (1) researching the topic, (2) producing a product related to the topic, (3) creating a portfolio documenting the process, and (4) presenting the results of the research and experience through the portfolio and a formal speech to a panel of judges. The Graduation Project is student driven. That is, although help and support are available along the way, students make decisions and must face the consequences of those decisions.

Objectives

- To encourage a self-directed, life long approach to learning

- To develop problem solving and time management skills in real world contexts

- To increase knowledge in a particular area of interest

- To create conditions for success as students "stretch" their knowledge and demonstrate learning habits

- To promote positive community awareness of involvement in the education of its children

- To strengthen the curriculum through curriculum integration

- To develop listening, speaking and writing skills

- To bring a sense of shared challenge and accomplishment to the student

Columbia High School Graduation Project
The Four Phases of the Project

The Graduation Project at Columbia High School is a graduation requirement and consists of four phases. **In order to receive a diploma, a student must pass each phase** with a score of satisfactory or exemplary.

Phase One of the Graduation Project is a research paper. (Research writing is taught as part of the CMS/CHS Language Arts curriculum.) This research-based essay contains a thesis or main idea that the writer supports through research evidence. Selection of a topic takes a considerable amount of time and should be approached with a great deal of thought. The topic must also lend itself to performing or constructing a product. The paper uses the acquisition of knowledge through researching, writing, interviewing, and synthesizing and the application of the real world skills of time management, organization, self-discipline, persistence, and problem solving. The paper requires minimum standards related to length, number and kind of sources, documentation, and format and is based on the Modern Language Association research form. The English department will be responsible for assessing the paper.

Phase Two is a product that is an appropriate and logical extension of the research paper. It demonstrates the application of acquired knowledge through an intellectual learning stretch. The product exhibits the student's real world skills of patience, responsibility, enthusiasm, time management, problem solving, practice, and independence. The student must spend a minimum of 15 hours of outside class work on the product. An adult or adults who are familiar with the student's work must verify the time. The student's parent or guardian may verify no more than two hours of product work time. The student's mentor assesses the product with the assistance of a curriculum area specialist and/or the graduation project coordinator.

Phase Three is to create a portfolio which will catalogue/document tasks, record reflective thinking and insights, as well as demonstrate responsibility for learning as work progresses through the entire process. The portfolio is a visual record of the student's work. The student's mentor assesses the portfolio with the assistance of a curriculum area specialist and/or the graduation project coordinator.

Phase Four is a presentation of the student's research paper, product, portfolio, and reflections on personal growth through a formal 8 to 10 minute speech in front of a panel of judges. No more than 20% of the speech can be audio and/or visual. Each panel of three judges is composed of the head judge chosen from the CHS faculty and two judges from the community who have volunteered to serve. The presentation provides the student with the opportunity to draw together his or her entire experience and to present it to others using effective communication skills. The judges assess the presentation according to the prescribed rubric.

COLUMBIA HIGH SCHOOL GRADUATION PROJECT

RECOMMENDED SUBMISSION DATES FOR
EACH OF THE FOUR COMPONENTS

FRESHMEN	Steps in research: Location of research information
	                              Organization of research
	                              Documentation of research
	
	Research knowledge evidence:
	             * Research paper submitted within combined effort of PE and English class.
	                 * Research paper required in iSchool
	              * 9-week research based projects completed through all curricula.

SOPHOMORES	Some sophomores may want to begin the research in the 10th grade to open more opportunities to enroll in college classes during the senior year. If you are interested in submitting a letter of intent follow these guidelines: 1. Initiate a meeting with the counselor and English teacher 2. Select a mentor 3. Receive mentor approval 4. Submit a letter of intent by March 1st.

WHO	WHAT	WHEN
Sophomores Juniors	Mentor Approval	January 5
Sophomores Juniors	Letter of Intent	March 1
Juniors Seniors	Research Paper Draft	September 10
Juniors Seniors	Research Paper	November 15
Juniors Seniors	Project	February 1
Juniors Seniors	Presentation Portfolio	April 1

Return letter of intent and research paper into the guidance office. Early submissions are encouraged, but the Graduation Project Committee only begins to review the project components on the dates listed above.   The counselor will turn the work over to the Graduation Project Committee on those dates.

Columbia High School Graduation Project
Assessment of the Four Phases of the Project

The Graduation Project is a graduation requirement. A student must pass all four phases of the project.

Any form of fraud, including plagiarism and misrepresentation, committed by a student in the course of completing a Graduation Project will result in failure.

The Research Paper

- is assessed according to the rubric found in the Graduation Project handbook, p. 31

- has to match the letter of intent approved by the Advisory Committee.

- must be of satisfactory quality in order to meet the graduation requirement. The student may resubmit revised work until a satisfactory rating is achieved.

The Product

- is assessed according to the rubric found in the Graduation Project handbook, p. 42

- has to match the letter of intent approved by the Advisory Committee.

- must be of satisfactory quality in order to meet the graduation requirements. If the product receives an assessment below satisfactory, the student is given a list of reasons for the assessment and a list of things he/she must do in order to bring the product up to a satisfactory rating. He/she is then allowed to revise the product until a satisfactory rating is achieved.

The Portfolio

- is assessed according to the rubric found in the Graduation Project handbook, p. 48

- must be of satisfactory quality in order to meet the graduation requirements. If the portfolio receives an assessment below satisfactory, the student is given a list of reasons for the assessment and a list of things he/she must do in order to bring the portfolio up to a satisfactory rating. He/she is then allowed to revise the portfolio until a satisfactory rating is achieved.

The Oral Presentation

- is assessed according to an evaluation form found in the Graduation Project handbook, p. 50

- will be scheduled after satisfactory completion of the research paper, the product, and the portfolio.

Options for a Student Who has not Completed/Met the Standards of the Graduation Project

- During the summer or the first semester after graduation, the student may redo the part of the Graduation Project that he or she has not completed/met the standards. The student must work under the direction of the Graduation Project Coordinator and a faculty mentor. All four phases of the graduation project must be satisfactorily completed to receive a diploma.

