THE GRADUATION PROJECT HANDBOOK FOR STUDENTS

CHARLOTTE-MECKLENBURG SCHOOLS

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THE GRADUATION PROJECT
HANDBOOK FOR STUDENTS

CHARLOTTE-MECKLENBURG SCHOOLS

The goal of the Graduation Project is to assure/ascertain that CMS students have acquired the skills, knowledge and concepts necessary to perform well when they leave high school. Each student will use educational tools to broaden his/her knowledge about a particular, self-selected topic. The topic should be complex and comprehensive enough to challenge the student intellectually and creatively. The topic should be viewed as one that requires cumulative knowledge. Each student will demonstrate mastery of his/her topic through the four components of the Graduation Project:

1. **RESEARCH-BASED PAPER**
   - The content shows that knowledge has been gained and that the student is able to analyze, apply, and synthesize that knowledge.
   - The paper incorporates a minimum of five sources, including at least one primary source. Students should avoid encyclopedias and other general-information references (including current technological reference bundles).
   - For purposes of documentation, students should use the most current *MLA Handbook*, *APA Handbook* or an equivalent with in-text citations and technological (the Internet, for example) referencing.
   - The final draft of the paper includes a works cited page.
   - The paper is 6-8 pages of text.
   - *Each student must complete a research paper before continuing to the product, presentation and portfolio phase of the Graduation Project.*

2. **APPLICATION PRODUCT**
   - The product is an appropriate outgrowth/extension of the research.
   - The amount of money spent on the product will not impact the overall evaluation score.
   - Students must also complete a minimum of 15 focused/direct contact hours towards the product.

3. **ORAL PRESENTATION BEFORE A REVIEW BOARD**
   - The student will make an oral presentation of the research findings and defend those findings.

4. **PORTFOLIO**
   - As students progress through the project, they will compile a portfolio, which should contain required documents and artifacts of the Graduation Project components. For specific contents, refer to the "Guidelines for the Portfolio."

   A Review Board will complete evaluation of the oral presentation and product. All four components **must** be completed in order to receive credit for the Graduation Project.

ROLE OF THE STUDENT

Through the completion of the Graduation Project, students have an opportunity to showcase a topic of interest through the four components that serve as a culminating project of the high school experience. The graduation project provides a process where students can select an area of interest and focus on a specific topic.

Most of the project is completed without the daily supervision of classroom teachers. Therefore, each student must take full ownership of the step-by-step process involved in the project. Only when a student has worked independently on the project will he/she benefit from completing the Graduation Project. All work completed for the project must be the student's own work.

Student responsibilities include, but are not limited to, the following:

- Selecting a viable topic
- Successfully completing all components of the Graduation Project: research paper, portfolio, product, and oral presentation
- Working on the culminating project independently, unless otherwise approved
- Submitting all paperwork and documentation by designated deadlines
- Seeking advice and assistance when needed
- Maintaining timelines and documentation of completed tasks
- Identifying and maintaining regular contact with the English teacher or Academic Advisor (as designated by your school) and a mentor (optional), as the Graduation Project is created and developed
- Using a variety of communication techniques (electronic, written, verbal), such as the letter of intent, interviews, phone calls, and electronic communication, as project work progresses
- Researching and writing a paper on a focused topic that addresses the specified guidelines
- Completing and documenting verifiable work (outside the regular school day) on the product component
- Preparing a portfolio documenting work completed and making the portfolio available for the Review Board in advance of the oral presentation.
- Presenting to the Review Board

ROLE OF THE FACULTY AND STAFF

Every member of the faculty and administrative staff, when appropriate, should be actively involved in the implementation of the Graduation Project.

Faculty and staff are integral to the successful implementation of the Graduation Project. Members of the faculty and staff should be involved at all levels of planning and implementation. Because the Graduation Project is a culmination of all the experiences during students' secondary education, all faculty and staff members are key to students' success at any stage of the process. Some of the areas where faculty and staff may serve during the process include:

- Academic advisor
- Mentor
- Resource person
- School-based committee member
- Review Board member
- Graduation project coordinator
- Evaluator
- Graduation Project advisory council

ROLE OF THE ENGLISH TEACHER OR ACADEMIC ADVISOR

The **English teacher or academic advisor**, who may be any teacher from any content area, serves as the main contact at the school to help a student develop and complete his/her Graduation Project. The English teacher/academic advisor can help the student refine the project idea and approve various aspects of the project. The English teacher/academic adviser serves as the "go to" person and inspiration for the student throughout the completion of the project over the course of the student's high school experience. The role of the English teacher/academic advisor may include but is not limited to assisting students with the following:

- Selection and narrowing of a topic
- Approval of the topic
- Research process
- Documentation of research
- Revision and editing of the paper
- Approval of the product
- Completion of all applicable progress checks, documentation logs of service hours, notification of parents, and selection of mentor
- Completion of the student log of activities

ROLE OF THE MENTOR

The mentor component is optional, but highly recommended.

A mentor is strongly recommended for the Graduation Project, but is not required. Students who utilize a mentor, document contact and provide a reflection will receive incentive points toward their Graduation Project grade.

A Graduation Project mentor is a community or faculty member who has expertise, experience or background with the project topic and accepts the following responsibilities:

- Allocates time and makes arrangements to work with the student on the project
- Provides suggestions and advice to the student on applicable aspects of the research paper, product, portfolio and oral presentation
- Provides accurate and honest verification of the student's work.
- Serves as a support and resource to the student in all stages of the Graduation Project process
- Signs and returns all required forms

Anyone from the community who is 21 years of age or older that has a background on the student's chosen topic or is considered to be an expert in the field the student is researching for the project may serve as a graduation project mentor. All community-based mentors must be screened through the CMS Volunteer process and approved prior to serving as a mentor.

Mentors who are not CMS employees must submit an application and be approved to volunteer by the Office of Strategic Partnerships. Mentors must also consent to a background check. Ideally, students should select their own mentors. Mentors should have an expertise or background in the student's topic that will assist the student in the successful completion of the Graduation Project.

