

# GRADUATION PROJECT HANDBOOK



Developed by

The SRMHS Graduation Project Committee Second Edition, 2013

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### **A Word About Plagiarism:**

With the availability of on-line resources and electronic papers, the issue of plagiarism has become one of great concern in both the academic arena and in the publishing industry. Each student will receive in-depth instruction on the correct format for citing sources as outlined in the *MLA Handbook for Writers of Research Papers*, 6<sup>th</sup> edition, by Joseph Gibaldi, which can be purchased at any local bookstore. **If any part of this assignment is plagiarized, the project will fail. Obviously, plagiarism will be taken seriously, and may jeopardize a student's ability to graduate.**

## **GRADUATION RESEARCH PROJECT SOUTHEAST RALEIGH MAGNET HIGH SCHOOL**

### **What is the Graduation Project?**

The purpose of the graduation project is to allow every graduating senior to exhibit the skills and knowledge that he or she has gained in high school. This project encourages the three “R’s” as identified by the State Board of Education: Rigor, Relevance, and Relationships. Students develop and explore a rigorous research topic or service learning experience, establish a relationship with a mentor or service learning coordinator outside the school community, and demonstrate relevance by presenting to a panel of judges. They then develop a culminating product and/or presentation that is an outgrowth of the student’s experience. The project is designed to incorporate the 21<sup>st</sup> century skills that students will need as they matriculate into college and/or the business world. It allows each student to choose a topic of his or her interest, while encouraging inquiry, analysis, synthesis, rigor, and collaboration.

### **The Components of the Graduation Project:**

1. **The Essential Question (EQ):** This is the foundation of the student’s research or service learning experience. The EQ must reflect genuine inquiry and must be complex, interesting, and lend itself to a concrete product or solution to a community issue.
2. **The Mentor/Service Learning Coordinator:** Each student should choose either a mentor who will guide them through the research process (if completing the traditional project) or a service learning coordinator who will oversee their volunteer experience (if choosing the service learning option). The student must submit either a Mentor Verification Form or a Service Learning Coordinator Verification Form for approval by the graduation project committee. The mentor will be responsible for evaluating the student’s research and proposed product, while the service learning coordinator will be responsible for overseeing the student’s service learning experience.
3. **The Presentation:** If choosing the traditional project option, the student will present his or her findings to a panel of judges. This is a formal and professional opportunity for the student to explain the results of his/her research and to answer questions from the judges. The presentation must include both oral and visual components. The visual portion may be either a PowerPoint or Prezi presentation. Other visual aids will be considered by the Graduation Project committee on a case by case basis. If choosing the service learning option, the student will present his/her essential question (which should pertain to a community problem) and solution to a panel of judges. During this presentation the student should explain, in detail, his/her solution to the community problem which he/she identified; present his/her artifacts collected during the service learning experience; and reflect upon the experience by answering specific reflection questions.

4. **The Product (tradition project option only):** Preferably, the product will be one that will benefit the greater community; however, this is not a requirement. The product is a physical manifestation of the results of the research. Some examples include: music/dance = arrange and perform an original composition, learning styles = design a lesson and teach a class, athletics/sports = run a clinic for young athletes or new coaches. Mentors will be an essential resource during this phase of the project.
5. **Volunteer Hours (service learning option only):** Each student choosing the service learning option must write an essential question pertaining to a community problem. Once the student has identified a problem within a community, he/she should outline steps to solve this problem. The student should then identify an organization with which to volunteer in order to implement his/her solution to the problem. The student is required to volunteer a minimum of 15 hours with that organization in order to implement his/her plan. While volunteering the student is responsible for collecting artifacts to present to the judges and keeping a log of his/her volunteer hours (to be signed by the service learning coordinator).

## GRADUATION PROJECT 2013 SUMMARY

Presentation Date: \_\_\_\_\_

### **Option A: Traditional Graduation Project**

\*Please see the rubric on pages 27 and 29 for detailed descriptions of expectations

-Mentor is required. If the prospective mentor is not a SRMHS faculty mentor, they must be a cleared WCPSS volunteer.