State-Endorsed North Carolina Graduation Project Rubrics and Descriptors

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

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

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

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

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

Columbia High School Graduation Project
Duties and Responsibilities

The Advisory Committee

The Advisory Committee has the responsibility to implement the Graduation Project at the school level. The membership includes the principal or his/her designee, the graduation project coordinator, a faculty representative from each department, the media specialist, a middle grades teacher, and a parent or community member. The Advisory Committee:

- serves as a review board for approval of project topics.

- identifies and attempts to eliminate any obstacles to the project's successful completion.

- evaluates the project for the school, soliciting input from the students, faculty, parents, judges, and other members of the community.

The Mentor

To ensure that students receive the guidance and support they need during the completion of the Graduation Project, the Advisory Committee approves the assignment of a faculty member to each student. The student has some input into the selection process. The responsibilities of the mentor include, but are not limited to, the following:

- Attending an orientation and training session

- Initialing a log of time spent advising the student (Each student must meet with his or her mentor at least once every two weeks, meetings initiated by the student.)

- Assisting the student in choosing a topic that is manageable and realistic, yet provides a stretch

- Meeting with the student to approve the proposed research paper and product

- Advising the student during the preparation of the research paper and evaluating the final copy

- Meeting with the student for periodic progress checks on the product and evaluating the product

- Reporting to the project coordinator any student who is not meeting deadlines and requirements

- Participating in the judging of presentations (A mentor, however, will not be judging his or her student.)

- Participating in the final, overall evaluation of the Graduation Project

Presentation Judges

Judges for the Graduation Project presentations will be recruited as volunteers from the community. They will be expected to

- participate in an orientation and training session prior to the presentations.

- review the graduation portfolio in preparation for the judging (but not grade the portfolio).

- ask the student informal questions after the formal presentation.

- use the evaluation rubric in the assessment of the student's presentation.

- participate in the final evaluation of the Graduation Project.

The Graduation Project Coordinator

The Graduation Project Coordinator oversees the Graduation Project and in doing so works closely with the principal, advisory committee, mentors, parents, and the community.
Specific duties include:

- Meeting with the advisory committee to establish and revise polices regarding the implementation of the Graduation Project

- Meeting with the advisory committee to approve student proposals for the research paper and product

- Providing an orientation for students, and parents of students

- Providing a handbook for each student and each mentor

- Meeting with students and mentors periodically to provide information, assess progress, and address concerns

- Communicating regularly with the principal and the advisory committee to provide information, address concerns, and seek solutions

- Meeting regularly with mentors to assess the progress of the students, to address concerns, and seek solutions

- Setting up a resource file for students

- Meeting with mentors to evaluate student products

- Recruiting and training community judges

- Scheduling and overseeing presentations

- Working with the school system's public relations coordinator to provide information about the Graduation Project and to feature the work of the students

- Keeping appropriate records

Graduation Project Grading Explanation

For all four major components of the Graduation Project, rubrics specifically outlining expectations are available to students, parents, and teachers. These rubrics use the following ratings for each component: Exemplary, Satisfactory, Developing/Emerging, and Resubmission Necessary. In general, the Exemplary rating is A work, Satisfactory rating is B or C work, and Developing/Emerging is D or below. However, student work may represent a range of these ratings based on the rubric. Therefore, we convert the ratings to a numerical tally and then a number/letter score based on the following ranges within each component rubric:

For all rubrics:
Exemplary= 3 points
Satisfactory= 2 points
Developing/Emerging= 1 point
Resubmission Necessary= 0 points

Paper
51= A+ (100)
48-50= A (97)
45-47= A- (94)
42-44= B+ (92)
39-41= B (88)
36-38= B- (85)
32-35= C+ (83)
28-31= C (80)
25-27= C- (77)
Below 25= Resubmission Necessary**

Product
36= A+
34-35= A
32-33= A-
30-31= B+
28-29= B
26-27= B-
24-25= C+
22-23= C
19-21= C-
Below 19= Resubmission Necessary**

Portfolio
18= A+
17= A
16= A-
15= B+
14= B
13= B-
12= C+
11= C
10= C-
Below 10= Resubmission Necessary**

Presentation
45= A+
42-44= A
39-41= A-
36-38= B+
33-35= B
30-32= B-
27-29= C+
24-26= C
23= C-
Below 23= Resubmission Necessary**

**All students are given the opportunity to resubmit project components in a timely manner until a Satisfactory rating is met.

Students must reach a Satisfactory rating on all four major components of the project in order to fulfill the graduation requirement.

Columbia High School
Special Circumstances

In the case of a student transferring to Columbia High School while working on the project, any component completed at the previous school will be accepted by the new school.

A student transferring into Tyrrell County Schools within the first nine weeks of his or her senior year from any other district, school or state, will be required to complete the Columbia High School graduation project requirements as outlined in the handbook.

Any other special circumstance concerning a transfer student to Columbia High School will be evaluated on a case-by-case basis by the High School Principal and the Senior Project Supervisor to determine Graduation Project expectations for that student.

Columbia High School
Senior Project Considerations for students with disabilities

The following guidelines should facilitate the successful completion of graduation projects by students with disabilities.

• Exceptional children staff, in conjunction with the Graduation Project Academic Advisor, will assist students with disabilities in selecting a topic that is of particular interest to the student or relates to future career goals

• EC staff should encourage students to select topics and methods of presentations that draw on the student's strengths rather than disabilities

• After students have selected their topics, *EC teachers should work closely with the students and school staff to determine what accommodations, modifications or support is required for the student to be successful.*

- Students will be given assistance in developing a timeline for completion of their project. Task analysis is beneficial to many students with disabilities because it helps them understand that any large task can be completed if done in small steps.

• Divide large tasks into small ones
• Prioritize and schedule tasks.
• Be realistic about time allotments.
• Modify the length of the research paper, the number of required resources, and/or the presentation as appropriate based upon the needs of the student as determined by review of the student's IEP.

• EC staff should be involved as review panelists, tutors, and mentors

Columbia High School Graduation Project
Selecting a Topic

Before you begin the Graduation Project, you should take considerable time in the selection of a topic. Simply writing a research paper based on written information and interviews is not enough. Your topic must also lend itself to performing or constructing a product. Questions that may lead you to a manageable topic that stretches your thinking follow.

