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## ***What is a Graduation Project?***

*North Carolina's graduation project is covered by state board policy ID#HSP-N-000, which states a student shall successfully complete a graduation project that is developed, monitored and scored with the LEA using state-adopted rubrics. Leeway with guidelines and policies concerning the implementation of this project were granted to each LEA. This is to be fully implemented beginning with the graduating class of 2010.*

*The purpose of the graduation project is to provide students the opportunity to demonstrate their ability to write, process information from various sources, and to orally present and defend their research. The project is to be a culmination of the skills and abilities that students have learned and developed over their entire educational experience, from grades K-12. This project is a component of student preparation for success in the 21<sup>st</sup> century.*

*The graduation project consists of four components:*

***Product***

***Paper***

***Portfolio***

***Presentation***

***Guidelines for the Project are as follows:***

- *The graduation project idea must be student generated.*
- *The graduation project must be of sufficient depth to reflect extensive study and research and show a stretch of student learning.*
- *The proposed graduation project must be approved by the school based graduation project committee, the faculty advisor, and the student's parents.*
- *The product should show evidence of knowledge gained in completion of the research paper.*
- *The graduation project should not require large monetary expenditures. Expenditures will not enhance the evaluation of the graduation project.*
- *The graduation project should require a minimum of 15 hours to complete and the student's mentor should be able to confirm the hours.*

## ***How will projects be graded?***

*Each component of the project (paper, product, portfolio, presentation) will be graded using state rubrics, which are provided to you in this manual. Each component will be assigned one of the following grades:*

***Exemplary***—*Students performing at this level perform all components beyond the level required for proficiency.*

***Satisfactorily***—*Students performing at this level perform components at a proficient level.*

***Developing/Emerging***—*Students scoring at this level have not achieved proficiency—more work must be done in order to achieve a level of proficiency.*

***Resubmission Necessary***—*Minimum standards have not been met. This student has considerable work to do to receive credit.*

**Not Submitted**—No work was submitted.

*Students scoring at the level of developing/emerging or resubmission necessary will have an opportunity to resubmit the parts of their project that need work. Presentation dates will be set to allow for resubmission if necessary. Students not submitting work will have not met this graduation requirement.*

**Students must achieve a score of Satisfactorily or Exemplary on all components to meet this graduation requirement.**

## ***Writing a Resume***

*Students should include a one page resume, which includes information about themselves, their skills, their background and experiences. This will help the presentation review team to gain information about your background and to better understand your presentation. Suggested information could include school activities and organizations, church activities, work experiences, volunteer experience and interests. (Please see sample resume on page 19 for ideas of how this should look. Keep in mind, students will not have all of the information included in the sample, but this can help with planning).*

## ***Choosing Your Topic***

**As you decide on a project, please keep the following things in mind:**

- *Your project should be new to you; it should be a stretch of your learning.*
- *You can have some experience in the field, but you must be doing something for the first time.*
- *Your project should be suited to the development of a product—something that can be seen, felt, learned or demonstrated.*
- *Your product must be manageable in terms of money and time. Don't take on too much!*
- *If you get stuck, make a list of ideas, then go back and review your list. If this doesn't help, speak to your advisor.*
- *Once you decide on a topic, you will need to complete the Graduation Project Intent Form and submit it by the deadline. You will need to submit the Graduation Parent Contact Form that confirms your parents understanding of the project on this day as well.*

## ***The Role of the Faculty Advisor***

*Each individual student will be assigned an advisor who is a member of the Elkin High School staff. The faculty advisor may not be an expert in the area that the student chooses for their topic, as this is the role of the mentor. The faculty advisor's responsibility is to monitor student progress and to make sure that deadlines are being met. Students will be*

*informed of weeks in which they are to meet with their advisor, and it is the responsibility of the student to set up an appointment with the advisor. A student should never interrupt a teacher's class to speak with them about setting appointments—this needs to be done outside of class time. Appointments with advisors should never be scheduled during a time in which the student or the teacher is responsible for a class, as this should be done before school, after school, or during breaks. It is imperative that the student meet established deadlines for meeting with the advisor, as failure to do so could have a tremendous impact on the student's success with the project. Advisors will post schedules outside classroom doors so that meetings can be scheduled.*