- The mentor will:
  - oversee the student's research and product development.
  - sign the student's product log
  - review the student's presentation and *upon request by the student*
  
- The student will:
  - identify a mentor to guide him/her through the Graduation Project process
    - The student shall submit the Mentor Verification form to his/her LA teacher.
  - research a topic based on his/her essential question
  - develop a product that is related to the essential question
  - keep a log of the time spent on the product (15 hours minimum)
    - **These hours must represent time spent creating the product, and therefore cannot include tasks such as travel time, creating the presentation to judges, etc.**
  - prepare a presentation describing his/her research for the Graduation Project judges
  - address the following two questions at the end of the presentation:
    - What was the most important lesson learned while completing this project?
    - What personal growth occurred as a result of the experience?
  - write a reflection about his/her experience during the Graduation Project (to be submitted to the student's English IV teacher after completion of the presentation)
  
- The Leadership Advisory (LA) teacher will:
  - collect Mentor Verification forms
  - periodically check on each student's progress towards project completion
  
- The English teacher will:
  - model the format of the presentation during class
  - grade and provide feedback on each student's practice presentation

## **Option B: Service Learning Graduation Project**

\*Please see the rubrics on pages 27 and 30 for detailed descriptions of expectations

-No Mentor is required. However, a service learning coordinator (a contact person at the organization with which the student is completing his/her project) is required. The contact person will sign an hourly log of time spent doing the community service.

- The service learning coordinator will:
  - oversee the student's community service experience
  - sign the student's service log
  - review the student's presentation *upon request by the student*
  
- The student will:
  - write an Essential Question pertaining to a problem in a community (school, neighborhood, city, etc.)
  - identify detailed steps to solve the problem
  - identify an organization with which to work in order to implement the solution to the problem
  - obtain permission from the Graduation Project Committee to volunteer with the above mentioned organization
- When making the request, the student will specifically identify a contact within that organization with whom they will be working.
- The student shall submit the Service Learning Coordinator Verification form to his/her LA teacher.
  - Volunteer a minimum of 15 hours with that organization.
- **These hours must be service hours, and therefore cannot include tasks such as travel time, creating the presentation, etc.**
- The student shall keep an hourly log of time spent volunteering, signed by service learning coordinator.
  - collect relevant artifacts (ex: photos, service journal, testimonials, student work, etc.)
  - create a presentation based on his/her experiences during the service learning experience. The following information must be included in the presentation:
- a detailed explanation including pertinent data of the problem being addressed through the community service
- detailed steps to solving the problem
- a brief background of the organization with which the student paired to carry out the plan
- an explanation of how the solution will be sustained after the Graduation Project is complete
- a reflection of the most important lesson learned while solving the problem
- a description of how the organization benefitted from the student's service
  - write a reflection about his/her experience during the Graduation Project (to be submitted to the student's English IV teacher after completion of the presentation)
  
- The Leadership Advisory (LA) teacher will:
  - collect Service Learning Coordinator Verification forms
  - periodically check on each student's progress towards project completion
  
- The English teacher will:
  - model the format of the presentation during class
  - grade and provide feedback on each student's practice presentation
  - collect the student's reflection after the completion of the Graduation Project

OPTION "A" TRADITIONAL GRADUATION PROJECT DUE DATES AND TIMELINE

DESCRIPTION	DUE DATE	DATE COMPLETED
<b>Student will...</b>		
Identify a mentor & turn in the Mentor Verification Form (to LA teacher)		
Research a topic based on their Essential Question		
Develop a product that is related to the Essential Question		
Keep a log of the time spent on the product (15 hours minimum)		
Prepare a presentation describing his/her research for the Graduation Project judges		
Write a reflection about their experiences during the Graduation Project		

\*English IV teachers will set an earlier deadline for a draft of the presentation, as students will present to their English IV teachers prior to presenting to the panel of judges.