- **Does this subject really interest me?** You will be working with this topic for many months; an uninteresting topic will make the research tedious and the results disappointing. While other courses are very important to you now, the Graduation Project will become your closest friend or foe during this final year in school, depending on the seriousness and thoughtfulness with which you approach the task.
- **Does this topic offer a challenge?** True research is a discovery of new facts and insights. Above all, you should select a topic that offers you an opportunity to grow in depth of knowledge and understanding.
- **Can this topic be sufficiently limited?** It is better to have a narrow topic that is fully developed than a broad one that cannot be covered thoroughly in a paper of the length required for this assignment.
- **Can this topic be presented objectively?** Good research requires well-reasoned and impartial handling. The purpose of this task is not necessarily to arrive at an opinion, but to uncover the world of truth and be able to document the findings.
- **Are ample sources readily available?** Some topics are too specialized, too technical, or too recent, thereby making finding satisfactory sources of information difficult. Remember, however, that both the CHS media center and the Tyrrell County Public Library offer resources far beyond the walls of their buildings. Ask the media specialists for help immediately.
- **Can a product be developed from this topic?** You are required to spend a minimum of 15 hours creating a product related to your topic. Think about what sort of performance, object, or other tangible product you can construct that can be shown, felt, demonstrated, or manipulated.
- **Is this topic, along with the related product, one that I would want to present to an audience? Does it have an audio/visual element?** The Graduation Project requires you to consider how the results of your project will be displayed. The oral presentation of 8 to 10 minutes to a community and faculty panel is the grand finale of several months of hard work.
- **What other disciplines (academic areas) might be a part of your topic?** Because the Graduation Project entails much more than a research paper, your work will probably involve several academic or vocational areas. Be sure to ask many teachers for help.
- **Have your parents agreed to your topic?** Your parents will observe you as you spend long hours and undergo stress when deadlines near. They should be willing to support and help you, especially if you involve them in your topic choice from the beginning.

Once you have decided upon a topic, your next step is to write a Letter of Intent to the Advisory Committee. In your letter describe your topic, state what resources you will use to gather information, describe your product in as much detail as you can, showing its relationship to your research paper, and finally indicate your understanding of the consequences associated with plagiarism. Your parent must also sign his or her approval of your topic on a form in your project manual.

Columbia High School Graduation Project
Choosing a Topic: Brainstorming

This exercise may help you begin the process of choosing a topic for your Graduation Project. Think about all the things you would like to fix, do, learn, understand, see, improve, create, experience, or own. Jot down your ideas under the proper categories as they occur to you. Don't edit this list at this time. So you want to go to San Francisco? Write that down, even if you can't afford to go right now. If you want it, write it down.

1. Travel (vacations, languages, explorations)
   1. _____ 2._____ 3._____

2. Fine/performing arts (music, drama, dance)
   1._____ 2._____ 3._____

3. Business (entrepreneurship, trends)
   1._____ 2._____ 3._____

4. Health/physical fitness (steroids, diet, physical goals)
   1._____ 2._____ 3._____

5. Careers (schooling, job market research, personal goals)
   1._____ 2._____ 3._____

6. Social problems (homeless, aging, youth problems)
   1._____ 2._____ 3._____

7. Photography/film (making a movie, photography showing)
   1._____ 2._____ 3._____

8. Math/science (computers, ozone study, mathematics theory)
   1._____ 2._____ 3._____

9. Writing/literature (writing a novel or play, creating a poetry book, comparing authors)
   1._____ 2._____ 3._____

10. Sports/recreation (climbing, learning to scuba dive, sports broadcasting)
   1._____ 2._____ 3._____

11. Home economics (designing, sewing, cooking, child care)
   1._____ 2._____ 3._____

12. Technical arts (wood and metal products, drafting, designing)
   1._____ 2._____ 3._____

13. Education (learning styles, child development)

1._____ 2._____ 3._____

14. Art (abstract, applied, impressionism, painting a mural, architecture)
    1._____ 2._____ 3._____

15. Religion/philosophy (comparative studies, existentialism, role in history)
    1._____ 2._____ 3._____

16. Specialized hobbies (coins, car restoration, flower arranging, hunting)
    1._____ 2._____ 3._____

17. Space (exploration, extraterrestrial theories, origin of the earth)
    1._____ 2._____ 3._____

18. Social Studies (history, psychology, geography, sociology, anthropology)
    1._____ 2._____ 3._____

19. Engineering (civil, electrical, industrial, computer, construction)
    1._____ 2._____ 3._____

20. Other
    1._____ 2._____ 3._____

Topic Selection Analysis: Part I

Now that you have completed your brainstorming exercise, review it and start narrowing. Start by circling those items that:

> ➢ will be possible to research (Is the information available?)
> ➢ will lend themselves to the product phase
> ➢ will be affordable (Consider both time and money.)
> ➢ will stretch your knowledge and experience (Don't set out to knit a sweater if you have already knitted a dozen.)
> ➢ will maintain your interest throughout all four phases of your project

Now set aside your list for a week. At the end of that time, choose three (3) of the circled items on your brainstorm list that interest you the most. List your three (3) topic choices.

1. _____

2. _____

3. _____

Next, spend some "think time" on each of the items you chose. Then write in the choice that best answers each of the following questions.

1.   Which area am I most likely to be able to use after I graduate? _____

2.   Which choice will stretch me the most?   _____

3.   Which area will lead me to the most resources?   _____

4.   Which area is the most unique, unlike other projects?   _____

5.   Which area matches my talents?   _____

6.   Which area would have the most positive impact on my school

        and community?   _____

7.   Which area have I been interested in, but have not pursued?   _____

8.   Which area would my parents/guardians prefer?   _____

9.   Which area appeals to me the most? Which area excites me?   _____

10.   Which area would best fit my time and money budget?   _____

Topic Selection Scoring Chart

Directions: In the chart below, write your three (3) Graduation Project topic choices that you listed on the previous sheet. Questions 1, 2 and 7 are worth three points in your scoring chart. For example, if your answer to question 2 was choice 1, then put three points in your scoring chart for choice 1 under question 2. Questions 3 and 10 are worth two points each. Score each of your choices accordingly. Finally, score one point for questions 4, 5, 6, 8 and 9. Add your total points for each choice.