Additional information about the role of mentor can be accessed on the district website.

MENTOR DOCUMENTATION

Mentor Confirmation
      Mentor agrees to assume responsibility for mentoring.
Mentor Log
      Mentor records assistance to students.
Project Proposal
      Mentor (along with parent and English teacher/academic advisor) approves/disapproves student topic.
Student Project Log
      Mentor initials contacts with students.
Progress Checks
      Mentor (along with English teacher/academic advisor) evaluates progress of students at prescribed intervals.
Description of Product
      Mentor (along with parent and English teacher/academic advisor) approves/disapproves student choice of product.

GRADUATION PROJECT TOPIC SELECTION

OVERALL GUIDELINES

Each student will choose a research topic. The following guidelines will assist the student in choosing the subject to be explored.

The research topic should be one that requires knowledge across multiple subjects. It should be a natural outgrowth of interest and combine skills of all, or most, content areas. For example, a student who researches the changes in the ozone layer is using cumulative knowledge from English, Math, Science, and History.

The research topic should be one that is broad enough to allow the student access to enough information, yet narrow enough to make the research scope reasonable. For example, a student choosing the topic *First Aid* would find it impossible to include EVERYTHING about first aid (home remedies, history of emergency services, the treatment of burns, how to stop bleeding, evolution of first aid courses, etc.) On the other hand, a student choosing the research topic *The Application of Band-Aids to Skin Abrasions* probably would not find enough information.

The research topic should be one in which the student is interested, but not one about which the student is already an expert. If a student has been a diabetic for ten years, worked closely with the Juvenile Diabetes Association, and has been a volunteer in the children's diabetic ward in a local hospital, he or she probably already knows a great deal about the subject of juvenile diabetes. Unless that student pursues a new aspect of diabetes, that topic might not yield much new learning.

The research topic should be one that is academically and creatively challenging to the student. The student should take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Making such a choice would relegate the paper, the product, and the presentation to the mundane and uninteresting. The topic should require an academic and creative s-t-r-e-t-c-h for the student.

Expenditures will not enhance the evaluation of the project. Students should avoid choosing topics that might involve expenses they are not prepared to handle. If the research will involve travel or long distance calls, the student may want to make another choice. If the product that grows out of the research will require expensive materials, the student may want to make another choice. Remember, the student is NOT EXPECTED to spend money in order to complete the project.

Students should avoid choosing topics that might endanger themselves or others. For example, experiments that are potentially dangerous are not appropriate.

Primary research is a valuable component of any inquiry. It may be wise for students to explore the possibilities for personal interviews, informal surveys, empirical observation, etc., before making a final selection of topic.

Some preliminary research may be helpful to the student. By reading about a certain topic, the student may expand his/her areas of interest. Additionally, possibilities for new areas of exploration may surface. For example, if a student is not able to find precisely what he or she needs but does find usable information, it is possible for him/her to change focus while keeping the same main topic.

Students should use good judgment to be certain that the topics they choose are appropriate for presentation to a Review Board and the general public. Remember that the senior English teacher/academic advisor, the mentor, and the parent(s) of the student must approve the selection of the topic.

Academic Integrity/Plagiarism

All work completed for the Graduation Project must be a student's own work and must represent his/her best effort. Students who purchased and/or copied any portion of their research paper will receive a zero (0) on the paper and will be required to complete a paper on a new topic in order to be allowed to complete the three Graduation Project components in their senior year.

Research papers, products, and visuals completed for the Graduation Project must be correctly and accurately documented. Any information that is not the student's own knowledge must be correctly cited. Direct quotations must be in quotation marks and their source must be placed in internal citations. Paraphrasing must be completely in the student's own style of writing and must also have its source placed in internal citations.

Any flagrant evidence of plagiarism will result in a grade of zero (0).

PROJECT PROPOSAL & APPROVAL FORM

Student _____

Overall Topic to be researched: _____

Product (What will you DO?): _____

Research (What is your working thesis?): _____

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:

Teacher Signature   _____Date_____

GRADUATION PROJECT PROGRESS CHECK: After Paper Completion

Student _____ Date _____

Topic of Project _____

What tasks have you completed?

What problems have you have encountered?

What success have you experienced?

What assistance have you sought/received?

What further steps have you planned?

English Teacher/academic adviser's Signature: _____ Date: _____

English Teacher/academic adviser's Comments:

Parent's Signature: _____ Date: _____

Parent's Comments:

Mentor's Signature: _____ Date: _____

Mentor's Comments:

GRADUATION PROJECT PROGRESS CHECK: After Product Completion

Student _____ Date _____

Topic of Project _____

What tasks have you completed?

What problems have you have encountered?

What success have you experienced?

What assistance have you sought/received?

What further steps have you planned?

English Teacher/academic advisor's Signature: _____ Date: _____

English Teacher/academic adviser's comments:

Parent's Signature: _____ Date: _____

Parent's comments:

Mentor's Signature: _____ Date: _____

Mentor's comments:

GRADUATION PROJECT

cms
Charlotte-Mecklenburg Schools

Research Paper

CMS Graduation Project Student Manual

GUIDELINES FOR THE GRADUATION PROJECT PAPER

1. The basic purpose of the research paper is to support a focused thesis statement with strong research.

2. The paper can be written in any mode, including but not limited to:
   - Expository
   - Compare and Contrast
   - Cause and Effect
   - Argumentative
   - Critical Review
   - Analytical
   - Literary

3. Each paper must cite a <u>minimum of five different sources</u> that are authoritative and current. Encyclopedias and other general resources are not acceptable, including technological reference bundles. Students should strive for variety and balance by using print, online, interviews, digital media, and other reliable sources for information.

3. Papers should be approximately six (6) to eight (8) pages of text.

5. **The thesis statement should be in bold-faced type**.