<b>Mentor will.....</b>		
Oversee the student's research and product development		
Sign the student's product log		
Review the student's presentation <i>upon request by the student</i>		

<b>English Teacher will...</b>		
Model the format for Option A (Traditional) presentation in class.		
Grade and Provide Feedback on Practice Presentations		

<b>Leadership Advisory Teacher will...</b>		
Collect Mentor Verification Form		
Periodically check on each student's progress		

<b>Grand Finale</b>		
<b>Presentation of research and product to panel of judges -English Test Grade</b>		

OPTION "B" SERVICE LEARNING GRADUATION PROJECT DUE DATES AND TIMELINE

DESCRIPTION	DUE DATE	DATE COMPLETED
<b>Student will...</b>		
Write an Essential Question pertaining to a problem in a community (school, neighborhood, etc.)		
Identify detailed steps to solve the problem		
Identify an organization with which to work in order to implement the solution to the problem & submit the Service Learning Coordinator Verification Form (to LA teacher)		
Implement solution by volunteering a minimum of 15 hours with the organization		
Collect relevant artifacts to be used during presentation		
Create a presentation based on their experiences during their community service		
Write a reflection about their experiences during the Graduation Project		

\*English IV teachers will set an earlier deadline for a draft of the presentation, as students will present to their English IV teachers prior to presenting to the panel of judges.

<b>Service Learning Coordinator will ...</b>		
Oversee the student's community service experience		
Sign the student's service log		
Review the student's presentation <i>upon request by the student</i>		

<b>English Teacher will...</b>		
Model the format for Option B (Community Service Based Project) presentation in class.		
Grade and Provide Feedback on Practice Presentations – <b>Project Grade</b>		

<b>Leadership Advisory Teacher will...</b>		
Collect Community Service Coordinator Form		
Periodically check on each student's progress		

<b>Grand Finale</b>		
<b>Presentation of research and product to panel of judges</b>		

## **THE MENTOR/SERVICE LEARNING COORDINATOR**

Your mentor/service learning coordinator is an integral piece to your successful completion of the Graduation Project. Once you have a possible topic/community problem and essential question selected, you need to find either an SRMHS faculty member or an outside community member (if choosing the traditional graduation project option) OR a service learning coordinator from a community organization (if choosing the service learning option) to help you prepare your Graduation Project.

If choosing the traditional graduation project, a mentor should be someone who is already familiar with some of the information that you would like to research. For example, if you want to do your Graduation Project on a topic involving music, your mentor should have a background in some area of music. Your mentor will be responsible for overseeing your research and product development as well as signing your product log.

If choosing the service learning option, your service learning coordinator should be a person working for or volunteering with the organization with which you choose to work. The service learning coordinator will be responsible for overseeing your volunteer experience and signing your service log.

# FORMS

**SOUTHEAST RALEIGH MAGNET HIGH SCHOOL GRADUATION PROJECT  
FACULTY VERIFICATION FORM**

Please complete this form if an SRMHS faculty/staff member is going to assist you in the completion of your graduation project. The mentor should assist you with finding research documents to support and answer your Essential Question. In addition, your mentor will help you create a product that is a concrete example of the results of your research. **Your mentor must have the following qualifications:**

- The mentor must be 21 years of age or older.
- The mentor must have documented knowledge and expertise in your area of interest. This may include a college degree, business ownership, employment in the area, or hands-on training.
- The mentor must be willing to assist you during the course of your research to ensure that you research your topic to sufficient depth. Meetings may include face-to-face meetings, phone calls, or email.

**FACULTY MENTOR VERIFICATION**

**Student:** \_\_\_\_\_

**Essential Question:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_

**Mentor's contact information** (email and location(s) during the day): \_\_\_\_\_

**Description of mentor's expertise:** \_\_\_\_\_

**Student's signature:** \_\_\_\_\_

The information provided above is correct and true. I agree to work with my mentor to successfully complete my project.

**Mentor's signature:** \_\_\_\_\_

I understand the requirements of the project and agree to assist the above named student with the research and product development.