Topic Choices

Choice 1 _____

Choice 2_____

Choice 3_____

Scoring Chart

Questions											
	1	2	3	4	5	6	7	8	9	10	Total Points
Choice 1											
Choice 2											
Choice 3											

The topic choice with the highest value is: Choice _____

Congratulations! **You have just finished the first step in the Graduation Project selection process.**

Columbia High School Graduation Project
Graduation Project Research Paper
Topic Selection Analysis: Part II

Now that you have selected your Graduation Project area of focus, it's time to evaluate your decision carefully. Remember that you will be "living and breathing" your selected topic for the duration of the project. Take the time now to analyze why you chose what you did. If your topic, over an extended period of time, will cost too much money, will be too hard to research, will be too difficult or too easy, or "just isn't that cool," begin the topic selection process again. It is much easier to change topics BEFORE you begin the Graduation Project than after you have spent valuable time spinning your wheels.

My first topic choice is _____

PHASE 1: THE RESEARCH PAPER

1. Narrow your topic choice and think of three different ways to approach your paper.
For example, perhaps you are very interested in a history project and decide to focus on President John F. Kennedy and his administration. That topic is too broad for a research paper; entire books have been written about President Kennedy. Limit or narrow your topic. Examples of narrowing follow:

- Your paper could focus upon what you think is the major contribution of his Presidency.
- Your paper could focus on the Bay of Pigs incident and whether or not that sort of incident could ever happen again.
- Your paper could focus on President Kennedy's assassination and the theories surrounding that tragedy.

The key is to narrow your topic and give yourself some options. Below list three possible narrow focuses for your topic.

Option 1:_____

Option 2:_____

Option 3:_____

2. A research paper implies simply by its name that you will be exploring, investigating, discovering, and deciding something about the topic that you have chosen. Think about three different thesis statements that you could use to focus your paper. Examples follow:

- The civil rights legislation of the Kennedy administration was the most significant contribution that John Kennedy made as President.
- The Bay of Pigs incident could never occur again.
- The Kennedy assassination was Cuban conspiracy.

Your thesis should focus and direct you. Write a thesis statement for each of the options that you listed in number one.

Option 1:_____

Option 2:_____

Option 3:_____

3. On a scale of one to ten, rate your thesis options in terms of how interested you really are in researching each of them. (Ten is the highest.)

Option 1:   1   2   3   4   5   6   7   8   9   10

Option 2:   1   2   3   4   5   6   7   8   9   10

Option 3:   1   2   3   4   5   6   7   8   9   10

PHASE 2: THE PRODUCT

Think of one possible physical product that would relate to your research paper. Again, the key is to brainstorm and to give you some choices. Some examples follow:

- Create a civil rights awareness day for your school. Bring in speakers, have an art show, show films, and set up a special section in the media center of related materials. Let the whole school participate in your product.
- Using your research as a basis, write a short story that deals with an invasion of a foreign country and try to get the story published.
- Team with a social studies teacher, and, using your research information, design a mock trial for Lee Harvey Oswald. Perform the trial for the social studies classes.

1. Describe one possible physical product for each of your thesis statements.

Option 1:_____

Option 2:_____

Option 3:_____

2. Estimate expenses for each of your product options. (You may have to conduct research or consult an expert for potential costs.)

Option 1 costs: _____

Option 2 costs: _____

Option 3 costs: _____

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3.   Consider the time factor involved in each of your ideas. Think about your schedule. Try to determine how much time each of your options will involve. (Remember that a minimum of 15 hours is required.)

Option 1 hours: _____

Option 2 hours: _____

Option 3 hours: _____

Study the sample analysis chart below. Your task is to take the information that you have about

your Graduation Project selections and fill in the blank chart:

Research ProjectTopics	Related Product	Possible Cost ($)	Time Factor	Interest Points
1. Kennedy Assassination	Mock Trial	$15.00	25 Hours	6
2. Bay of Pigs Invasion	Short Story	$25.00	35 Hours	6
3. Civil Rights	Civil Rights Day	$25.00	40 Hours	9

Research Project Topics	Related Product	Possible Cost ($)	Time Factor	Interest Points
1.				
2.				
3.				

4. You have now analyzed and narrowed an area. If you have decided that you have found something you like, you are ready for the Graduation Project journey. If you are having second thoughts about your topic selection, you may want to reconsider and select another area of study. Repeat the entire selection process with your second choice.

Much of the success you will have on the Graduation Project journey will be determined by your topic selection. Since this is an important decision, take the time to make the right choice.

BON VOYAGE!!!

Columbia High School Graduation Project

Letter of Intent: Guidelines

Your letter of intent introduces you and your topic proposal to the Graduation Project Advisory Committee. Because the Committee will approve or disapprove your topic based on what you write in the letter, it is extremely important that you write the clearest, most complete, most correct letter that you can. Make sure that you can answer yes to each of the following questions.

Does your letter of intent

- ➢ follow correct business form?

- ➢ use correct English, spelling, capitalization, and punctuation?

- ➢ address the Graduation Project Advisory Committee?

- ➢ contain your signature?

- ➢ state precisely what your topic is?

- ➢ explain clearly why you chose this topic?

- ➢ state clearly the focus of your research paper?

- ➢ explain clearly why this topic is a stretch for you?

- ➢ state what sources of information (human and/or nonhuman) that you plan to use for your research paper?

- ➢ state the relationship between research paper and product?

- ➢ describe your product precisely, thoroughly, and clearly?

- ➢ show that your product will take at least 15 hours to complete?

- ➢ explain what resources (human and/or nonhuman) that you plan to use to help you complete your product?

- ➢ state a clear definition of plagiarism as it applies to both paper and product?

- ➢ state that you understand the consequences of plagiarism as it relates to both paper and product?

- ➢ state that you will not commit plagiarism at any time during your work on your Graduation Project?

Columbia High School Graduation Project

Assessment Tool for the Letter of Intent

Advisory Committee Members: To make the approval process of the letter of intent more efficient, please use the following form to evaluate each of the letters you have been asked to read.