6. Sources should include at least <u>one primary source</u>. Students whose primary sources are individuals should explain in the text the person's expertise. **NOTE: Students should identify primary sources with bold-faced type in the list of works cited.** Primary sources are original materials. They are from the time period involved and have not been filtered through interpretation or evaluation. Primary sources are original materials on which other research is based. They are usually the first formal appearance of results in physical, print or electronic format. They present original thinking, report a discovery, or share new information. (The definition of a primary source may vary depending upon the discipline or context.) Examples include**:** Audio recordings (e.g. radio programs); diaries; interviews (e.g., oral histories, telephone, e-mail); letters; newspaper articles written at the time; records of organizations, government agencies (e.g. annual report, treaty, constitution, government document); speeches; survey research (e.g., market surveys, public opinion polls); video recordings (e.g. television programs)

7. Students should learn to evaluate research in terms of validity and possible bias. This examination is especially important when students are using on-line sources.

8. Research should take a variety of forms, primary and secondary, traditional and non-traditional. Students may design, administer, and analyze surveys, conduct interviews of experts, access on-line databases, or consult portable database products. Students should tailor their research to their topic to ensure a reasonable balance of sources.

9. Students should not rely solely on on-line sources.

10. Students must carefully document all research information that they cite in their papers. This should include parenthetical documentation within the paper and a list of works cited at the end of the paper.

11. Students should access the most recent edition of the *MLA Handbook for Writers of Research Papers* (or an equivalent) guidelines for appropriate documentation.

12. Students should understand research ethics and the serious consequences of plagiarism.

13. Students should create and integrate a <u>student-generated</u> graphic in their paper.

Topic Feasibility Filter

In order to determine if your chosen topic will result in engaging research and discovery or end up in dead-ends and roadblocks, filter your topic through the following questions and place a check in the column which best matches your answer.

Mostly High Ratings = Green Light!   **Mostly Low Ratings = Red Flag!**

TOPIC:		
Feasibility Question	**High**	**Low**
1. What is the likelihood that this topic can be seen from multiple perspectives?		
2. What is the likelihood that there is something about this topic that is controversial – a point on which experts disagree or which they interpret differently?		
3. What is the likelihood that a body of information about this topic exists?		
4. What is the likelihood that there have been recent new developments in this field?		
5. What is the likelihood that you will be able to identify 5 W's and an H for this topic? (Who, what, when, where, why, and how)		
6. What is the likelihood that you can identify 2-3 primary sources in this field (names, job titles, situations, legal documents, original texts, etc…)		
7. To what degree are your opinions informed or uncertain regarding this topic? (Is there room for you to become an "expert" yourself?)		
8. To what degree are you able to view this topic objectively?		
9. What is the likelihood that this topic is focused enough to be thoroughly addressed in 6-8 pages?		
10. What is the likelihood that you will be able to develop a position or thesis statement regarding this topic (something that you can prove and not just explain)?		
11. What is the likelihood that you will be able to clearly link your learning from the research to your product?		
12. How comfortable would you feel presenting this topic to a panel of adults?		

Source: Dianne Niemann, Partnership for Dynamic Learning

Narrowing a Topic

The research topic choice is very important. Your topic should be narrow enough that you can find targeted research on the topic, but broad enough to cover a 6-8-page research paper. Consider the following questions when deciding how to narrow a research topic:

- What do you already know about the topic?
- Is there a specific **time period** you want to cover on your topic?
- Is there a **geographic region or country** on which you would like to focus?
- Is there a **particular aspect** of this topic that interests you? For example, historical influence, sociological aspects, specific groups or individuals involved in the topic, etc. (Adapted from www.lib.duke.edu/libguide/refining.htm)

Here are some ways to ensure a narrowed focus for your research project:

Narrow Topic By:	General	Specific	More Specific	Very Specific
▪ Time	Sports	Basketball	NBA	Changes in the NBA since the 1960s
▪ Location	Mammals	African Mammals	Big Cat Mammals in Africa	The Cheetah's Future in Kenya
▪ Genre	Music	Rock & Roll	Early Rock & Roll Artists	Elvis Presley's Influence on Rock & Roll
▪ Area of Study	Medicine	The Development of Antibiotics	Use of Antibiotics in Preventing Polio	The negative effects of over-prescription of antibiotics will lead to the "superbug"

(Chart adapted from http://mccoy.lib.siu.edu/explorer)

Use the blank chart to practice narrowing your topic:

Narrow Topic By:	General	Specific	More Specific	Very Specific
▪ Time				
▪ Location				
▪ Genre				
▪ Area of Study				

Reviewed by Academic Advisor/English Teacher

_____

Academic Advisor OR English Teacher's Signature   Date

Graduation Project Activity

Narrow Your Research Topic & Identify Your Essential Question

Once you have identified a **general subject(s)** that you are interested in, the next step is to narrow the subject and identify the **essential** or **research question**.

My <u>general</u> subject(s) of interest are:

_____

_____

In order to narrow your subject, you must conduct some **preliminary research. Find several books or articles (avoid .com information) on your topic** and browse them to get an overview. Look at the table of contents and scan the text. After doing this preliminary research:

List three facts that you **<u>already know</u>** about your subject:

1. _____

2. _____

3. _____

List three questions that you **<u>would like to know</u>** about your subject:

1. _____

2. _____

3. _____

Then, structure several what, which, how, or why questions about y our subject.:

WHAT   What effect? What difference…? What if…? What is the best choice for…?

WHY? Why does it matter that…? Why do… Why…?

WHICH? Which is most important…? Which path is best to…? Which is the best design…?

HOW? How could things be better? How does this effect…?

Adapted from http://www.mchs.mariposa.k12.ca.us

Using Graphs, Charts, Tables or Other Visual Aids
In a Research Paper

Guidelines:

1. Tables, graphs, and charts **MUST BE STUDENT-GENERATED.** This means that students may NOT simply copy and paste. The graphic/visual aid must be produced by the student and based on information gathered by the student or researched by the student.
2. Tables, graphs, and charts must be accompanied by an explanation in the paper. References should precede (come before) the visual aid/graphic and explain or analyze the information contained in the graphic/visual aid.
3. All resources used in creating the student-generated visual must be properly annotated beneath the graphic.

