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MISSION STATEMENT OF LAKE LEHMAN SCHOOL DISTRICT

We believe that education is a lifelong community-based endeavor that is process oriented with an emphasis placed on preparing all learners to become productive members of an emerging technological and global society.

It is the mission, therefore, of the Lake-Lehman School District to provide a safe and secure environment where all learners are provided the opportunity to develop the skills necessary to achieve success in an ever changing world.

CHAPTER 4 CODE 4.24

HIGH SCHOOL GRADUATION PROJECT REQUIREMENTS

Each school district, including charter schools, shall specify requirements for graduation in the strategic plan under 4.13 (relating to strategic plans). Requirements shall include course completion and grades, completion of a culminating project and results of local assessments aligned with the academic standards. Beginning in the 2002-2003 school year, students shall demonstrate proficiency in reading, writing, and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under 4.52 (relating to local assessment system) at the proficient level or better to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.

GRADUATION PROJECT
TYPES
AND
CRITERIA

GRADUATION PROJECT TYPES

I. COMMUNITY-SERVICE BASED

- Minimum of 30 hours of service documented on time sheet and signed by community mentor.
- Community mentor must have expertise in project area.
- *If fund-raising is involved*, there must be a minimum of \$500.00 dollars profit, documentation of hours, **receipts for expenditures**, and written verification of donation.
- 4-6 page MLA based research paper on related topic with 4-6 varied sources.
- Minimum 1 page, 3 paragraphs, typed reflection on project.
- Minimum of 3 meetings with high school mentor required with documentation of progress.
- Minimum 2 community mentor meetings.
- High school and community mentor evaluation forms completed.
- Multi-media visual aid of community service.

II. PROJECT-BASED

- **List of materials, architectural drawings and/or plans must be approved by our Industrial Arts Teacher before the end of May. (see timeline for specific dates)**
- Creation of project for non-profit organization.
- Minimum of 30 hours required, documented on time sheet and signed by community mentor.
- Timeline with visuals to document progress of project is required.
- Community mentor with affiliation to non-profit organization.
- 4-6 page MLA research paper with 4-6 varied sources on a related topic.
- Minimum 1 page, 3 paragraphs, typed reflection on project.
- Minimum of 3 meetings with high school mentor required with documentation of progress.
- Minimum of 2 community mentor meetings.
- High school and community mentor evaluation forms completed.
- Written verification of project donation required.
- Multi-media visual aid of community service.

III. RESEARCH-BASED PAPER

- 15-20 page research paper work with 15-20 varied sources in MLA format.
- Outline required.
- Community mentor advisable.
- No general encyclopedia. Primary sources needed.
- Paper must exhibit real life connection.
- Minimum 1 page, 3 paragraphs, typed reflection on project.
- All sources due by mid December.
- Completed paper due by end of February. (see timeline for specific dates)
- Minimum of 3 high school mentor meetings required with evidence of paper progress.
- Power point visual aid of pertinent research connected to topic.

LAKE-LEHMAN SCHOOL DISTRICT GRADUATION PROJECT CRITERIA

- A. A time sheet must be kept and submitted, showing documentation of all work.
- B. At least one major focus or academic area and two additional interest areas must be evident in the project.
- C. **The areas for the choices are as follows: communications, mathematics, science and technology, environment and ecology, citizenship, arts and humanities, career education and work, wellness and fitness, home economics.**

Use this information to help complete Form 1.

- D. Each project must contain a multi-media presentation per project.
- E. The following must be included in the senior presentation: research, writing, multi-media visual aid, reflective paper, and required documentation.
- F. Each graduation project must demonstrate the ability to apply, analyze, synthesize and evaluate information.
- G. Graduation project research papers must be submitted to the graduation project committee by beginning of December. All additional, required materials must be submitted in March. (see Graduation Timeline for specific dates)
- H. A project interview must be conducted at the time of the assessment and a minimum score of 65/100 must be achieved and all seven component of the project must be evident in order for the project to be accepted.