Student Name: _____   Topic : _____

Questions for Evaluation	Yes	No	Somewhat
1. Is the topic suitable for a Graduation Project? Comment:			
2. Does the student describe the topic for the entire project thoroughly and clearly? Comment:			
3. Does the student communicate clearly the reasons for choosing the topic? Comment:			
4. Has the student chosen a challenging and realistic focus for the research paper? Comment:			
5. Has the student described clearly the potential sources of information? Comment:			
6. Has the student described the product clearly and thoroughly? Comment:			
7. Is the product related to the research paper? Comment:			
8. Will the completion of the product require a minimum of 15 hours of work? Comment:			
9. Is the product realistic? Comment:			

Approved _____   Rejected _____   Deadline for resubmission _____

Changes needed _____

_____

1725 Highway 64 East
Columbia, NC 27925
(Date)

Graduation Project Advisory Committee
Columbia High School
Columbia, NC   27925

Dear Committee Members:

After thinking of so many topics on which to do my Graduation Project, I finally narrowed it down. My decision is Coiled Basket Weaving. I decided on this topic because I like to do arts and crafts and in my art class last year I experimented with weaving, which was fun. No student has done his or her project on basket weaving, so this topic will be new and original. Because of all my interest in arts and crafts I know I will not lose interest in this topic before it is completed.

In my research paper, I plan to focus mainly on the comparison and contrast of Native and African American coiled basket weaving. I plan to discuss the different designs in the baskets, the traditions for which they are used, and also the importance of the basket. My paper will also give the history of basket weaving. My resources will come from the Internet, Pocosin Arts, brochures, books, and an interview with a basket weaver.

Since my topic is on basket weaving, I plan to make two baskets, one in African American tradition and the second in Native American tradition. I also plan to use the same materials that they used to make their baskets. I also plan to take a basket weaving class at Pocosin Arts with the guidance of Ms. Carol Lee and also from my mentor and art teacher, Ms. LaPlante. I plan to teach an art class demonstrating how to make baskets and showing them the joy of weaving. The cost of my materials ranges from $50 to $65.

I fully understand plagiarism and that it is illegal. I'm planning to do this project and research paper with my own ideas and guidance from my mentor. I give my promise that all information will be from my own research with no plagiarism.

Sincerely,

Donna Combs

3177 Soundside Road
Columbia, NC 27925
(Date)

Graduation Project Advisory Committee
Columbia High School
Columbia, NC 27925

Dear Committee Members:

I decided to do my project on "Noah's Ark." My reason for choosing this topic is my own curiosity. I have always believed in the Bible; I just wondered if there was any evidence that would prove if its stories are fact or fiction. This is a stretch for me because I have no knowledge of the evidence about "Noah's Ark," and I feel that because my curiosity is so great, this topic will hold my interest the entire school year.

The research paper will focus completely on "Noah's Ark." First I will give some background information about the Biblical story. I will also compare the King James Biblical version of the great flood to other cultural views about the flood and the ark. Then I plan to give a description of the ark and discuss some of the theories that people have about it. Finally, I will talk about some of the scientific evidence that proves the ark really did exist and provide possible answers to some of the questions that people have about the existence of "Noah's Ark." I plan to use Internet, magazines, books that contain information about "Noah's Ark," and I plan to interview a history professor for my sources.

I would like to build a replica of "Noah's Ark," since my research paper is based on "Noah's Ark." I plan to take a woodworking class and/or work under the supervision of a skilled craftsman, so I can learn how to construct the ark out of wood. I will try to find the most precise information and most accurate picture to build my ark. For the ark to look good, I will have to spend a considerable amount of time on it. I am sure that it will take more that 15 hours to complete. My expected cost falls between $50.00 and $100.00, depending on the price of wood I use.

I understand that plagiarism is the copying of somebody else's work. I also understand that if I were to plagiarize, then my project would not be my own work and I would fail. I will not commit plagiarism because I want to get as much from this Graduation Project as I possibly can. If I plagiarize, then I will not only be cheating the school, but myself as well.

Sincerely,

Brian Cooper

19743 Highway 94
Fairfield,   NC 27826
(Date)

Graduation Project Advisory Committee
Columbia High School
Columbia, NC 27925

Dear Committee Members:

With so much thought and consideration, I have decided upon the topic of Huichol Indian Crafts for my Graduation Project. With hopes of majoring in Spanish when I enter college, I figure learning about a specific Hispanic culture could broaden my knowledge of the field. With no previous experience in the study of the Huichol Indians, this project will be challenging. I do believe that my interest in this topic will remain throughout the year.

My research paper will be based on the extraordinary artwork of the Huichol Indians and how it reflects their culture. I plan to explore the meanings of the different crafts and their role in Huichol Indian everyday life. My resources will consist of magazine articles, books, Internet, and an interview with an expert on the Huichol Indians.

With such a strong interest in the artwork of the Huichol Indians, I have decided to do a "yarn painting" as my product. Yarn paintings were a big part of the Huichol culture. Using a wooden backboard, yarn of various colors, beeswax, and a traditional pattern, I will construct my painting by winding the yarn into a beautiful picture and then display it in a frame. Through the help of the Mexican community and people from the region of the Huichol Indians, I will learn the art of yarn painting. Having no past experience in this type of craft will make the process slow. My product will probably take me at least thirty hours to complete. With help from my mentor and books, I hope to learn the art of yarn painting and finish my product with new creative talent.

I completely understand that using someone else's ideas or work is an unacceptable act. I realize the consequences that are involved when a person commits plagiarism, and I fully understand the reasoning. I will not commit plagiarism in any way, and I assure you that my work will be my own.

Sincerely,

Candace Gibbs

Columbia High School Graduation Project
Topic Proposal Approval

Topic_____

Student Signature_____ Date_____

As a parent/guardian of_____, a student at Columbia
High School, I am aware that my son/daughter must complete and pass the four phases of the
Graduation Project (the research paper, the product, the portfolio, and the presentation to a panel of
adults) in order to graduate. He/she has my permission to complete this project, and I agree to
release the school district and its employees from all claims arising from financial obligations
incurred, or damage, injury, or accident suffered while my son/daughter participates in the project
that he/she has chosen.