Consider the following:

- Every student is REQUIRED to include a visual component in his/her research paper.
- Visual components may be one of the following: diagrams, charts, graphs, maps, or artistic renderings (such as a drawing, sketch, floor plan).
- Visual components MUST be original (i.e. student created). The visual component may not be a photocopy of a visual element taken from another source.
- The visual component must be used by the student to compile information researched from various sources and then placed into a student-generated/created visual (chart, graph, table, diagram, map, sketch, etc).
- The visual component must be incorporated into the paper close to the text that clarifies and analyzes it. In other words, it cannot be attached at the end of the paper.
- The visual component must reference material introduced and explained within the text of the paper.
- The visual component should be no larger than ½ of the page size and no smaller than ¼ of the page size.
- Most word processing programs contain tools to assist in preparing and placing a visual component directly within the text of the paper.

Basic Rules:

Graphics, often called figures, make technical information clearer by presenting it in a visual way. There are simple guidelines to use to generate and present graphics in formal papers and essays. Some tips are:

- Make sure that the graphic or figure corresponds to the topic and overall thesis or purpose of your essay/paper.
- Keep your graphic simple. It should illustrate one idea – and the reader/audience should be able to understand the idea immediately.
- Use as few words as necessary in graphics. A title, labels, scales, numbers, statistics, and essential information are all that should be included in addition to the statistics.
- The graphic should add to the purpose of the paper and should be discussed within the text.
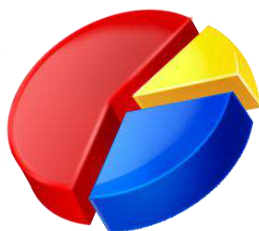
The most common graphics found in papers/essays are:

- Tables
- Graphs
- Pie charts
- Bar chart

BULLET POINTS DO NOT COUNT AS THE "VISUAL" ELEMENT REQUIRED FOR THE GRADUATION PROJECT.

NOTE: The following samples of graphics are professional examples, not examples of student-generated models.

Tables

Tables are used to categorize and compare large amounts of information. A table should not be constructed unless repetitive data must be presented. If only a few items of data are presented, explain them in text rather than in a table. Guidelines for using tables are:

- Tables have both left and right (horizontal) dimensions and up-and-down (vertical) dimensions. Ideally, tables must read down a column, not across rows. However, much will depend on the purpose of the table.
- Words in a column must be lined up to the left (left justified).
- Numbers in a column must be right justified, or lined up along the decimal point.
- Limit the range values shown in the table. If the values of variables do not change much, group the data into ranges.
- Give each column a clear heading, which must be understandable without reference to the text or any footnotes to the table.
- Separate column headings or totals from the rest of the table using a thin horizontal line.
- Break vertical lists by a line space every few lines.
- Use vertical space, rather than solid lines, to divide columns.
- If you have placed a table in your paper, make sure that you have referred to it in the text of your paper.
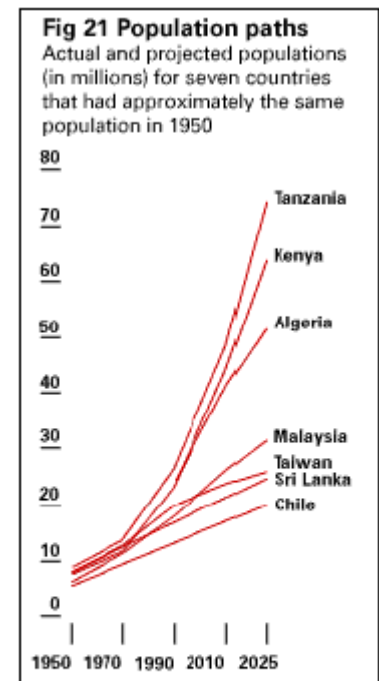
Table 5a: Demographic indicators

	Sub-Saharan Africa	Middle East and North Africa	South Asia	East Asia and Pacific	Latin America and Caribbean
Population under 16 (millions)	258	149	464	542	167
Population under 5 (millions)	100	54	161	185	55
Population annual growth rate (1965-80) %	2.8	2.8	2.3	2.2	2.5
Population annual growth rate (1980-92) %	3	3	2.2	1.7	2.1
Crude death rate 1960	24	21	21	19	13
Crude death rate 1992	15	8	11	7	7
Crude birth rate 1960	49	47	44	39	42
Crude birth rate 1992	45	35	32	23	26
Life expectancy 1960 (years)	40	47	43	47	56
Life expectancy 1992 (years)	51	64	58	68	68
Total fertility rate	6.4	5	4.3	2.5	3.1

Source: UNICEF (1994)

Graphs

Graphs can be used to show how variables relate to each other. Guidelines for preparing and using graphs in research papers are:

- Make connecting lines clear and easy to distinguish from other lines on the graph.
- Use a legend to explain what each of the lines represents and set the legend away from the data lines for ease of reading.
- Do not extend the horizontal (*x*) or vertical (*y*) axes beyond what is necessary to include your data. If your data ranges in value from 0 to 46, consider having the axis between 0 and 50, but not more than that.
- If there is more than one line in a graph, choose colors or marks that make the lines easy to distinguish from each other.
- Avoid using graphs that only show one curve or line. If it does, it might be better to describe in words, rather than in a graph.
- Use graphs that illustrate your message in an interesting way. If it does not look interesting, do not use a graph.
- If the precise values are important, use a table instead of a graph.
- Avoid using graphs if the data you are presenting is sparse or repetitive.