## ***Choosing a Mentor***

*A mentor is someone from the community who is an expert in the area of the topic chosen by the student. This person should be someone who can be trusted to work with the student, and who is dependable. In order to serve as a mentor, candidates must fill out the paperwork provided by the student, and must have permission from the student's parent to serve in this role. It is important that the student communicate to the mentor that it is not their responsibility to complete the project, but to guide and advise the student while they complete the work involved. Students will need to present mentor paperwork to their advisor on established dates.*

*When you approach someone about being a mentor, keep the following things in mind:*

- *Don't call late (not after 8:30 or 9:00pm.)*
- *Identify yourself clearly when calling or meeting with the potential mentor.*
- *Be pleasant when beginning the conversation.*
- *Clarify what a graduation project is.*
- *Show enthusiasm—let this person know that you will not be difficult to work with while you complete the project.*
- *Specify your project.*
- *Explain exactly what is needed from a mentor.*
- *Clarify the role of the mentor—let them know that they do not have to be by your side during the entire 15 hours of work. They will meet with you periodically, and should be able to verify by your work that at least 15 hours of work were involved in the project.*
- *Listen closely to their concerns, and address these as needed.*
- *Be sure to thank the person that you contacted, whether they agree to serve as a mentor or not.*
- *The mentor should be at least 21 years of age, and cannot be a member of your immediate family.*

## ***Documenting Your Progress***

*As you work on your project, you will need to keep a journal of your work using the forms provided. This journal will provide needed documentation of the 15 hours of work involved in your project. Each of the forms/entries should include the following information:*

- *Date of the work*
- *Beginning and end times for your work*
- *A thorough description of what was done during this work period.*
- *What you learned during this part of the process.*

*These journal entries should be maintained in your portfolio.*

*You are also encouraged to include photographs of your work in your portfolio as well. This should not exceed 15-20 photos of your work. Ideas for photographs include:*

- *The beginning stage*
- *You with your mentor*
- *You working on the product.*
- *The final product*

*If your project is a community service project, these photos could include you working in the field or working with the project.*

## ***Writing Your Research Paper***

*One of the most important parts of your project is your research paper. This paper must be related to your project. The paper will be written in your English III class. You must complete your paper and receive a passing score on this in order to complete the overall project. Your English teacher will help you to develop the paper. Paper requirements are as follows:*

- *5-8 pages typed*
- *Font: Times New Roman: Size 12: Double Spaced: 1 inch margins*
- *Format covered in English class*
- *Effective documentation of sources—covered in English classes*

## ***Portfolios***

*The portfolio is a collection of documentation of all work involved in producing your graduation project. It should serve as a permanent record of your work and accomplishments. The portfolio is assembled over the course of the project and serves as a representation of the completed project. Take the opportunity to make this portfolio a work which you take pride in, and one that can be used to help you with college or job applications.*

*Your portfolio should be bound in a 2 inch white binder. Things to include in this portfolio include but are not limited to:*

<i>Title page</i>	<i>Research paper final draft</i>
<i>Table of Contents</i>	<i>Rough drafts of Research paper</i>
<i>Resume</i>	<i>Evidence of product completion</i>
<i>Graduation Project Intent Form</i>	<i>Product Journal Entries</i>
<i>Graduation Project Contract</i>	<i>Thank you letters</i>
<i>Mentor Agreement</i>	<i>Final Reflection</i>

*Other items could include:*

*Photos (15-20)*

*Receipts*

*Letters*

*Diagrams*

*Sketches*

*Notes*

*Related Articles*

*Illustrations*

*Surveys*

## ***Reflective Paper***

*An important part of your project will be a one page reflective paper which addresses the following questions:*