AREAS FOR EVALUATION

1. Reflection Paper
2. Use of multi-media and its relevance to the theme
3. Documentation, mentor meetings and evaluation forms
4. Research Paper
5. Project interview
6. Project interview content (appropriate responses to questions from the judging panel)
7. Evidence of application, analysis, synthesis, and evaluation

CONTRACTS
AND
AGREEMENT
FORMS

LAKE-LEHMAN SCHOOL DISTRICT GRADUATION PROJECT CONTRACT

As part of the high school graduation requirements, _____
Student's name
will complete a project in one or more areas of concentration, under the guidance and direction
of _____ of the high school faculty and _____
from our community (if applicable). This student is required to meet the project demonstration
criteria as set forth in the Chapter 4 Regulations of the State Board of Education.

The major objective of this graduation project is _____

The research topic for this graduation project is _____

with the academic area of _____ as its major focus. The additional
skills being demonstrated are in the following academic areas (2 or more):

1. _____ 2. _____

- **Choose objectives from Letter C on Graduation Project Criteria on page 6.**

High School Student's Signature Date

High School Mentor's Signature Date

Parent/Guardian's Signature Date

Parent/Guardian's Signature Date

GRADUATION PROJECT PLAN OF ACTION

*The graduation project plan of action **MUST** be typed.

I. The title or theme of the Graduation project:

Examples: S.P.C.A.

A Shaker Blanket Chest (Donated to a non-profit organization)

Forensic Pathology Research Paper

Hi Meadows Grandparent Program

Locks of Love

II. Write Out Project Type

A. Write out the complete objective, (make sure the type of graduation project chosen and the research topic are included in the complete objective).

Examples:

To research the origin of nursery rhymes and create a CD of original nursery rhymes to present at nursery school.

To research geriatrics and donate a minimum of 30 hours at Lakeside Nursing Home.

B. Step by Step Procedure.

1. Describe the step by step procedure you plan to follow.
2. Use as many numbers as you need to complete the procedure.

C. Timeline.

1. Describe the time-line you intend to follow for this project, using months.
2. Use as many numbers as you need to complete this section.

HIGH SCHOOL AND /OR COMMUNITY MENTOR

The most important step in completing a successful Graduation Project is securing an advisor or mentor. This mentor is to serve as an expert in the field, topic, or area of study you have decided to explore. You must have one faculty mentor and a member of the community (not a relative) to assist you as well. Although your advisor's knowledge of the topic you have selected is very important, his or her willingness to work with you through this process is equally vital.

MENTOR RESPONSIBILITIES:

- * Mentors should make themselves available to their students on a regular basis and at least three mutually agreed upon times must be set during this process for monitoring purposes (at the beginning, middle and end of the project period).
- * Students must keep a time sheet documenting all work on the project and have each meeting with their mentor initialed.
- * Mentors are encouraged to assist students with the technical aspects of a project which may not be within the student's present capabilities. However, the mentor is not to do any of the work for the student but should provide direction and encouragement.
- * Mentors are encouraged to suggest new skills or information necessary to complete the project in a satisfactory manner.
- * Mentors must complete the Mentor's Evaluation Sheet as part of the student's final portfolio.
- * Mentors may be consulted regarding the final evaluation of the student's Graduation Project and/or interview.

COMMUNITY MENTOR AGREEMENT

I, _____ agree to serve as a mentor for
Mentor
_____ for the duration of his/her Graduation Project.
Student's Name

Having professional experience in the _____, I understand that I
Area of Expertise

am acting as a facilitator giving guidance and suggestions as needed.

I further understand that the student is ultimately responsible for the successful completion of his/her Graduation Project. It is the student's responsibility to request assistance and to schedule meetings at a time that is convenient for the mentor.

This section is to be completed by the Mentor:

I agree to serve in the capacity of Graduation Project mentor for the student identified above regarding the following topic:

Should the terms of this agreement change in either of the following ways, I understand that I have the right to terminate my responsibilities as mentor.