Comments:

_____
Parent Signature   Date

I have discussed this project topic and find it   _____acceptable
                                                   _____not acceptable

Comments:

_____
Mentor Signature   Date

Approved by Graduation Project Steering Committee

_____
Project Coordinator Signature   Date

Columbia High School Graduation Project
Graduation Project Research Paper
First Draft Editing Sheet

Name _____   Date _____

Topic _____

I.   Use of Sources

1.   Was all paraphrased information honestly documented? Yes __ No __

2.   Are your works cited correctly within your paper? Yes ____ No ____

3.   How many times did you document sources within the context of your paper? __

4.   Do you feel you have enough sources cited in your paper to make it a research paper instead of a personal essay? Yes ____   No ____

5.   Does your works cited page have at least five sources? Yes_____No_____

6.   What types of sources are they? _____

_____

7.   Do the citations in your paper match the sources listed on the works cited page?

Yes ____No ____

8.   Are your works cited done in the correct format and alphabetically listed?

Yes ____ No ____

II.   Content and Organization

1.   How long is your paper? _____ pages   _____ words

2.   What is your thesis?

_____

_____

3.   What are the major sections of your paper?

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

4. Do all sections of your paper support and develop the thesis? Yes____ No ____

5. Is your paper clearly written with well-phrased sentences and needed transitions?
Yes ____ No ____

6. Does your conclusion restate your thesis? Yes____ No____

III.   Mechanics

1. Have you capitalized the first word of each sentence and all proper nouns?
Yes ____ No ____

2. Have you used spell check and proofread your paper? Yes____ No____

3. Did you underline all book and magazine titles? Yes____ No____

4. Did you put quotation marks around magazine articles? Yes____ No____

5. When using direct quotations, did you put the end punctuation before the last quotation mark? Yes____ No____ (Except when citing a quotation)

6. Did you use a comma between two sentences joined with and, but, or, or nor?
Yes____ No____

7. Did you put a comma after each long introductory clause? Yes____ No____

8. Do your subjects and verbs agree? Yes____ No____

9. Do your pronouns agree with their antecedents? Yes____ No____

10. Have you checked to make sure you have used only third person? Yes___ No___

After you have completed the First Draft Editing Sheet, submit a copy to both your mentor and your English teacher with the first draft of your research paper.

Columbia High School Graduation Project
Mentor Checklist: Research Paper

Student Name_____

Topic_____

Use this checklist to ensure your mentee's final draft of his/her research paper is ready for
submission. This form is to be turned in to the English teacher/project coordinator by the student
along with his/her final draft.

	Yes	No
1. The paper has a title page.	_____	_____
2. An outline is included.	_____	_____
3. The paper is at least 8 pages long.	_____	_____
4. The student has double spaced, used page numbers, standard business font on the paper.	_____	_____
5. The paper has at least 8 citations.	_____	_____
6. The paper includes a works cited page.	_____	_____
7. The student has used at least 5 sources, including one interview (no encyclopedias).		
8. The works cited page is in alphabetical order.	_____	_____
9. The paper has an introduction that includes the thesis statement.	_____	_____
10. The paper has a conclusion that restates the thesis.	_____	_____
11. The paper presents supporting information in an organized manner (one main point per paragraph).	_____	_____

12. The student has given credit for ideas from other   _____   _____
    sources.

13. The student has used complete sentences.   _____   _____

14. The paper flows smoothly from one idea to the next.   _____   _____

15. The student has used varied sentence structure.   _____   _____

16. The student has used capitalization correctly.   _____   _____

17. The student has corrected spelling errors.   _____   _____

18. The student has used punctuation correctly.   _____   _____

19. The student has used only third person.   _____   _____

20. The paper is informative.   _____   _____

Mentor's Comments:

Mentor's Signature_____

Date_____

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.

Columbia High School Graduation Project
Task Analysis for Product

Name_____Date_____

Topic_____

1. **Description of Graduation Product.** You should have an idea of what your product will look like. In not more than three paragraphs, describe the product and its purpose. Be as specific and concrete as you can.

2. **Product Accomplishments:** List below previous knowledge acquired about the product, tasks already completed, and material or sources procured. Please write in complete sentences.

(1) _____
     _____
(2) _____
     _____
(3) _____
     _____
(4) _____
     _____
(5) _____
     _____

3. **Task Analysis:** List all the tasks you must complete in order to finalize your product. Think through all the steps involved and the time needed for each task. What materials do you need to find? What literature do you need to read? Are there any people you need to talk to for advice?

(1)   _____
(2)   _____
(3)   _____
(4)   _____
(5)   _____
(6)   _____
(7)   _____
(8)   _____
(9)   _____
(10) _____

4. **Product Timeline:** Prioritize the tasks above according to required dates of completion.

	TASK	ESTIMATED COMPLETION DATE
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____
(7)	_____	_____
(8)	_____	_____
(9)	_____	_____
(10)	_____	_____

Columbia High School Graduation Project
Model Task Analysis for Product

Name _____Date_____

1.   **Description of Product**: You should have an idea of what your product will look like. In not more than three paragraphs describe the product and its purpose, and be as specific and concrete as you can.

My product involves two major tasks. First, I am currently creating three recipes, and secondly, I plan to market and advertise these recipes.

My three recipes are for: (1) peanut butter upside down cake, (2) pork chops stuffed with raw onions, pickles, and avocados, and (3) pan-fried calf tongue with mustard sauce. I will write and illustrate these recipes in a color brochure. All recipes will go in either one brochure or one recipe per brochure, depending on cost effectiveness and marketing procedures.

I plan to advertise in newspapers and magazines, particularly magazines that target cooks and/or home workers. Ads will be costed out for each, including small classified ads as well as larger display ads. I will use the school newspaper and monthly church bulletins as starts in order to test the markets.

Since I have a limited budget, I have to seek out the most inexpensive method of commercially printing my brochures and advertisements. I hope to sell my recipes locally and use that money to buy more expensive ads in national print media.