**SOUTHEAST RALEIGH MAGNET HIGH SCHOOL GRADUATION PROJECT  
COMMUNITY MENTOR VERIFICATION**

Please complete this form if you would prefer to have a mentor from the community (rather than an SRMHS faculty/staff member) assist you in the completion of your graduation project. The mentor should assist you with finding research documents to support and answer your Essential Question. In addition, your mentor will help you create a product that is a concrete example of the results of your research. **Your mentor must have the following qualifications:**

- The mentor must be 21 years of age or older.
- The mentor cannot be a member of your family except by special approval from the Graduation Project Committee. This request must be made in writing and include a rationale.
- The mentor must have documented knowledge and expertise in your area of interest. This may include a college degree, business ownership, employment in the area, or hands-on training.
- The mentor should consult with you during the course of your research. Meetings may include face-to-face meetings, phone or electronic interviews, job shadowing, and/or site visitation.

**MENTOR VERIFICATION**

**Student:** \_\_\_\_\_

**Essential Question:** \_\_\_\_\_

\_\_\_\_\_

**Mentor:** \_\_\_\_\_

**Mentor's contact information** (email and phone number): \_\_\_\_\_

\_\_\_\_\_

**Description of mentor's expertise:** \_\_\_\_\_

\_\_\_\_\_

**Student's signature:** \_\_\_\_\_

The information provided above is correct and true. I agree to work with my mentor to successfully complete my project.

**Mentor's signature:** \_\_\_\_\_

I understand the requirements of the project and agree to assist the above named student with the research and product development.

**SOUTHEAST RALEIGH MAGNET HIGH SCHOOL GRADUATION PROJECT  
SERVICE LEARNING COORDINATOR VERIFICATION**

Please complete this form if you have chosen the service learning option. You should identify a contact within the organization to support you as you work to answer your Essential Question. The service learning coordinator **must have the following qualifications:**

- Must be 21 years of age or older.
- Must work or volunteer at the organization for which the student has chosen to volunteer.
- Should oversee the student's volunteer experience. The service learning coordinator must also sign the student's hourly volunteer log.

**SERVICE LEARNING COORDINATOR VERIFICATION**

**Student:** \_\_\_\_\_

**Essential Question:** \_\_\_\_\_

\_\_\_\_\_

**Volunteer Organization:** \_\_\_\_\_

**Service Learning Coordinator:** \_\_\_\_\_

**Service Learning Coordinator's contact information** (email and phone number):

\_\_\_\_\_

**Description of student's job as a volunteer:** \_\_\_\_\_

\_\_\_\_\_

**Student's signature** – The information provided above is correct and true. I agree to work with my mentor to successfully complete my project.

\_\_\_\_\_

**Service Learning Coordinator's signature** - I understand the requirements of the project and agree to assist the above named student with the execution of his/her volunteer hours.

\_\_\_\_\_





# **RESOURCES FOR STUDENTS CHOOSING THE TRADITIONAL GRADUATION PROJECT**

## The Essential Question

Once you have selected and limited your topic the **Essential Question** becomes the foundation for the entire graduation project—the question that you will ultimately **answer** through your research.

*The supporting research, presentation and product all live and die with the quality of the Essential Question!*

### I. A good essential question is...

- **clearly limited** in scope; it sets boundaries on the breadth and depth of your research. If your topic is too broad, it will lack depth.
- **open-ended**; it asks what requires an involved, in-depth response, not a simple answer. If the answer is obvious, throw away the question and try again.
- **a clear, direct, and precise sentence.** The essential question (interrogative) will become the declarative thesis of your research paper.
- **evaluative** in nature; you are *not* writing a research *report*. You are investigating an idea and presenting an interpretation of your findings, drawing conclusions from the data you re-searched.
- **uses evaluative** key words and phrases:

Affect/effect	Emergence	Initiate	Relate
Align	Engender	Inspire	Revolve
Alter	Evolve	Instigate	Significance
Bring about	Facilitate	Involve	Support
Cause	Force	Link	
Concern	Generate	Mold	
Consideration	Have an effect on...	Motivate	
Continue to ...	Impact	Necessitate	
Contribute to ...	Importance	Parallel	
Create	Influence	Produce	
Develop	Inform	Prompt	