Fig 21 Population paths
Actual and projected populations (in millions) for seven countries that had approximately the same population in 1950
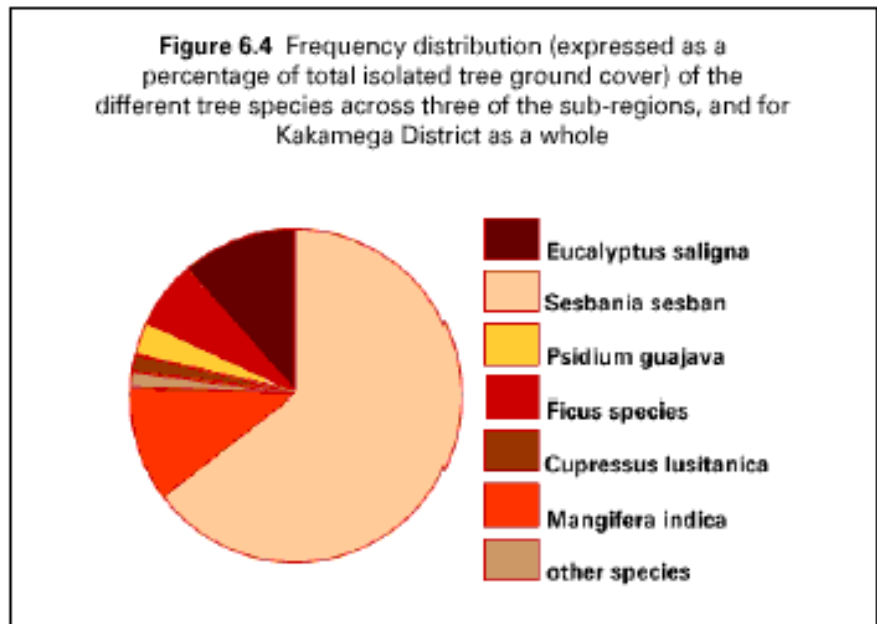
Sources: *United Nations* World population prospects: the 1992 revision, 1993 Data for Taiwan from World Bank, 1993

Pie Charts

Pie charts are used to show proportions and the relationship of proportions. Guidelines for using a pie chart in research papers are:
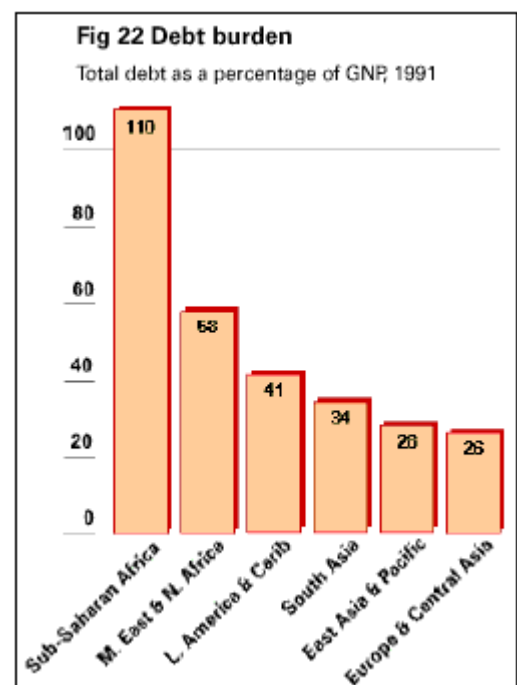
- Limit the number of slices shown in the pie chart to no more than five.
- Ensure that the color/pattern for each slice is distinct from all other slices. Each slice must be clearly labeled.
- The difference in slice sizes must be obvious.
- Start the arrangement of slices at 12:00 on the chart and arrange slices clockwise in decreasing order of size.
- Provide a legend so the reader can easily grasp what each slice represents.
- Set legends away from the chart.
- Provide a title for the chart and any explanatory notes – but keep to a minimum.
- If the precise values are important, consider using a table to show the data instead.

Figure 6.4 Frequency distribution (expressed as a percentage of total isolated tree ground cover) of the different tree species across three of the sub-regions, and for Kakamega District as a whole

Legend:
- Eucalyptus saligna
- Sesbania sesban
- Psidium guajava
- Ficus species
- Cupressus lusitanica
- Mangifera indica
- other species

Bar Charts

Bar charts are used to show trends and variations. A histogram is a specialized form of a bar chart used to show frequency distributions of data. Guidelines for using bar charts in research papers are:

- Limit the number of items you are comparing.
- Label both the *x* and *y* axes clearly and indicate the units of measure.
- Keep the scales consistent (draw as accurately to scale as possible).
- Place the bars next to one another for continuous trends and farther apart for discontinuous ones.
- Legends should be set away from the data.
- Label the chart and provide a title.
- Consider whether the bars look better vertically or horizontally. A chart that is wider than is tall probably gives the best overall effect.
- Avoid using bar charts if the data you are presenting is sparse or repetitive.

Fig 22 Debt burden
Total debt as a percentage of GNP, 1991

Sub-Saharan Africa: 110
M. East & N. Africa: 58
L. America & Carib: 41
South Asia: 34
East Asia & Pacific: 26
Europe & Central Asia: 26

Graduation Project
Research Paper Rough Draft Checklist

Student's name_____ English teacher _____

Paper title _____

Comments: (Circle One)   Notes:

Yes   No   Introduces topic with a concise thesis statement

Yes   No   Builds a clear, logical development which supports the
                thesis statement

Yes   No   Includes a strong, insightful conclusion

Yes   No   Includes parenthetical documentation (in-text citations)
                correctly/accurately

Yes   No   Demonstrates an appropriate balance of research and
                student's synthesis of information

Yes   No   Consistently uses correct Standard American English

Yes   No   Incorporates at least five sources (with no general
                encyclopedias)

Yes   No   Integrates at least one primary source

Yes   No   All sources cited in parenthetical documentation listed on
                the works cited page

Yes   No   All sources on the works cited page mentioned in the text
                of the paper (through parenthetical documentation or text)

Yes   No   Uses MLA or APA documentation correctly in text and on
                the works cited page