- *Was my graduation project a positive or negative experience and why?*
- *How has my attitude toward the project researched changed?*
- *Who was helpful during the process and why?*
- *How could I have changed the process and made it better?*
- *Any other information that you find relevant to the topic.*

*This reflective paper will help tremendously in preparing for your presentation.*

## ***Presentations***

*Presentation of projects should be an exciting time for seniors, as they will not only be celebrating all of their work, but will be nearing the culmination of their entire project. Presentations will be completed during the semester in which students are enrolled in English IV during the senior year. Presentations will be completed before a panel which will include school employees and community members. Students should dress in business attire and view this as a professional presentation.*

*Presentations should last a minimum of six (6) minutes and no longer than ten (10) minutes. Presentations will be scheduled in 20 minute blocks, with 5 minutes scheduled for setup, 10 minutes for presentations, and 5 minutes for questions and answers from the panel. Again, this should be a proud time in the life of a senior.*

*Points to be included in presentations include but are not limited to:*

- *Introduction of yourself and topic*
- *How did you become interested in this topic?*
- *What did you learn from the research?*
- *What did you learn from the project?*
- *What did you learn about yourself, and has this impacted your plans for the future in any way?*

### ***Visual Aids***

*Visual aids can be very helpful in your presentation. Examples of effective visual aids include:*

- *Overhead transparencies*
- *Power point presentations*

- Posters
- Scrapbooks
- Scale models
- Video clips of your work

*Suggestions:*

*You may write a speech, but you may be more at ease if you outline your points for general knowledge. Follow a well rehearsed outline. Look at your audience and don't ramble when you speak. Definitely make plans to practice your presentation more than once before delivering this to the panel. Remember, reading from a power point presentation does not qualify as a student speech.*

## ***Frequently Asked Questions***

### ***Process***

***1. Q. What assistance will be provided to students for preparing the graduation exit projects? Assistance on giving presentations, etc.?***

*A. Each student is to have a graduation project advisor who will be involved in the following:*

- a. Approve the student's topic in collaboration with other teachers.*
- b. Guide the student through all components of the project.*
- c. Instruct the student in the proper form and process for writing the research paper.*

***2. Q. Will students who are in an apprenticeship program be able to use apprenticeship as their graduation project?***

*A. Yes. Apprenticeship, in addition to the other types of work-based learning, can be incorporated into the graduation project.*

***3. Q. Will students be able to select their own topics for graduation projects or will these be determined by the school district?***

*A. Students will be able to select their own topics for graduation projects, but topics/projects will require approval through the school's graduation project process.*

***4. Q. Who will monitor graduation projects?***

*A. Each student will have an academic advisor. The school will have a graduation project coordinator and there will be a graduation project school-based committee.*

***5. Q. Will students and parents be provided a copy of the grading rubric used for evaluations?***

*A. Yes. Examples of rubrics are in this manual, and available on the school website. The rubrics are also available at the DPI website using the following*

*URL: <http://www.ncpublicschools.org/secondary>*

***6. Q. Who will monitor the community-based aspect of the graduation project?***

*A. The student's school level graduation project coordinator will monitor the community-based aspect of the graduation project.*

***7. Q. Will the state provide examples of how communities fund mentors and review panelists to assist with the projects?***

*A. No. Typically, mentors and review panelists serve in a voluntary capacity and do not require funding.*

***8. Q. If community people will be used in evaluating, will they have training to assist in identifying the mastered objectives?***

*A. Yes. Each school district should establish a training program for community members who will serve as mentors or review panelists.*

**9. Q. What type of marketing will be provided by the school system or state to inform students and parents about the exit standards?**

*A. A series of information sessions will be conducted to inform school personnel in the Fall 2007. A NC Graduation Project Coordinators' conference will be held in the fall of each year, beginning in September 2007. Also, see Appendix D. (on promoting the project)*