- A. Additional students begin to work on this project without my knowledge and/or permission.
- B. The project topic changes to such a degree that my expertise can no longer be utilized.

Student's Signature

Date

Mentor's Signature

Date

Mentor's Phone Number

HIGH SCHOOL
AND
COMMUNITY MENTOR
MEETING FORMS

MEETING RECORD FOR HIGH SCHOOL MENTOR

Student Name _____ Conference Date _____

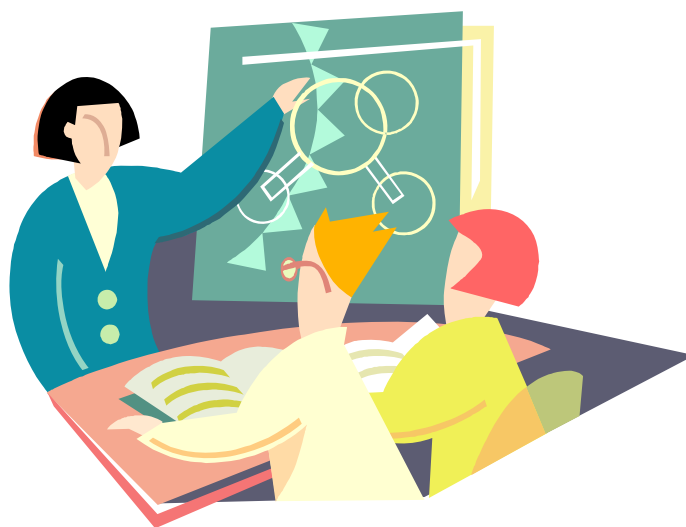
3. Project Topic (Brief Description).

4. What was discussed during this session?

3. Areas to be explored before the next conferencing session.

Mentor's Signature _____

Next Scheduled Conference _____



MEETING RECORD FOR HIGH SCHOOL MENTOR

Student Name _____ Conference Date _____

5. Project Topic (Brief Description).

6. What was discussed during this session?

3. Areas to be explored before the next conferencing session.

Mentor's Signature _____

Next Scheduled Conference _____



**MEETING RECORD FOR COMMUNITY MENTOR
COMMUNITY SERVICE/PROJECT-BASED TOPIC**

Community Mentor _____

Lake-Lehman Senior _____

Date of the Meeting _____

Length of the Meeting _____

Material Discussed and /or Accomplished

Mentor's Signature _____

Telephone _____

**MEETING RECORD FOR COMMUNITY MENTOR
COMMUNITY SERVICE/PROJECT-BASED TOPIC**

Community Mentor _____

Lake-Lehman Senior _____

Date of the Meeting _____

Length of the Meeting _____

Material Discussed and /or Accomplished

Mentor's Signature _____

Telephone _____

HIGH SCHOOL
AND
COMMUNITY MENTOR
EVALUATION FORMS

HIGH SCHOOL MENTOR EVALUATION FORM

(One form should be completed for each person working on the project and attached to the project.)

Student's name: _____

Requested my supervision on a graduation project for the period of time beginning in April and ending in March of the following school year.

Major project topic/objective: _____

The following information concerning this Graduation Project has been provided honestly and to the best of my ability and may be used as one form of evaluation for this Graduation Project.

Evaluation Rubric: 3 = Always 2 = Sometimes 1 = Rarely 0 = Never

Criteria	Evaluation
1. I met with my student a minimum of three (3) times during this process.	_____
2. The student came to our meetings with all information requested of him/her.	_____
3. The direction and progress of the work, indicating the beginning, middle and conclusion, was evident.	_____
4. Problems were identified and solutions discussed as the project progressed.	_____
5. All required paperwork was turned in to the appropriate person at the appropriate time.	_____
6. Physical evidence of their project was made available to me on various occasions.	_____
7. I believe the student personally completed all of the submitted materials.	_____
8. The student illustrated commitment and dedication to the project.	_____
9. The student displayed a positive attitude.	_____
10. The student demonstrated initiative in contacting and meeting with the high school mentor.	_____

Total _____/30 Pts.