Student's Signature _____*Date Completed*_____

Research Paper Requirements Checklist

_____ 1. Paper submitted in correct format
      _____ Title

      _____ Thesis clearly evident in boldface type

_____ 2. Paper typed
      _____ One-inch margins

      _____ 12 pt Times New Roman normal font

_____ 3. Paper contains student-generated visual

_____ 4. Paper contains correct internal documentation and Works Cited
      pages.

_____ 5. Meets or exceeds number of required (5) sources on the Works Cited page

_____ 6. Meets or exceeds types of sources required in the Works Cited page
      _____ Primary

      _____ Secondary

      _____ Journal

      _____ Book sources

      _____ Newspaper

      _____ Non-print sources (film, photographs, video, graphics, tables, charts, interviews)

_____ 7. Works Cited page in correct format

_____ 8. Paper meets minimum length (6 pages)

_____ 9. Evidence of student voice

_____ 10. Overall content and format acceptable

Parent's Signature   Date

Mentor's Signature   Date

Graduation Project
Research Paper Rubric

Points		Distinguished 4	Effective 3	Minimal 2	Insufficient 1	Unsatisfactory 0
	Content	Presents thesis statement with exceptional insight and clear focus	Presents thesis statement with strong insight and clear focus	Presents thesis statement with minimal insight and/or focus	Presents thesis statement with insufficient insight and little focus	Presents no thesis statement OR one with no insight and focus
		Uses *the most* authoritative, relevant, and current sources, *including primary sources t*hat provide multiple perspectives	Uses authoritative, relevant, and current sources, *including a primary source,* that provide multiple perspectives	Uses valid, relevant sources that provide more than one perspective	Uses insubstantial sources that do not provide sufficient perspective	Uses limited and unreliable sources that do not support the thesis
		Expertly synthesizes ideas by continually drawing connections between thesis and related ideas, and seamlessly balances student voice and textual evidence (direct quotes and paraphrasing)	Effectively synthesizes ideas by frequently drawing connections between thesis and related ideas, and balances student voice and textual evidence (direct quotes and paraphrasing)	Inconsistently synthesizes ideas by drawing connections between thesis and related ideas; balances student voice and textual evidence (direct quotes and paraphrasing)	Insufficient synthesis of ideas and balance of student voice and textual evidence (direct quotes and paraphrasing)	Unsatisfactory or non-existent synthesis of ideas, imbalance of student voice and textual evidence (direct quotes and paraphrasing) OR no textual evidence presented
		Repeat Synthesis Score Enter Synthesis score from the third row (above). This criteria is weighted double for the essay.				
		Seamlessly integrates one approved student-generated graphic that is clearly titled and sourced. The graphic reinforces and/or clarifies important points and is analyzed in the body of the paper	Effectively integrates one approved student-generated graphic that is clearly titled and sourced. The graphic reinforces and/or clarifies important points and is analyzed in the body of the paper	Adequately integrates one approved student-generated graphic that is clearly titled and sourced. The graphic reinforces and/or clarifies a relevant point and is explained the body of the paper	Insufficiently integrates one approved student-generated graphic that is titled and/or sourced. The graphic refers to a point and is referenced in the body of the paper	Shows no use of approved student-generated graphic OR contains a graphic that is not student-generated
	Conventions	Demonstrates precise use of prescribed format (MLA or APA) for internal citations and Works Cited page. All internal citations match a WC page entry (and vice versa). Only minimal punctuation errors are present	Demonstrates consistent use of prescribed format (MLA or APA) for internal citations and Works Cited page. All internal citations match a WC page entry (and vice versa). Only minimal punctuation errors are present	Demonstrates inconsistent use of prescribed format (MLA or APA) for internal citations and Works Cited page. All internal citations match a WC page entry (and vice versa). Some punctuation errors are present	Demonstrates limited use of prescribed format (MLA or APA) for internal citations and Works Cited page. Most internal citations match a WC page entry (and vice versa). Consistent punctuation errors may be present	Demonstrates extremely limited use OR no use of prescribed format (MLA or APA). Few internal citations match a WC page entry (and vice versa) OR internal citations are missing. Punctuation may be a significant problem
		Uses sophisticated writing style that includes skillful word choice, sentence variety, clear and consistent voice, and coherence (clear transitions, unity of paragraphs, etc.)	Uses strong writing style that includes careful word choice, sentence variety, clear and consistent voice, and coherence (clear transitions, unity of paragraphs, etc.)	Uses immature writing style that includes weak word choice, limited sentence variety, vague and inconsistent voice, and marginal coherence (clear transitions, unity of paragraphs, etc.)	Uses simplistic writing style that includes weak word choice, limited sentence variety, vague and inconsistent voice, and marginal coherence (clear transitions, unity of paragraphs, etc.)	Uses severely flawed writing style that includes poor word choice, limited sentence variety, vague and inconsistent voice, and little to no coherence (clear transitions, unity of paragraphs, etc.)
		Expertly uses standard writing conventions of grammar, spelling, capitalization and punctuation	Effectively uses standard writing conventions of grammar, spelling, capitalization and punctuation	Inconsistently uses standard writing conventions of grammar, spelling, capitalization and punctuation	Minimally uses standard writing conventions of grammar, spelling, capitalization and punctuation	Severely limited use of standard writing conventions of grammar, spelling, capitalization and punctuation
Total		Each dimension can receive between 0-4 points. The **maximum** score for a Distinguished level paper is 32. Papers can receive a combination of points from all categories.		**Overall Paper Score** →		

Calculation of the Overall Grade

To determine credit for the Graduation Project as part of the English III grade, the following conversion chart must be used to calculate the numeric grades after the paper has been scored with the rubric.

Each dimension of the rubric can receive between zero and four points. The maximum score for a "Distinguished" level paper is 32. Papers can receive a combination of points from all categories.

In NC Wise, the Graduation Project will be recorded as 20% of the 2nd Quarter grade in a semester (18 week) course and as 40% of the 4th Quarter grade in a year long (36 week) course. **Teachers must create a new Prep Category title "Graduation Project" when setting up their grade book with the weight calculated as either 20% or 40% based on the course length.**

Point Total	Numerical Conversion
32	100
31	98
30	96
29	94
28	92
27	90
26	88
25	86
24	84
23	82
22	80
21	68
20	66
19	64
18	62
17	60
16-15	58
14-10	56
9-1	50
0	0

Product

CMS Graduation Project Student Manual

GUIDELINES FOR THE PRODUCT

1. The product must be student-generated. Students must design and develop the product. For example, students cannot purchase and assemble a model kit as a product. However, if a student designs a model, builds it from raw materials, and uses it to show application/synthesis of knowledge acquired from research, that would constitute an acceptable product.