2.   **Product Accomplishments**: List below previous knowledge acquired about the project, tasks already completed, and materials or sources procured.

   a.   I have created two new recipes and am completing the third.
   b.   I can advertise free of cost in our family's church bulletin after giving samples at the Wednesday potluck.
   c.   I can illustrate my own brochures.
   d.   I can advertise in school newspaper for $2.50 per column inch.

3.   **Task Analysis**: List all the tasks you must complete in order to finalize your product. Think through all the steps involved and the time needed for each task. What materials do you need to find? What literature do you need to read? Are there people you need to talk to for advice?

   a.   Finish third recipe
   b.   Write and illustrate recipes in brochures
   c.   Typeset and layout brochures (Friend has word processor)
   d.   Find most inexpensive printing (Check school's print shop)
   e.   Write/design classified and larger display ads
   f.   Find most inexpensive way to advertise (Church bulletin, school and county newspapers, recipe contest)

35

4.   **Project timeline**: Prioritize the tasks above according to required dates of completion.

<table>
<tr><td>TASK</td><td>APPROX. COMPLETION DATE</td></tr>
<tr><td>(1) Finish third recipe</td><td>January 20</td></tr>
<tr><td>(2) Write and illustrate brochure</td><td>January 27</td></tr>
<tr><td>(3) Typeset and layout brochure</td><td>February 3</td></tr>
<tr><td>(4) Find inexpensive printing</td><td>February 10</td></tr>
<tr><td>(5) Write and design classified & display ads</td><td>February 17</td></tr>
<tr><td>(6) Advertise in bulletins, newspapers</td><td>February 24</td></tr>
<tr><td>(7)</td><td></td></tr>
<tr><td>(8)</td><td></td></tr>
</table>

Columbia High School Graduation Project
Product Verification

Student's Name_____

Topic_____

You have been requested to verify this student's efforts on his or her Graduation Project Product. Since most of the time spent on the product phase of the assignment must be out of class, verification of the student's efforts is necessary. Please answer the following questions to help us evaluate his or her product. Please keep in mind that this student's research paper has already been evaluated. This form refers only to the physical product.

1. Can you verify that he or she has spent at least 15 hours creating this product?
   Yes_____ No_____
 If you checked no, how many hours can you verify? _____
 Please comment on your response.

2. Have you seen this product at various stages of completion, not just the final phase?
   Yes_____ No_____
 Please comment on your response:

Your Name (printed) _____

Your Signature_____Date_____

Your Address_____

Your Phone (Work)_____(Home)_____

Your relationship to the student_____

Thank you for your support of this student and Columbia High School's students.

Columbia High School Graduation Project
Product Self-Evaluation

Name_____Date_____

Topic_____

1.   In at least 25 words, describe your product. Please write in complete sentences.

2.   Fill in the blanks below.

  a. The total number of hours spent on your product_____

  b. The total number of steps involved in your product_____

Describe each step and state the time involved. (Add more steps if necessary.)

    Step 1_____Time_____

    Step 2_____Time_____

    Step 3_____Time_____

    Step 4_____Time_____

    Step 5_____Time_____

    Step 6_____Time_____

  c. The date you started creating your product_____

    The date you completed your product_____

  d. A list of the materials that you used_____
    _____
    _____
    _____
    _____

  e. Every resource that you used, human and nonhuman (Put a check by those people who could help future students and provide information as to how they can be reached.)
    _____
    _____
    _____
    _____
    _____

3. Circle Yes, No, or NA (not applicable)

    a. Did community resources/interviews help?......................................Yes   No   NA
    b. Have you asked for advice and comments from others?...................Yes   No   NA
    c. Did you utilize task analysis and time management principles?.......Yes   No   NA
    d. Have you ever done this type of product before?.............................Yes   No   NA
    e. Would you recommend your product for future students?.................Yes   No   NA
  Please explain your response to e.

4. Please respond to the following in 25 words or less.

    a. Would you feel threatened to show your product to an expert for evaluation? Please explain your response.

    b. List three things you know after completing the entire product.

    c. List any personal satisfactions or knowledge you gained from the product phase.

    d. What comments about your product have you heard from others?

    e. What risk did you take in completing this product? (A risk can be physical, emotional, or intellectual.) Please describe/explain the risk.

    f. How do you feel your product compares to similar ones? Please explain.

g. What problems did you encounter and how did you handle them?

h. Is your product original or creative in any way? Please explain.

i. How do you feel about having your paper, product, and evaluation forms on file as a model for next year's students? Please explain.

j. What was the picture in your mind of your product before you started working on it? How does this picture compare with the outcome you have experienced?

k.   If given the opportunity, what would you do differently now that you speak from experience?

l. Beyond the product itself, what did you learn about yourself?

m. What grade would you give yourself for your product? How do you justify your conclusion?

My grade_____

My justification:

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.

Name_____Date Product Submitted_____

Topic_____

Product_____

If the product does not include what the student described in his or her Letter of Intent, the product CANNOT receive a rating above Developing/Emerging and must be resubmitted.

Columbia High School Graduation Project
Product Revision Form

Name _____Date _____

Topic _____

Product _____

- ❑ Your product cannot be evaluated because it does not include what you described in your *Letter of Intent.*   Your product must be revised to include the following:

- ❑ Your product did not earn a satisfactory assessment. In order for your product to earn a satisfactory assessment, you must:

Your suggested deadline for resubmission is _____

Mentor's Signature _____ Date _____

Project Coordinator's Signature _____ Date _____

Columbia High School Graduation Project
The Portfolio

Your portfolio is an important part of the final presentation of your Graduation Project. It is the visual representation of all that you have done and will introduce you to the judges before they evaluate your oral presentation.   The following is a list of the items that must appear in your portfolio. You may add anything else to enhance and clarify your experience with the Student Project.

1.   Title Page

2.   Table of Contents

3.   Letter to the Judges, introducing yourself and your project

4.   Resume

5.   Topic Selection Analysis, Part II

6.   Letter of Intent

7.   Topic Proposal Approval

8.   Research Paper (clean copy)

9.   Product Documentation and Enhancement (journal, pictures, photographs, charts, diagrams, drawings, etc.)

10.   Product Self-Evaluation

11.   Product Verification

12.   Student Log

Columbia High School Graduation Project
Letter to the Judges
(**Item Three in Your Portfolio)**

On presentation night, the first impression that the judges will form of you will be based on your portfolio. One of the first impressions they form of your portfolio will be based on your letter to them. Therefore, you want to make this letter interesting, clear, and correct.