Additional Comments

Mentor's Signature

Date

COMMUNITY MENTOR GRADUATION PROJECT EVALUATION FORM

The following student _____ has been under my supervision for the period of time beginning _____ and ending _____. His/Her major objectives and/or responsibilities while completing this Graduation Project are as follows: _____

This information concerning the senior's performance has been provided honestly and to the best of my ability and may be used as one form of evaluation for his/her Graduation Project.

Evaluation Rubric: _3 = Always 2 = Sometimes 1 = Rarely 0 = Never

Criteria	Evaluation
1. I met with my students(s) a minimum of two (2) times during this process	_____
2. The student(s) was on time for our meeting	_____
3. The student(s) came to our meetings with all information requested of him	_____
4. The student(s) displayed a positive attitude.	_____
5. The student(s) was respectful to everyone with whom he/she worked.	_____
6. The student(s) demonstrated knowledge of His/her subject area and /or required responsibilities.	_____
7. The student(s) demonstrated a good work ethic. (Were they concerned with the quality of their work?)	_____
8. The student(s) performed his/her responsibilities For the entire contracted time period.	_____
9. The student(s) appeared to enjoy what he/she had chosen to do.	_____
10. If placed in a hiring position, would you hire this person for a job?	_____

Total _____ /30Pts.

** Please give this form to the student in a sealed envelope or send to the following address:

Graduation Project Committee
c/o Lake-Lehman High School
PO Box 38
Lehman, PA 18627-0038

Mentor's Signature

Phone number

**MLA INFORMATION
FOR THE RESEARCH PAPER**

I. Title Page

RULES:

1. Center title one- third from top of page
2. Center name, mentor, Graduation Project, date two-thirds from top

EXAMPLE OF TITLE PAGE:

Use single spacing 15 returns
down ▼

Center Title

▼ 15 returns
DOUBLE SPACE
Information

Center name

Mentor

Graduation Project

Date

Helping the Homeless

Amy Douma

Mr. VanderMey

Graduation Project

11 Dec. 1988

II. Outline - topic or sentence

This section is not necessary for project or community based projects.

RULES:

1. The word, Outline, is centered. Double-space to first line in the Outline.
2. Must at least have II. if you have I.
3. Must at least have B. if you have A.

EXAMPLE OF OUTLINE:

Outline

I. Classifying the homeless

A. Traditionally unemployed males

B. More and more entire families

II. Ineffective government programs the primary cause

III. Heading and Title

RULES:

1. Upper right hand corner - last name and page number
2. Flush with left margin: name, mentor, Graduation Project, date

EXAMPLE OF HEADING AND TITLE:

Douma 1

Amy Douma

Mr. VanderMey

Graduation Project

11 Dec. 1988

Helping the Homeless

On a chilly February afternoon, an old man sits sleeping on the sidewalk outside a New York hotel while the lunchtime crowd shuffles by. At the man's feet is a sign which reads: "Won't you help me? I'm cold and homeless and lonely. God Bless You" (Chambers 11).

The above sample is taken from the following book:

Writers Inc. Burlington: Write Source Educational Publishing House, 1990.

The entire paper, including the Works Cited, is double-spaced and in 12 font.

IV. Body of Paper

1. Avoid Plagiarism – If in doubt, cite (Guidelines/ handout available in Library)
2. **Paraphetical Documentation** – Giving credit in the text of paper
 - a. Direct Quotations
 1. Quotation marks around direct quotes.
 2. Credit in parentheses right after the quote
 - b. Paraphrasing (Putting author’s ideas in your own words)
 1. Document author’s ideas unless it’s common knowledge
 2. Credit in parentheses (commonly at the end of a paragraph)
 - c. Data – facts, statistics, maps, charts, etc

EXAMPLES OF PARENTHETICAL DOCUMENTATION:

- a. **Direct quotation** – author’s last name and page number

“In writing your research paper, then you should document everything that you borrow – not only direct quotations and paraphrases but also information and ideas” (Gibaldi 33).