## II. Developing your Essential Question

- A. Begin with your selected topic Example 1: Oppression of Jews and other minorities by the Nazi Party during WWII Example 2: Women's sports
- B. Narrow the topic Example 1: What techniques did Hitler use to establish superiority and "brainwash" the general public? Example 2: How have events in the past 25 years lead to more women pursuing careers in athletics?
- C. Establish Linking Ideas: Cause/Effect  
Cause: Use of propaganda  
Effect: Created a power base for the Nazi Party  
  
Cause: Implementation of Title IX  
Effect: More women are playing sports
- D. Framing your question – use the words listed above to frame an Essential Question that can be used as the basis of your research project. Example 1: What modes of propaganda were employed by the Nazi Party to *facilitate* the participation of others in their actions and in pursuing their objective of "The Final Solution"? Example 2: What *impact* did Title IX have on the current status of women's professional sports?
- E. On a separate sheet of paper, work through the above process to develop a working Essential Question based on your topic.

## III. A good thesis statement **makes the difference between a thoughtful research paper and a simple "regurgitation of facts."**

1. A thesis statement declares what you believe (based on your research) and what you intend to prove.
2. The thesis statement is your Essential Question restated in a simple declarative sentence and is essentially, the answer to your question.
3. EACH POINT YOU MAKE IN YOUR PAPER MUST SUPPORT YOUR THESIS!

## IV. A good thesis ...

- will propose an arguable point and take a stand
- will lend itself to being adequately developed in the required length and format of the project
- is not too broad or too narrow
- will be specific and focused
- will be based on and can be supported by evidence you have found
- will inspire the reader to ask "how?" or "why?"
- will lead the reader toward logical subtopics
- avoid general or extreme words and phrases

## V. Writing a thesis using your Essential Question

Restate the EQ in the form of a simple, declarative sentence

Example 1: <b>EQ</b> - What modes of propaganda were employed by the Nazi Party to <i>facilitate</i> the participation of others in their actions and in pursuing their objective of “The Final Solution”?	<b>Thesis</b> – The Nazi Party employed a variety of propaganda techniques to ensure the participation of the general population as they pursued their objective of achieving “The Final Solution”.
Example 2: <b>EQ</b> - What <i>impact</i> did Title IX have on the current status of women’s professional sports?	<b>Thesis</b> – The implementation of Title IX legislation created an environment that encourages and allows young girls and women to participate in competitive athletics at both the amateur and professional levels.

## VI. As you proceed through your research

- A. Read thoroughly; ask your mentor for help interpreting the research documents
- B. Take copious notes from credible sources
- C. Be flexible – revise as you go
- D. Focus on facts that **support your thesis and answer your Essential Question**

## CHOOSING AND LOCATING THE BEST SOURCES

Once you have chosen your topic and your mentor, the next step in the research process is to gather credible information to ANSWER your Essential Question. Your **first** step is to narrow the types of resources that will best meet your needs. Remember that you must use a minimum seven sources from three different types. You may choose from:

- **Print** – book, encyclopedias, magazines, newspapers, professional journals, diaries, letters, maps, and photographs
- **On-line** – databases (utilize the resources subscribed to through our Media Center and those that the Wake County library subscribes to), on-line scholarly journals and educational web-sites (LearnNC, AskEric), and government (.gov) or educational institution (.edu) sponsored sites
- **World Wide Web** – while the *Web* contains some valuable information, you must be cautious about its accuracy. You will be required to complete a **Web Site Evaluation Guide** for every site you use that is not described above.
- **Human Resources** – Practitioners and researchers including doctors, teachers, lawyers, business owners, and other professionals who have knowledge of your topic.

Finding the information – choosing useful key words and search terms.