2. The product is tangible evidence of the effort and time invested in the endeavor to meet the criteria established for the product. The student should be able to show that the product is an application, extension, and synthesis of the research and has practical applications in the real world.

3. The product should be tangible evidence that reflects applications of learning, critical thinking skills, problem-solving skills, and personal employability skills, such as responsibility, determination, and independence.

4. This phase of the graduation project offers students an opportunity to connect their educational aspirations with real world career or community service opportunities. The conception, development, and refinement of the product must respond to a student's identified need or desire.

5. The product created should reflect a minimum of fifteen (15) hours of work.

6. The process of creating the product must be adequately documented with photographs, logs, letters, reflective journal entries, and other forms of documentation.

7. A parent and the senior English teacher must approve the Product Description and Approval Form.

8. Students should avoid selecting/completing products that might require excessive expenses, as the school/district does not provide funding for student graduation projects. Successful completion of a graduation project is not dependent upon the amount of money invested in the graduation project.

Choosing a Product

The product should be something from which you can grow and benefit. You can choose many different types of products that will reflect the information you acquired from your research. Use the following information to guide you as you choose your product.

The product should fulfill a need or desire by either the student and/or community.

- **Physical product** – build or make something; such as a fashion outfit, a computer program, a special engine or a model of a historical scene.

- **Written product** – write a short novel, a short story, or a collection of poetry.

- **Performance** – perform a dance, a musical selection that has been written, a drama or a magic show.

- **Conduct a teaching or leadership experience** – teach a middle school or elementary class a series of lessons or a skill. For example, teach a dance class or coach a little league team.

- **Physical experience** – learn to sky dive, run a marathon or go on a wilderness survival trip.

- **Career-related project** – complete a job-shadowing experience in a professional area that you wish to pursue, volunteer your time at a local office of some kind. Note: simplistic products (like job-shadowing without any application beyond the shadowing experience) are usually not challenging enough to meet the "completion" requirements of the Graduation Project and are unacceptable unless some measure of rigor is involved.

This page adapted from the Senior Project Center from Dynamic Learning and the White Oak High School Senior Project Manual.

Product Description and Approval Form

Student _____ Date _____

Topic of Project _____

1. What type of project will you complete?

2. What materials will you need?

3. What expenses do you anticipate?

4. What timeline will you follow to complete this project?

5. How does the product demonstrate application of research and synthesis of new knowledge?

6. How does the product have real-world applications?

_____   _____
     Student   Date

_____ Approved
_____ Not Approved

_____   _____
     Teacher   Date

_____Approved
_____Not Approved

_____   _____
     Parent/Guardian   Date

_____Approved
_____Not Approved

_____   _____
     Mentor   Date

Graduation Project

Product Requirements Checklist

_____ 1. Related to the thesis of the research-based paper

_____ 2. Is an academic stretch or challenge

_____ 3. Connected to real-world situations

_____ 4. Demonstrates problem-solving

_____ 5. Implements a variety of sources

_____ 6. Shows evidence of technical skills

_____ 7. Aesthetically pleasing and creative

_____ 8. Shows use of detail

_____ 9. Represents a minimum of 15 hours of work

_____ 10. Includes evidence of work (journal, time log)

_____

Student's Signature   Date

The senior English teacher will not accept products that do not meet these requirements.

THE GRADUATION PROJECT PRODUCT LOG

Student _____   English Teacher _____

Topic _____   Mentor _____

You will keep a record of your work on your Graduation Project on this form. It will help you pace yourself. This is your documentation of the time that you spend working on your project. This log should be included in your portfolio. If you meet with a mentor, ask your mentor to initial in the Date/Time Spent column.

NOTE: You may choose to maintain a product journal in addition to or in place of the product log.

Date/Time Spent	Description of What You Did	Resources Used	Next Step in Plan

Date/Time Spent	Description of What You Did	Resources Used	Next Step in Plan

Graduation Project
Product Rubric

Points		Distinguished 4	Effective 3	Minimal 2	Insufficient 1	Unsatisfactory 0
	Learning Over Time and Depth of Knowledge	Chooses a product that requires significant learning over time	Chooses a product that requires sufficient learning over time	Chooses a product that requires adequate learning over time	Chooses a product that requires limited learning over time	Chooses a product that requires little to no learning over time
		Demonstrates a high-level, natural and logical outgrowth of the research	Demonstrates a natural and logical outgrowth of the research	Demonstrates a natural and logical link to the research	Demonstrates a questionable link to the research	Demonstrates little or no link to the research
		Comprehensively analyzes research in the development of an original product (additional research completed during product process)	Effectively analyzes research in the development of an original product (additional research completed during product process)	Inconsistently uses research in the development of an original product (additional research may/may not have been done)	Limited use of research in the development of an original product.	Little to no use of research in the development of an original product
		Exhibits exceptional creative thinking, decision-making, reasoning, and problem-solving skills	Exhibits strong creative thinking, decision-making, reasoning, and problem-solving skills	Exhibits adequate decision-making, reasoning, and problem-solving skills	Exhibits limited decision-making, reasoning, and/or problem-solving skills	Exhibits little to no decision-making, reasoning, and/or problem-solving skills
		Displays extensive connection to real-world situations (shares research/product with an appropriate audience)	Displays effective connection to real-world situations (shares research/product with an appropriate audience)	Displays adequate connection to real-world situations (shares research/product with an audience)	Displays limited connection to real-world situations	Displays little to no connection to real-world situations
	Quality of Work/Effort	Utilizes varied resources and talents/abilities to achieve exceptional results	Utilizes varied resources and talents/abilities to achieve noteworthy results	Utilizes adequate resources and talents/abilities to achieve satisfactory results	Utilizes inadequate resources and talents/abilities to achieve unsatisfactory results	Utilizes few to no resources and talents/abilities to achieve unacceptable results
		Integrates extensive details using exceptional technical, creative, and organizational skills	Integrates significant details using strong technical, creative, and organizational skills	Integrates details using adequate technical, creative, and organizational skills	Integrates limited details using marginal technical, creative, and/or organizational skills	Integrates few to no details using poor technical, creative, and/or organizational skills
		Demonstrates professional quality that exceeds 15 hours of focused, direct contact	Demonstrates professional quality that reflects 15 hours of focused, direct contact	Demonstrates acceptable quality that reflects 15 hours of focused, direct contact	Demonstrates marginal quality that reflects less than 15 hours of focused, direct contact	Demonstrates little to no evidence of quality work and effort
Total Points	**Scale** 4 32 – 28 3 27 – 17 2 16 – 13 1 12 – 7 0 6 – 0				**Overall Product Score** (4, 3, 2, 1, 0) ⟶	