- b. **Paraphrasing** – author’s last name and page number

Documentation of others’ ideas and information is essential for research papers (Gibaldi 33).

- c. **Paraphrasing** – author’s name in text – only need page number

According to Gibaldi, documentation of others’ ideas and information is essential for research papers (33).

- d. **Paraphrasing** – newspaper article – no author

Drivers who do not restrain children in safety seats will be given citations (“Newport Township” 9A).

EXAMPLE OF PARENTHETICAL DOCUMENTATION WITH WORKS CITED:

Douma 5

Works Cited

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 5th ed. New York:

The Modern Language Association of America, 1999.

“Newport Township to Enforce State Child Safety Seat Law.” Times Leader

9 Feb. 2002:9A.

3. Parenthetical documentation Guidelines

- a. Must refer to sources listed in the Works Cited page
- b. If **no author**, put the first item listed in the Works Cited in parentheses – in previous sample – title of article listed, not name of newspaper
- c. **May shorten title**, but still must begin with the word by which it is alphabetized in the Works Cited – sample – (“Newport Township”)
- d. Most common – author and page number – no punctuation between and no p. for page number

V. Works Cited

1. Double-spaced
2. New page – next page after text
3. Numbered – next number after text
4. Alphabetize
5. Incorrect to underline web site – no hyper linking or blue colored URL
 - a. To correct – go to tools
 - b. Go to Insert
 - c. Go to auto format on right hand side
 - d. Deselect (uncheck) internet and network paths with hyperlinks

SOURCE DOCUMENTATION

- A copy of book source to include: book cover, title page, back of title page, pages used.
- Copy of all sources used (magazines, newspapers, pamphlets, internet, etc.)
- No encyclopedias allowed to be used as a source.
- No Wikipedia allowed to be used as a source.
- No blogs can be used as a source.
- Copy of interview questions and transcript of interview required.

ANTI-PLAGIARISM TIPS

Documentation is very important and must be done when someone else deserves credit for the work that they have labored to complete. Always give credit to the person(s) who deserves credit. Think about how you would feel if someone used your research, fact finding that took you much time and effort, and claimed it as their own.

A general rule of thumb is, if in doubt.....document! However, if you have specific questions about documenting, check with your teacher or mentor.

Use many sources to gather your information. In this way you will be able to contrast and compare, make associations between various sources, and draw your own conclusions in your own words.

Generally speaking, to avoid plagiarism you must look up your own information, understand the information you have gathered, apply this information to your topic, analyze your information (how does it contrast and/or compare), organize your information to support your project, and draw your own conclusions about your research.

All documentation should be set up in MLA format, utilizing parenthetical documentation and a works cited page. Copies of this format can be obtained from the high school librarian or your English teacher.

From the **Lake-Lehman Student Handbook**, “Plagiarism or academic dishonesty is a serious offense. Students will receive a zero for the paper or other type of evaluation. The parent/guardian will be notified and student will be referred to the Principal for any further disciplinary action.”

INFORMATION
FOR THE SENIOR INTERVIEW
AND
EVALUATION PROCESS

SENIOR INTERVIEW...

According to Mr. Webster: “an interview is a meeting of people face to face, as for evaluating or questioning a job applicant, a meeting in which a person is asked about his views, activities, etc.”

In the “real world,” you will not know what questions are going to be asked of you in the interview for the “job of a lifetime,” but the following suggestions for your high school interview may not only increase your present chances of success but may come in handy in the future. The degree to which you follow these suggestions is an individual decision, but your preparedness is highly recommended.

Practice, practice, practice! A video tape and/or audio tape would be invaluable in helping you assess your speaking ability and personal presentation.