- **Print sources:** In a reference book, scan the Table of Contents, indexes, appendices, and glossaries. Look for words that reflect your Foundation Questions. When using a periodical (magazine, newspaper), read the Table of Contents carefully for articles that will provide answers for you. Finally, scan the bibliographies and additional readings in the back of reference books to find out where the authors of the text got their information.
- **On-line sources:** The most difficult part of using on-line sources is the overwhelming number of possible sites. You must first, eliminate sites that are not relevant to your research (personal sites, sites that sell products or advertise, sites that allow pop-ups). Always begin with sites from educational institutions (.edu) or ones that are linked to an educational site. You may also use sites sponsored by government agencies (.gov), nonprofit organizations (.org), libraries (.lib) and some companies (see note above).

### To conduct Internet searches:

1. Use reliable search engines choosing efficient **Key Words**
2. Browse **the links** using a keyword search
3. Start by putting two or three keywords in quotation marks  
**EX:** “Final Solution” or “Title IX”
4. Join two ideas with AND  
**EX:** Nazi’s AND Judaism  
Women AND Sports
5. Use OR to connect ideas  
**EX:** Nazi Party OR Hitler  
Women’s sports OR Women’s athletics
6. Eliminate certain sites  
**EX:** Nazi’s NOT Concentration Camps  
Women’s athletics NOT Professional female athletes

## RESEARCH TIPS – BUILDING A SOURCE LIST AND GATHERING NOTES

**GATHERING SOURCES** – every time you touch a source that MAY be useful to your research, **FIRST** record all the publishing information. As you do this, you will create an

### ANNOTATED SOURCE LIST

Bryson, Bill. *The Mother Tongue: English and How It Got That Way*. New York: Harper Collins, 1990.

This book contains chapters on the history of the English language and the pronunciation changes of many words. It also includes a funny chapter on swearing. The statistics on page 13 might be useful.

Grossman, Edward. "Vonnegut and His Audience." Commentary. 1974. Gale Group Databases. Southeast Raleigh Magnet High School Library, Raleigh, NC. 7 March 2005. <http://www.galegroup.com>.

This source praises Vonnegut while listing all the strange things that he does in his writings, such as make up works. It also lists the author's use of motifs.

\*NOTE – as you build your paper, you may not use all of the sources on your Annotated Source List. Delete the ones you do not use and delete the explanation blurbs – you now have your **Works Cited** list.

**GATHERING NOTES** – you will use a variety of resources to answer your Essential Question. While you may be able to download and highlights articles from a reputable on-line source, you will also create notecards containing information you wish to cite in your paper. As you become more adept at research, you will develop your own system. For now, we suggest you use the following format for creating notecards:

First – cite the source using MLA format on the **BACK** of the first card.

Grossman, Edward. "Vonnegut and His Audience." Commentary. 1974. Gale Group Databases. Southeast Raleigh Magnet High School Library, Raleigh, NC. 7 March 2005. <http://www.galegroup.com>.

On the **FRONT** of each card (the side with lines), record general ideas and summaries of main points and paraphrases of key material. Record quotations on a separate card; copy word for word, enclose the quotation in quotation marks and record the page. Include the **FIRST WORD** from your citation on the front of the card as well as the page number (if appropriate) where you found the information.

Grossman 57

- Vonnegut writes for an audience who will question the use of force to subdue other cultures.
- Uses satire
- Writing reflects many of his own experiences in WWII

## TRADITIONAL GRADUATION PROJECT SUMMARY/RESOURCE

1. Briefly describe your research and what you want your judges to know when you are finished:
  
2. Essential question to be answered as a result of your research findings:
  
3. Describe any previous knowledge/experience with this topic:
  
4. Product proposal
  - a. Brief description
  
  - b. Explanation of how this product relates to and is a manifestation of the research
  
5. Presentation (10 minutes)
  - a. 5 main points to be covered – this is an overview, but not a summary of your paper
    - 
    - 
    - 
    - 
    -
  - b. Anticipated questions from the judges:
    - 
    - 
    - 
    - 
    -
  
6. Limitations – briefly describe any roadblocks you expect to encounter on your journey toward a successful graduation project.