**10. Q. What type of information should be included in the student portfolio?**

*A. Checklists are provided in this manual.*

**11. Q. What support will there be for at-risk students?**

*A. Additional support through both the advisor and the school.*

**12. Q. Can a school system use its existing rubrics to grade graduation projects?**

*A. No. State-endorsed rubrics are provided in this guide. See Rubrics.*

**13. Q. The CTE Advanced Studies Framework parallels the NC Graduation Project exit requirements. Could DPI develop rubrics similar to those utilized in CTE Advanced Studies to prevent students (seniors) enrolled in CTE Advanced Studies from having to complete two major projects during their senior year?**

*A. Advanced Studies may be used to complete requirements for the graduation project. Beginning with the 2007-08 school year, Advanced Studies components used to complete the NC Graduation Project will be evaluated using the state-endorsed rubrics.*

**14. Q. Where will funding come from for the graduation project?**

*A. Over 100 schools currently require graduation projects for graduation. These projects are completed without additional funding.*

**15. Q. Can the graduation project begin during the ninth grade?**

*A. The graduation project should culminate in the senior year and be benchmarked throughout the middle school and high school programs of study.*

**16. Q. What financial assistance will be available to small, poor school systems?**

*A. Low wealth districts receive supplemental low wealth funding.*

**17. Q. How are we going to track transfer students to ensure they meet the graduation requirements?**

*A. Transfer students will be followed by the principal, homeroom teacher, academic advisor, or graduation project coordinator to ensure they meet the graduation requirements.*

**18. Q. Are graduation project waivers available for students who transfer to North Carolina during the second semester of their senior year?**

*A. Yes.*

**19. Q. What happens to the high school student if they do not make the standards?**

*A. High school exit standards are required to receive a high school diploma.*

**20. Q. Can students complete the graduation project before their senior year?**

*A. The graduation project should culminate in the student's senior year.*

**21. Q. How is professional development going to be handled for those who are supporting and evaluating graduation projects?**

*A. Each high school principal will be responsible for establishing a budget and timeline for staff development, resources, interventions and acceleration methods and programs. The state has arranged for collaboration with UNC-G for regional professional development that began with the 2006-07 school year.*

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**22. Q. Will there be any funding for students who cannot afford the cost of their graduation project?**

*A. There is no funding for individual student graduation projects. However, the student graduation project should not be evaluated on the amount of money the student has spent. Each graduation project should be evaluated on its authenticity and evidence of the student's learning.*

**23. Q. Will there be funding to support school visits to establish NC Graduation Project programs by staff in start-up schools?**

*A. There is no additional funding.*

## ***State-Endorsed North Carolina Graduation Project Rubrics and Descriptors***

*Rubrics are evaluation tools used to score/grade an assignment or task. The four components of the graduation project will be scored using the rubrics included in this document for both formative and summative evaluations. Rubrics provide an objective method of evaluating the components of the graduation project. Each of the four levels of performance included in the rubrics is identified, along with descriptors of the level. The description given for each level of performance indicates what is expected based on specific criteria for the various categories of the research paper, the product, the portfolio, and the oral presentation. **It is extremely important that all stakeholders be familiar with the rubrics, especially, parents and students.***

**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.*

## North Carolina Public Schools' Graduation Project Paper Rubric

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
<b>Focus</b>	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.
<b>Organization</b>	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
<b>Support/ Elaboration</b>	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.
	<b>Style</b>	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.
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
<b>Conventions</b>	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.
<b>Information Literacy</b>	Conscientiously and consistently demonstrates integrity in citing practices.	Generally demonstrates integrity in citing practices.	Inconsistently demonstrates integrity in citing practices.	Does not demonstrate integrity in citing practices.	Fails to submit paper.
	Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.	Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.	Employs a limited variety of primary and secondary sources including an insufficient amount of current information.	Does not employ a variety of primary and secondary sources and/or does not include current information.	Fails to submit paper.
	Demonstrates strong evaluation skills in determining resource credibility and reliability.	Demonstrates sufficient evaluation skills in determining resource credibility and reliability.	Demonstrates limited evaluation skills in determining resource credibility and reliability.	Demonstrates no evaluation skills to determine resource credibility and reliability.	Fails to submit paper.