The purpose of the letter is to introduce yourself and your project to the judges. Consequently, the letter should contain the following:

- ➢ a paragraph introducing yourself and explaining why you chose this project
- ➢ a paragraph summarizing the research and product
- ➢ a paragraph explaining what you learned and/or gained from this project
- ➢ any other topics that you wish to include

In the appropriate paragraphs in the letter, you might want to mention one or several of the following:

- ➢ family background and support
- ➢ schooling, intense learning experiences
- ➢ hobbies, interests, passions
- ➢ goals, driving principles, dreams, plans for the future
- ➢ handicaps or unusual circumstances, obstacles overcome, problems solved
- ➢ special experiences related to the project
- ➢ relationship of the project to a career goal
- ➢ expressions of gratitude to those who gave you special support
- ➢ expressions of regret such as "I wish I had…."
- ➢ your views on any subject that you think will give the judges useful information about you as a person and graduate

Use correct business form in writing your letter. Write a thorough letter, but remember that each judge's time is limited. Write concisely, without unnecessary wordiness (verbiage) and repetition (redundancies).

Columbia High School Graduation Project
Portfolio Evaluation Checklist

Name_____**Mentor**_____

Topic_____

INCLUSION OF REQUIRED COMPONENTS

1.   Title Page   _____
2.   Table of Contents   _____
3.   Letter to Judges   _____
4.   Resume   _____
5.   Topic Selection Analysis, II   _____
6.   Letter of Intent   _____
7.   Topic Proposal Approval   _____
8.   Research Paper(clean copy)   _____
9.   Product Documentation   _____
10. Product Self-Evaluation   _____
11. Product Verification   _____
12. Student Log   _____

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.

Columbia High School Graduation Project
Oral Presentation Guidelines

Description
- a presentation of the knowledge and experience you gained through your research for your paper and work on your product
- a presentation of your assessment on your growth: the value of the Graduation Project experience to you, the problems you have encountered, the solutions you discovered, and the skills you gained

Requirements
- an 8 to 10 minute formal speech
- at least 80% verbal explanation with no more than 20% audio and/or visual support
- an approximately 5-minute question and answer session after the formal speech
- appropriate dress
- the use of effective public speaking skills

Benefits to You
- increased self confidence
- development of organizational and time management skills
- development of effective communication skills
- an opportunity to assess your Graduation Project
- an opportunity to show off your very best work and your new knowledge
- an opportunity to teach others

Reminders
- Write your speech at least two weeks ahead of time, then revise and edit it many times.
- Practice your speech many times before a variety of audiences and ask for suggestions from your audience.
- Videotape and/or audio tape your speech to help you discover its strengths and weaknesses.
- Time your speech carefully as you practice it.
- Ask your mentor for advice.
- Decide what audio/visual equipment you will need.
- Look over the evaluation rubric in your manual so that you will know what the judges are looking for.
- Anticipate the questions the judges may ask you and be prepared with answers.

Columbia High School Graduation Project
Formal Presentation Evaluation

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.
Extempor-aneous 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.

Student_____Judge_____

Topic_____Date_____

Columbia High School Graduation Project
Formal Evaluation Verification

Student Name: _____

Project Topic: _____

Research Paper

Rubric Assessment Score: _____

Mentor Signature: _____ Date: _____

Graduation Project Coordinator Signature: _____ Date: _____

Product

Rubric Assessment Score: _____

Mentor Signature: _____ Date: _____

Graduation Project Coordinator Signature: _____ Date: _____

Portfolio

Rubric Assessment Score: _____

Mentor Signature: _____ Date: _____

Graduation Project Coordinator Signature: _____ Date: _____

Presentation

Rubric Assessment Score: _____

Mentor Signature: _____ Date: _____

Graduation Project Coordinator Signature: _____ Date: _____

Columbia High School Graduation Project
Parent/Student Signature Page

I have read the Graduation Project Manual and understand its contents. I also understand that the Graduation Project is a requirement for graduation and I will do my best to see that my son or daughter meets the requirements and deadlines and strives to do his or her best.

Parent signature_____Date_____

I have read the Graduation Project Manual and understand its contents. I also understand that the North Carolina Graduation Project is a requirement for graduation and I must successfully complete, with an assessment of satisfactory or exemplary, each of the four phases. I realize that the responsibility for the successful completion of this project rests with me and that I must accept the consequences of my decisions and actions.

Student signature_____Date_____

I hereby give permission that my son or daughter be videotaped during the formal presentation (the final phase of the Graduation Project) and the training for the formal presentation. I also give permission for my son or daughter to be videotaped during the product phase of the Graduation Project, if necessary. I understand that the tapes will be used only for instructional purposes.

Parent signature_____Date_____

Columbia High School Graduation Project
Administrative Exemption Request

I request permission to be absent on_____in order to work on

my Graduation Project. I need this absence in order to_____

_____

_____

(State **specifically** what you plan to do on this day.)

I understand that I can have only two (2) administrative exemptions during the time I am

completing my project, one to work on the research paper, and one to work on the product phase of

the Project. In order to receive this exemption, I must bring back to the school secretary written

verification from the person with whom I am working this day. I understand that it is my

responsibility for the record keeping for the two days for exemptions. I also understand that I must

make up any work I missed in my classes.

Student's Signature_____   Date_____

Parent's Signature_____   Date_____

Mentor's Signature_____   Date_____

Principal's Authorization_____   Date_____

Columbia High School Graduation Project
Student Exemption Verification

Student Name_____

Topic_____

You have been asked to verify this student's absence from school in order for him/her to work on his/her Graduation Project. Please indicate specifically for what purpose the student met with you (interview, assistance with product), the date of the appointment, and the time the student met with you. This form will be submitted to the office on the morning of the student's return to school.

Purpose of appointment_____

_____

_____

Date of appointment_____

Time met with student from: _____ to: _____

Signature_____