# **RESOURCES FOR STUDENTS CHOOSING THE SERVICE LEARNING GRADUATION PROJECT**

## **SERVICE LEARNING GRADUATION PROJECT SUMMARY/RESOURCE**

1. Briefly describe your community problem and identify the organization with which you will work to solve the community problem:
  
2. Outline the steps you plan to implement to solve the community problem:
  
3. Essential question to be answered as a result of your volunteer experience:
  
4. Describe any previous knowledge/experience with this organization or community problem:
  
5. What artifacts do you plan to collect while you complete your community service hours?
  
6. Presentation (10 minutes)
  1. 6 main points to be covered:
    - i. detailed explanation of the problem being addressed through the volunteer experience (include data):
  
    - ii. detailed steps to solving the problem:
  
    - iii. a brief background of the organization with which you will pair:
  
    - iv. an explanation of how the solution will be sustained after the Graduation Project is complete:
  
    - v. a reflection of the most important lesson learned while solving the problem:
  
    - vi. a description of how the organization benefitted from your service
  
7. Briefly describe any roadblocks you expect to encounter on your journey towards a successful Graduation Project:

# RUBRICS

## SRMHS PRESENTATION RUBRIC

Essential Question: \_\_\_\_\_

	Successful Completion		Resubmission Necessary	
	Exemplary	Satisfactory	Needs Improvement	Unacceptable/Not Evident
Communication Skills	Consistently speaks with appropriate volume, tone, articulation, and standard grammar	Generally speaks with appropriate volume, tone, articulation, and standard grammar	Has difficulty speaking with appropriate volume, tone, articulation and standard grammar	Does not speak with appropriate volume, tone, articulation, and standard grammar
	PowerPoint is free of mechanical errors (grammar, punctuation, spelling, etc.)	PowerPoint contains minimal mechanical errors (grammar, punctuation, spelling, etc.)	PowerPoint contains excessive mechanical errors (grammar, punctuation, spelling, etc.)	
	Consistently employs appropriate eye contact, posture, and nonverbal communication techniques	Frequently employs appropriate eye contact, posture, and nonverbal communication techniques	Employs infrequent eye contact, and/or poor posture, and/or poor nonverbal communication techniques	Makes no eye contact and employs inappropriate communication techniques
	Consistently exhibits poise, enthusiasm, and confidence	Generally exhibits poise, enthusiasm, and confidence	Exhibits limited poise, enthusiasm, and confidence	Lacks poise, enthusiasm, and confidence
	Wears appropriate professional or authentic attire		Wears inappropriate attire	
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 clearly adheres to its purpose throughout presentation	Does not define a main idea or adhere to its purpose
	Employs a logical and engaging sequence which the audience can follow	Employs a logical sequence which the audience can follow	Employs ineffective sequence confusing to the audience	Lacks an organizational sequence
	Demonstrates exceptional use of supporting details/evidence	Demonstrates sufficient use of supporting details/evidence	Demonstrates insufficient use of supporting details/evidence	Demonstrates no supporting details/evidence
Response to Judges Questions	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 to judges' questions and comments
KUDOS			SUGGESTIONS	