## North Carolina Public Schools' Graduation Project Product Rubric

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
<b>Time</b> (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.
<b>Learning Over Time and Depth of Knowledge</b>	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
<b>Quality of Work/ Effort</b>	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.
<b>Ethics</b>	Consistently demonstrates ethical standards in product development.	Generally demonstrates ethical standards in product development.	Demonstrates limited understanding and application of ethical standards in product development.	Demonstrates unethical standards in product development.	Fails to submit product.

## North Carolina Public Schools' Graduation Project Portfolio Rubric

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
<b>Format/ Appearance</b>	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.
<b>Organization</b>	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.
<b>Completeness</b>	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.
<b>Student Growth</b>	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.
<b>Student Reflection</b>	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.
<b>Information, Technology and Communications Literacy</b>	Effectively employs technology in construction of portfolio.	Sufficiently employs technology in construction of portfolio.	Minimally employs technology in construction of portfolio.	Employs no technology in construction of portfolio.	Fails to submit portfolio.

## North Carolina Public Schools' Graduation Project Presentation Rubric

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
<b>Communication Skills</b>	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
<b>Content and Coherence</b>	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.
<b>Self Reflection</b>	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.
<b>Extemporaneous Responses</b>	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.

# *Forms for Graduation Project*

## **Sample Student Resume/Personal Data Sheets**

(Recommended Page Setup: Times New Roman font, 12 point; 1 inch margins)

### **Contact Information**

Student Name

Address

Phone

Email

### **Academic Information**

Courses Taken 9<sup>th</sup>-present (be sure to include honors, AP, year long, etc.)

GPA—weighted & unweighted

Class rank

Scores on AP exams

Honor roll status

List information such as:

- Marshall
- Leadership Camps
- Governor's School
- Scholarship Nominee information
- Any competitions you have participated in

### **Extracurricular Activities & Achievements**

Clubs you have been a member of; were you an officer? (list each year you were member)

Volunteer information

- Ark, hospital volunteer, March of Dimes, church/community volunteer information

Athletic participation

- Teams & years
- Awards received (be specific)
- Additional camps you have attended

### **Awards**

Club awards

JROTC awards

Community Awards

### **Other Activities**

Work experience

Give employer's name; dates, your responsibilities

Church involvement

Community efforts

Habitat for Humanity, Tri C,

Piano, Voice, Guitar, Coaching

Mission Work

Certifications (Lifeguard, CPR, etc.)

## Elkin High School Graduation Project Proposal Form

This form must be submitted and approved by the student's academic advisor and a parent/guardian.

1. Describe the topic which you plan to research and the content area focus to which it aligns.
2. Why are you interested in this topic?
3. Have you had any previous experience(s) related to this topic? If so, what were they?
4. What do you hope to gain from your research investigation?
5. How does this topic relate to your career goals?
6. What kind of product do you propose to present with your research?

I have discussed with my parent/guardian the responsibilities associated with the North Carolina Graduation Project. My parents/guardians are aware that this may require work outside the school setting. Also, they are aware that I will be working on a research paper, a project, a portfolio, and a presentation.

\_\_\_\_\_  
Parent/Guardian Signature and Date

\_\_\_\_\_  
Student Signature and Date

\_\_\_\_\_  
Academic Advisor Signature

\_\_\_\_\_  
Approved by

\_\_\_\_\_  
Date

### Documents

## Elkin High School Graduation Project Proposal Approval Form

Student \_\_\_\_\_

Topic to be researched: \_\_\_\_\_

**Check one:**

\_\_\_\_\_ I have discussed this project with the student and find it is **ACCEPTABLE**.

\_\_\_\_\_ I have discussed this project with the student and find it is **UNACCEPTABLE**.

**Comments, suggestions, or concerns:**

Parents' Signature(s) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

**Check one:**

\_\_\_\_\_ I have discussed this project with the student and find it is **ACCEPTABLE**.

\_\_\_\_\_ I have discussed this project with the student and find it is **UNACCEPTABLE**.