PRIOR PREPARATION

- Arrive 10-15 minutes early. If your parents and community mentors wish to attend your interview, they should arrive at the same time.
- Bring all required information with you.
- Make a good first impression. Dress in good, casual clothing, such as Dockers and shirt and/or sweater for the boys and good slacks or skirt with a blouse and /or sweater for the girls. Blue jeans, T-shirts, and sneakers are not permitted.
- Have any audio/visual equipment that the school is unable to provide, available for use.
- If you have worked with one or more persons on your project, divide your senior presentation equally.
- Everyone in your team must be prepared to answer any question asked of him or her concerning any and all parts of your project.
- Prepare your note cards in such a manner that you can quickly refer to them rather than read from them.

INTERVIEW INFORMATION:

We want to hear about your graduation project experience, not only the academic information acquired through the entire process, but your reflections, problems, personal and collective strengths and weaknesses. You should make a serious attempt to speak for the 10-15 minutes provided to you. Do not sum it up!

One of the major objectives of this project is for seniors to demonstrate their ability to analyze, synthesize, evaluate and problem solve. You should be prepared to explain in what instances these thinking skills were used. All verbs indicating these thinking skills have been identified in your information packet.

You will be afforded the opportunity to “wrap up” your interview with final thoughts, after the question and answer period has been completed.

Your written evaluation will be prepared and presented to you within two school days. This affords the members of your interview team the time to meet with your mentor, for any additional support and/or information concerning your project.

THREE TYPES OF SENIOR PRESENTATIONS

1. Community-Service Project

- Thoroughly explain your community service project.
- Why did you choose this service or from where did you get the idea?
- Describe the benefits of your project to others and/or our community.
- What major responsibilities did you perform during the time period spent on this project?
- Approximately how many hours of active service did you perform each week or month?
- For how long did you perform this service?
- Describe the composition of your target audience and express your feelings concerning the relationship that developed or did not develop during this process.
- Reflect on some of your favorite and least favorite lessons, activities and/or responsibilities.
- What do you feel were your strengths and weaknesses as a community servant and what would you do differently if given another chance?
- Describe the relationship that developed with you supervisor or community mentor during the course of this project.
- Identify any other person(s), if any, and who was instrumental in helping you with your project.
- What problems did you encounter and how did you solve them?
- To what degree do you feel you were successful in reaching your objectives and why.

2. Project-Based:

- Thoroughly explain your project.
- Why did you choose this topic or from where did you get the idea?
- What was or were your objectives(s)?
- What materials were you required to purchase?
- Approximately how many hours and how much money did you spend constructing your end product?
- How many other people were instrumental in helping you complete your project and who were they?
- Where did you go for your research information and which sources did you find to be the most valuable and why?
- What problems did you encounter and how did you solve them?
- What did you discover were your personal strengths and weaknesses?
- In what ways are you pleased and/or displeased with your final project?
- What, if anything, would you do differently if you were to begin again?
- Explain the process or order you followed to complete this project and utilize any additional audio visual aids to keep you on track, such as pictures demonstrating the various phases. You may want to design an outline depicting each major stage of your work. This outline could be posted or handed out to the individual members of the interview team.
- Explain the construction of your end product, or explain how it works.

3. Research-Based Paper:

- Thoroughly explain your project.
- Why did you choose this topic or from where did you get the idea?
- What was or were your objectives(s)?
- Where did you go for your research information and which sources did you find to be the most valuable and why?
- Briefly explain the major aspects of your paper, accentuating pieces of information that you found to be most interesting and/or aspects that you have learned. It is during this period of your presentation that you may want to refer to your audio visual aid to direct you and keep you on track. (Ex. Pictures depicting your authentic experience, time lines, graphs, charts, etc.)
- Be sure to mention: Problems that arose during the span of your project and your authentic experience and how you decides to solve them; New directions that you were required to take; The most enjoyable, informative or most difficult part of your project.
- How would you personally evaluate your decision making skills? What did you learn about yourself through the duration of this process? What were your strengths and weaknesses and what, if anything, would you do differently if you were to begin again?
- Approximately how much time did you spend on your project from beginning to end?
- How many other people were instrumental in helping you complete your project and who were they?