## SRMHS PRODUCT RUBRIC

Essential Question: \_\_\_\_\_

	Successful Completion		Resubmission Necessary	
	Exemplary	Satisfactory	Needs Improvement	Unacceptable/Not Evident
Time	*Exceeds 15 hours of work.	*Meets the requirement of 15 hours of work.	Does not meet the requirement of 15 hours of work.	Shows no time invested in the product.
	Thoroughly documents how time was used to develop the product.	Adequately documents how time was used to develop the product.	Provides a vague description of how time was used to develop the product.	Does not provide a description of how time was used to develop the 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
Learning Over Time and Depth of Research	Demonstrates a logical and relevant link to and/or critical analysis of the research topic	Demonstrates an adequate and relevant link to and/or reasonable evaluation of the research topic	Demonstrates a minimal link to and/or limited understanding of the research topic	Shows no link to and/or no understanding of the research topic
	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
Quality of the Product	Chooses a challenging product that represents significant learning	Chooses a product representing a sufficient learning	Product demonstrates limited learning	Product does not demonstrate learning
	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
	Displays extensive use of detail	Displays sufficient use of detail	Displays minimum use of detail	Lacks use of detail
	Product displays professionalism and exceptional craftsmanship	Product displays adequate professionalism and craftsmanship	Product displays minimal professionalism and craftsmanship	Product displays no evidence of professionalism or craftsmanship
Ethics	Consistently demonstrates ethical standards in product development and submits a letter from mentor as evidence of ethical standards	Generally demonstrates ethical standards in product development	Demonstrates limited understanding and application of ethical standards in product development	Demonstrates unethical standards in product development
KUDOS			SUGGESTIONS	

\* Time logged must represent time spent **producing** the product (ex: creating surveys, analyzing data, creating a model, etc.). Time logged cannot include items such as travel time, writing a paper, or producing a PowerPoint.

## SRMHS SERVICE LEARNING RUBRIC

Essential Question: \_\_\_\_\_

	Successful Completion		Resubmission Necessary	
	Exemplary	Satisfactory	Needs Improvement	Unacceptable/Not Evident
<b>Time</b> ( <i>minimum of 15 hours required.</i> )	*Evidence of greater than 15 hours of service. Service log is signed by SLC.**	*Provides evidence of 15 hours of service. Service Log is signed by the SLC.	Does not show evidence of at least 15 hours of service OR service log is not signed by the SLC.	Does not show evidence of any hours of service OR service log is not signed by the SLC.
<b>Service Learning Experience</b>	Writes an appropriate essential question pertaining to a community problem and pairs with an approved organization.		An essential question was not written OR the volunteer organization was not approved.	
	Logical and EQ relevant artifacts were collected during the student's volunteer experience	Adequate artifacts were collected during the student's volunteer experience	Artifacts presented were not logical or relevant to the volunteer experience and essential question	No artifacts were collected during the volunteer experience
<b>Essential Components</b>	Thoroughly describes data associated with the identified community issue.	Adequately describes data associated with the identified community issue.	Inadequately describes data associated with the identified community issue.	Makes no attempt at describing data associated with the identified community issue.
	Provides a thorough background description of the organization with which they paired.	Provides an adequate background description of the organization with which they paired.	Provides an inadequate background description of the organization with which they paired.	Makes no attempt at providing a background or description of the organization with which they paired.
	Thoroughly describes the steps taken to solve the community problem.	Adequately describes the steps taken to solve the community problem.	Provides an inadequate description of the steps taken to solve the community problem.	Makes no attempt to describe the steps taken to solve the community problem.
	Thoroughly describes how solution will be sustained after completion of GradProject	Adequately describes how solution will be sustained after completion of GradProject	Provides an inadequate description of how solution will be sustained after completion of GradProject	Makes no attempt at describing how solution will be sustained after completion of GradProject
	Thoroughly describes the most important lesson learned while working to solve the community problem.	Adequately describes the most important lesson learned while working to solve the community problem.	Provides an inadequate description of the most important lesson learned while working to solve the community problem.	Makes no attempt at describing the most important lesson learned while working to solve the community problem.
	Thoroughly describes how organization benefitted	Adequately describes how the organization benefitted	Provides an inadequate description of how the organization benefitted	Makes no attempt at describing how the organization benefitted
<b>Ethics</b>	Consistently demonstrates ethical standards throughout the volunteer and presentation experience and provides a letter from the Service Learning Coordinator as evidence of ethical standards.	Generally demonstrates ethical standards in during the volunteer and presentation experience	Demonstrates limited understanding and application of ethical standards during the volunteer and presentation experience	Demonstrates unethical standards during the volunteer and presentation experience
KUDOS			SUGGESTIONS	

\* Time logged must represent time spent **volunteering** at the organization and cannot include items such as travel time or producing the presentation.

\*\*SLC: Service Learning Coordinator