**Comments, suggestions, or concerns:**

Mentor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Check one:**

\_\_\_\_\_ I have discussed this project with the student and find it is **ACCEPTABLE**.

\_\_\_\_\_ I have discussed this project with the student and find it is **UNACCEPTABLE**.

**Comments, suggestions, or concerns:**

Academic Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Elkin High School Graduation Project Contract Form

Student

Requirements: The graduation project includes:

1. A research paper.
2. A product.
3. A portfolio with a reflective component.
4. A presentation.

The project: Requirements of the project include:

1. Knowledge and skills attained from courses.
2. Sufficient depth to require an extensive review of the literature.
3. Involvement of academic advisor and mentor assistance and interviews.
4. Links to the product.

The student:  
beginning the

1. Will develop a written proposal to be approved by the academic advisor prior to project.
2. Will select and research a topic of interest, develop a research paper, and complete a product that is reflective of the graduation project topic.
3. Will write, speak, solve problems, and use real life skills, such as time management and organization.
4. Will work with the academic advisor and mentor in collaboration with other community partners, business representatives, and other school-based personnel in the development of the graduation project.
5. Will keep a daily work log, record hours involved, and write a research paper.
6. Will maintain a mentor log.
7. Will complete a weekly log of events.
8. Will turn in a completed research paper, product, reflective portfolio, and other evidence at the time designated by the academic advisor.
9. Will present the completed graduation project before a review panel composed of teachers, community partners, business representatives, or other school personnel.

I \_\_\_\_\_ have read and understand the above requirements involving the North Carolina Graduation Project. I agree to abide by the requirements. I will conduct myself with the utmost professionalism in working with school and community leaders. I understand that once the graduation project is started, it must be completed within the designated timeframe. I understand that it is necessary for me to work with my mentor outside of the regular school hours. I realize that my success will depend on my ability to work between school and community resources. I understand any part of the graduation project components (paper, product, portfolio, and presentation) that result in no completion can result in my not meeting the North Carolina High School Exit Standards requirements for graduation. Each component of this graduation project depends on the other three components; therefore, I understand in order to complete the graduation project requirement, I must successfully complete all components.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Elkin High School Graduation Project Daily Log (must be included in portfolio)

Below is a mini calendar. List what you hope to accomplish on each day. Consider tasks like arranging for an interview, purchasing materials, ordering special materials needed, working on graduation project for one hour, or arranging for teacher conference. This log reflects work completed on a daily basis to support the graduation project requirements.

**WEEK OF** \_\_\_\_\_

**MONDAY:**

**TUESDAY:**

**WEDNESDAY:**

**THURSDAY:**

**FRIDAY:**

Evaluation of the work listed on form.

1. I completed \_\_\_\_\_ tasks this week.
2. Check all tasks completed in portfolio.
3. If all your tasks were not accomplished, explain why.
4. List your next set of goals in order of priority. Include any missed from this week.
5. List and explain any problems you are experiencing in completing any of your tasks.
6. Do you need to conference with your academic advisor or mentor?

## Elkin High School Graduation Project Mentor Confirmation Form

Student \_\_\_\_\_

Mentor \_\_\_\_\_

Mentor Job Title \_\_\_\_\_

Mentor Contact Information \_\_\_\_\_

Topic \_\_\_\_\_

I understand the responsibility entrusted to me as a NC Graduation Project mentor. I will oversee the above student's progress during this graduation project.

Comments:

\_\_\_\_\_  
Signature of Academic Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Mentor

\_\_\_\_\_  
Date

## Elkin High School Graduation Project Mentor Log

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

**Topic** \_\_\_\_\_

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

Date	Purpose of Interaction	Recommendation	Initials

## Elkin High School Graduation Project – Description Form

Student \_\_\_\_\_ Date \_\_\_\_\_

Topic of Graduation Project \_\_\_\_\_

### Description of Graduation Project:

- Describe the graduation project and its purpose.
  
- Discuss prior knowledge, if any, about the graduation project. Where was the knowledge obtained?