GRADUATION PROJECT RESEARCH PAPER RUBRIC

Rubric Scoring

EXCELLENT

- ❖ Thorough research – use of numerous resources.
- ❖ Organization – well thought out.
- ❖ Presentation is in logical sequence.
- ❖ Reflects mastery of language-varied and mechanically correct.
- ❖ Demonstrates or deals with data and information in an insightful and analytical manner.
- ❖ Project shows evidence of originality and creative thinking.

ABOVE AVERAGE

- ❖ Project meets stated requirements.
- ❖ Thorough research – uses several resources.
- ❖ Organization – planned and in logical sequence.
- ❖ Research is accurate, thorough and supported in detail.
- ❖ Use of language is mechanically correct and competent.
- ❖ Data and information are descriptive and reflects analytical thinking.

AVERAGE

- ❖ Project has minimally met all requirements.
- ❖ Research is accurate, but lacks detail and explanation.
- ❖ There is basic organization, but reasoning is not always clear or logical.
- ❖ The structure and mechanics are generally correct, with some errors.
- ❖ Final project demonstrates an adequate understanding of data gathered and/or materials used.

BELOW AVERAGE

- ❖ Project has not yet met all requirements.
- ❖ Research is scant and lacks detail.
- ❖ Final product is poorly organized and is difficult to understand.
- ❖ Written materials have many errors in sentence structure and mechanics.

POOR

- ❖ Student has not completed project requirements.
- ❖ Student has shown no evidence of completing project.
- ❖ Student fails to turn in completed project by deadline date.

RUBRIC FOR PAPER REJECTION

Project or Community /Service Based Paper

REJECT

- _____ No Paper
- _____ No Works Cited
- _____ No Parenthetical Documentation (Internal Citations)
- _____ Parenthetical Documentation must coordinate with the Works Cited
- _____ Did Not Have Minimum of Four Varied Works Cited
- _____ Did Not Have Minimum of Four Pages (Body of Paper)
- _____ Plagiarism (Sources need to be verified)

Research Based

REJECT

- _____ No Paper
- _____ No Works Cited
- _____ No Parenthetical Documentation (Internal Citations)
- _____ Parenthetical Documentation must coordinate with the Works Cited
- _____ Did Not Have Minimum of Fifteen Works Cited
- _____ Plagiarism (Sources Need to be Verified)
- _____ Did Not Have Minimum of Fifteen Pages (Body of Paper)
- _____ Did Not Have Outline
- _____ Did Not Use Varied Sources (No General Encyclopedia)

*Since the paper is the project, it should be held to a high standard.

GRADUATION PROJECT SCORING RUBRIC

Student Name _____

Final Grade _____/100

Project Topic _____

Accepted Rejected

RUBRIC FOR GRADUATION INTERVIEW

	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
1. Final Documentation Forms (Forms 4-10 present and complete)	10	9	8	7	2
2. Use of multi-media and its relevance to the theme	15	13	11	10	7
3. MLA Formatted, Electronic Reflection Paper	10	9	8	7	2
4. Research Paper	15	13	11	10	7
5. Project Interview Skills (presentation)	15	13	11	10	7
6. Project Interview Content (appropriate responses to questions from judging panel)	15	13	11	10	7
7. Evidence of application, analysis, synthesis, and evaluation	20	17	15	12	8

TOTALS _____

Comments regarding graduation project:

1. Documentation _____
2. Audio/Visuals _____
3. Reflective Paper _____
4. Research Paper _____
5. Project Interview Skills _____
6. Project Interview Content _____
7. Thinking skills _____

Additional comments:

A total of 100 points may be given as the highest possible grade. Any project earning below 65 points must be resubmitted.