What form will your product take? (Check all that apply.)

- |                            |                          |
|----------------------------|--------------------------|
| _____ computer disk, CD    | _____ art work           |
| _____ video, DVD           | _____ photography        |
| _____ audio recording      | _____ model/construction |
| _____ charts, maps, graphs | _____ community service  |
| _____ other (explain)      |                          |

1. What materials will you need?
  
2. What, if any, expenses do you anticipate?
  
3. How much time do you estimate will be required to create this project?

\_\_\_\_\_ Approved \_\_\_\_\_ Not Approved

Academic Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

# Elkin High School Graduation Project Task Analysis Form

Name \_\_\_\_\_ Date \_\_\_\_\_

**Task Analysis:** List all tasks you must complete to finalize your project. Think through all 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? (Add additional tasks as needed.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Elkin High School Graduation Project Timeline

Prioritize your tasks from the previous list indicating required dates of completion.

	<b>TASK</b>	<b>ANTICIPATED COMPLETION DATE</b>
1		
2		
3		
4		
5		
6		
7		
8		

## EHS Graduation Project Weekly Performance and Progress Chart

Below is a mini calendar. List what you hope to accomplish on each day. Consider things like arranging for an interview, purchasing materials, ordering special materials needed, working on project for one hour, or arranging for teacher conference.

Name \_\_\_\_\_ Week Beginning /Week Ending \_\_\_\_\_

	<b>DESCRIPTION OF PROGRESS TOWARD COMPLETION OF GRADUATION PROJECT</b>
<b>MONDAY</b>	
<b>TUESDAY</b>	
<b>WEDNESDAY</b>	
<b>THURSDAY</b>	
<b>FRIDAY</b>	
<b>SATURDAY/SUNDAY</b>	

Reflection of weekly performance and progress by the student:

1. List and explain problems you are experiencing in completing your tasks.
  
2. Do you need a conference with your academic advisor?  Yes  No

Date of Conference: \_\_\_\_\_

Results of Conference:
------------------------

## **Elkin High School Graduation Project Presentation - Guidelines**

Presentation guidelines are as follows:

1. The student should wait for a signal from the review panel before beginning the presentation or ask them if they are ready.
2. The student should introduce himself/herself to the panelists.
3. The student should remember that this is a formal presentation. Dress appropriately. Consult a teacher, academic advisor, mentor, or presentation rubric to ensure appropriate selection of attire.
4. The student should not chew gum.
5. The student should be aware of personal body language. Avoid nervous gestures that may adversely affect the presentation.
6. The student should maintain eye contact with panelists.
7. The student should not read the presentation verbatim.
8. The student should practice the presentation several times until comfortable with its format and content. Time the presentation to be sure that the time limit is not exceeded.
9. The student should try to anticipate what questions review panelists might ask and plan answers that might be given. Panelists may not ask these exact questions, but this will provide an opportunity to practice ahead of time.

Note: Questions should address a clarification or extension of the topic. Panelists should be trained as to what constitutes appropriate questions.

## Elkin High School Graduation Project Portfolio – Contents

### Portfolio Content

The portfolio content, monitoring process, and deadlines should be outlined by a teacher(s) during the initial stages of the course. Here are some suggestions of items to be included in the portfolio.

1. Current resume
2. Project proposal
3. Project approval
4. Mentor log
5. Project log
6. Research paper
7. Journal entries
8. Description of the project
9. Written acknowledgment to those who helped in the student's learning. Copies of thank you notes sent.
10. Photographs or other audio-visual media that document the student's work over the span of the project
11. Appropriate items beyond those required that the student believes important to illustrate his/her progress
12. Copies of Progress Report Sheets

## Elkin High School Graduation Project Portfolio – Checklist

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

**Teacher** \_\_\_\_\_

<b>Dates to Check Portfolio Items</b>	√	<b>Items to Place in Portfolio</b>
<b>Comments</b>		

**Elkin High School  
(Optional) Service-Learning – Application**

Student Name \_\_\_\_\_ Home Phone Number \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Academic Advisor Name \_\_\_\_\_

In what area do you intend to complete a service learning experience? \_\_\_\_\_

\_\_\_\_\_

Do you have an individual or particular business where you would like to complete a service based learning experience?