PA Writing assessment goes here!

GRADUATION PROJECT CHECKLIST

- _____ Contract information has been typed or completed through the use of computer technology.
- _____ Plan of action has been completed through the use of computer technology, submitted and accepted.
- _____ Project contract has been signed by parents.
- _____ Parent's contract is signed and returned.
- _____ Mentor's contract is signed and returned.
- _____ Three sessions with the mentor were held and signed.
- _____ All service hours have been documented and signed by the community mentor.
- _____ All required evaluations have been completed.
- _____ MLA format has been used in all written research and all sources have been documented.
- _____ Documentation indicates number of hours spent and reflections throughout the process. (Forms 4-10 and reflection paper)
- _____ Multi-media presentation has been prepared.
- _____ Note cards have been prepared.
- _____ Correct interview time and room has been checked.

REFLECTION PAPER

Students are required to complete a 1 page, double spaced, minimum 3 paragraphs, reflection paper in MLA format. This paper should reflect upon your senior project experience. You might address the following: Why did you choose the project? What were your first impressions? What was a typical day of work? Were there any influential people you met? Were you glad you chose this project? Would you recommend this project to others? What did you learn while completing this project that will be helpful in life?

This paper needs to be word processed and set up as follows:

Douma 1

Amy Douma

Mr. VanderMey

Graduation Project

17 Feb. 2008

Reflection Paper

I began my senior project during July. My project included working at Hillside Farms. I chose this project because I believe Hillside Farms is a significant landmark in our area. My work included cleaning up around the land, cutting grass...

HIGHER ORDER PERFORMANCE VERBS

ANALYSIS

Break down, uncover, look into, dissect, examine, take apart, divide, simplify, induce, deduce, inspect, catalogue, classify, sift, search, screen, audit.

- Discern a pattern
- Adapt to and reach audience
- Empathize with the unusual
- Pursue alternative answers
- Achieve an intended aesthetic effect
- Exhibit findings effectively
- Polish a performance
- Lead a group to closure
- Develop and effectively implement a plan
- Design, execute and de-bug an experiment
- Make a novice understand what you deeply know
- Induce a theorem or principle
- Explore and report fairly on a controversy
- Lay out “Cost Benefit” options
- Assess the quality of a product
- Graphically display and effectively illuminate complex ideas
- Rate proposals or candidates
- Make the familiar strange

SYNTHESIS

Combine, compile, build, reorder, compose, breed, conceive, blend, form, make up, construct, design, formulate, constitute, propose.

- Infer a relationship
- Facilitate a process and result
- Create an insightful model
- Disprove a common notion
- Reveal the limits of an important theory
- Successfully mediate a dispute
- Thoroughly rethink an issue
- Shift perspective
- Imaginatively and persuasively simulate a condition or event
- Thoughtfully evaluate and accurately analyze a performance
- Judge the adequacy of a superficially appealing idea
- Accurately self assess and self correct
- Communicate in an appropriate variety of media or language
- Complete a cost benefit analysis
- Question the obvious or familiar
- Analyze common elements of diverse products
- Test for accuracy
- Make the strange familiar

GLOSSARY OF TERMS

Chapter IV:	State guidelines delineating the requirements of the Commonwealth insofar as high school graduation is concerned.
Graduation Project:	Project requirements of the Lake-Lehman School District, applicable to all graduating seniors effective 2002.
Mentor:	Faculty, administrator, or other District employee assigned to monitor and provide direction and guidance to an individual student or group of students.
Contract:	Signed document between student, mentor and parents or guardians accepting the requirements for completion of the student's graduation project.
Time Line:	Document outlining what the student plans to accomplish as a graduation project.
Community Service/ Internship Contract	Document detailing what is required of community service/ internship sponsors.
Community Service/ Internship Evaluation:	Document providing the evaluation component of the sponsor's experience with Lake-Lehman School District students.
Reflection Paper	Provides a record of the experience of the student, with an evaluation of the value received.