\_\_\_\_\_

If yes, please list the individual or business name, contact person, and telephone number.

\_\_\_\_\_

If your answer is no, efforts will be made by the career counselor, academic advisor, and mentor to locate a person for you to work with in your area of interest. Please be aware that this is not always possible.

Explain how this service-learning experience relates to your NC Graduation Project.

\_\_\_\_\_

\_\_\_\_\_

List courses you have taken that provide knowledge/skills that will be useful in your pursuit of your graduation project.

\_\_\_\_\_

\_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

**Elkin High School  
Service-Learning  
Student Confidentiality Statement**

Student  
Name \_\_\_\_\_

Service-Learning Contact  
Person \_\_\_\_\_

Business or Agency  
Name \_\_\_\_\_

I understand that all information obtained during my service-learning experience, whether formally, informally, deliberately, or accidentally is to be kept in strict confidence.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**Elkin High School**  
**Service-Learning Shadowing Experience**  
**Service-Learning – Student Preparation Form**

These questions must be answered prior to the service-learning experience and discussed with the academic advisor.

Student Name \_\_\_\_\_

Service-Learning Site \_\_\_\_\_

Service-Learning Date(s) \_\_\_\_\_

Name of Service-Learning Contact \_\_\_\_\_

Phone Number: \_\_\_\_\_

Complete the questions in paragraph form. Use the back of the page or attach additional sheets, if necessary. (Note to teacher) Feel free to add additional questions.

1. What do you know about the business or agency in which you plan to complete your service-learning experience?
  
  
  
  
  
  
  
  
  
  
2. Why did you choose this company or employer to complete a service-learning experience?
  
  
  
  
  
  
  
  
  
  
3. What do you hope to learn by completing this service-learning experience?
  
  
  
  
  
  
  
  
  
  
4. Explain what you know about the outlook for employment and salary expectations of the graduation topic you have chosen to shadow.

## Elkin High School Service-Learning – Interview Form

The following questions may be completed during the service-learning experience. In addition, the student is encouraged to identify five (5) additional questions to be answered during the service learning experience. These questions should be presented to and approved by the academic advisor five (5) days prior to the service learning experience. All questions should be answered in paragraph form.

Student Name \_\_\_\_\_

Name of Contact \_\_\_\_\_

Phone Number \_\_\_\_\_

Name of business or agency \_\_\_\_\_

Date of service-learning experience \_\_\_\_\_

- ✓ What is the mission for your business or agency?
- ✓ What are the major responsibilities of your job?
- ✓ What do you like about your job?
- ✓ What do you dislike about your job?
- ✓ What are the educational requirements for an entry level job in this career? Is there a possibility for advancement opportunities? What, if any, additional education is required for advancement?
- ✓ Are there personal characteristics indicated that would help make a person more successful in this career?
- ✓ What are your normal working hours? Are you required or expected to work overtime?
- ✓ Describe your working conditions. Do any of these conditions make your job more challenging or difficult?
- ✓ What suggestions would you give a high school student who is interested in this career?



## **Elkin High School (Optional) Service-Learning – Closure Activities**

### **Thank You Letter**

Upon completion of the service-learning experience, you will write a thank you letter to the person with whom you observed. This letter must be written and mailed within three days of the service-learning experience. Use business letter format. The letter must be typed. The letter must be proofread and approved by your mentor before it is mailed. Keep a copy of the letter with the other documents associated with your service-learning experience in your portfolio.

**Choose one of the following options.**

### **Daily Journal**

To complete the service learning experience, include all daily journals logged during your service-learning experience.

### **Experience Essay**

To complete the service-learning experience, include a summative experience essay journal entry in your portfolio about your experience. Use the information you gathered before, during, and after the experience.