Presentation

CMS Graduation Project Student Manual

STUDENT GUIDELINES FOR ORAL PRESENTATIONS

1. Write a letter of introduction for the Review Board members (one copy of this letter must be included in the portfolio). Review Board members will read this letter before listening to your presentation.

2. Practice your presentation several times until you feel comfortable with its format and content. Also, time your presentation to be sure that you do not exceed the school time limit.

3. Anticipate questions that your Review Board might ask you (or ask a parent or a friend to compose questions for you) and plan the answers you would give. Your board may not ask these exact questions, but this will give you an opportunity to practice answering questions. Remember that questions should address an aspect or an extension of your topic. Review Boards will be trained regarding the nature of appropriate questions. However, if you are asked a question that you feel is not appropriate, you have the right to reply politely that the question does not relate to your research.

4. Wait for a signal from the Review Board before you begin your presentation.

5. Introduce yourself to the Review Board.

6. Remember that you will be making a formal presentation. Dress appropriately. If you are not sure what constitutes appropriate dress, consult your English teacher.

7. Do not chew gum.

8. Be aware of your body language. Avoid nervous gestures that may negatively affect your presentation.

9. Maintain eye contact with the Review Board members.

10. Do not read your presentation.

Sample Questions for Review Board Preparation

- Why did you choose this research topic?

- What interested you in this research topic?

- What was the most interesting aspect of your research topic?

- What insight/experience did you gain from working with your mentor?

- How does your topic relate to your future goals?

- What did you learn about yourself through completing this project?

- How has what you learned in school prepared you for completing this project?

- How have you grown through completing the Graduation Project?

- If you could change something about your project, what would it be?

GUIDELINES FOR THE LETTER TO THE REVIEW BOARD

1. The letter to the Review Board is an informative summary of the Graduation Project. It should include a personal introduction, background information, and a discussion of the project. In discussing the project, the student should state the thesis, provide an overview of the research, explain additional knowledge gained through research, and provide a clear explanation of how the product is an extension of the research-based paper.

2. Remember your audience is the Review Board.

3. Copies of the letter must be provided for each review board member at the time of oral presentations.

4. The letter to the Review Board should follow standard business letter format.

5. A copy of the letter should be placed in the student portfolio.

Suggested Outline of Letter to the Review Board

1231 Main Street
Charlotte, NC 28211
October 5, 2006

Graduation Project Review Board Members
Graduation Project High School (Your High School)
5555 Any Boulevard (High School Address)
Charlotte, NC 28200

Dear Review Board Members:

Paragraph I: Introduce yourself and explain your topic choice for the Graduation Project.

Paragraph II: Provide the thesis and an overview of the research. Discuss additional knowledge that you have gained through research.

Paragraph III: Explain how the product is an extension of the research-based paper.

Paragraph IV: Share what you have learned from the Graduation Project and your senior year.

Paragraph V: Write a statement of appreciation.

Sincerely,

Signature (handwritten)

Your Name (typed)

Graduation Project
Presentation Practice Checklist

Student _____

_____ 1. Presentation meets school guidelines for length.

_____ 2. Presentation includes the use of at least one visual aid.

_____ 3. Speaker maintains eye contact, uses appropriate language and speaks clearly with good volume.

_____ 4. Speaker responds accurately and effectively to questions.

(Circle one)   Student has rehearsed presentation, and I find it is **ACCEPTABLE/UNAACEPTABLE.**

Comments, suggestions, or concerns:

Parent's Signature   _____Date_____

_____

(Circle one)   Student has rehearsed presentation, and I find it is **ACCEPTABLE/UBNACCPETABLE.**

Comments, suggestions, or concerns:

Mentor's Signature   _____Date_____
(Signature required if using a mentor.)

| Total Score _____ |
| Scorer _____ |

Graduation Project
Presentation Rubric

Total Points		Distinguished 4	Effective 3	Minimal 2	Insufficient 1	Unsatisfactory 0
	Communication & Speaking Skills	Speaks with superior pitch, pace, projection, grammar/pronunciation, and without vocalized pauses (e.g. like, umm, you know, etc.)	Speaks with appropriate pitch, pace, projection, grammar/pronunciation, and without vocalized pauses (e.g. like, umm, you know, etc.)	Speaks with inconsistent pitch, pace, projection, and/or grammar/pronunciation; may have a few vocalized pauses (e.g. like, umm, you know, etc.) that do not become distracting	Speaks with deficient pitch, pace, projection, and/or grammar/pronunciation; uses many vocalized pauses (e.g. like, umm, you know, etc.) that interfere with communication	Speaks with unacceptable pitch, pace, projection, and/or grammar/pronunciation; uses many vocalized pauses (e.g. like, umm, you know, etc.) that interfere with communication
		Demonstrates excellent poise, enthusiasm, and confidence; maintains ideal posture, strong eye contact and courteous demeanor; uses purposeful movement/gestures to engage audience	Demonstrates strong poise, enthusiasm, and confidence; maintains correct posture, strong eye contact and courteous demeanor; uses effective movement/gestures to engage audience	Demonstrates adequate poise, enthusiasm, and confidence; maintains good posture, eye contact, and courtesy; uses some movement/gestures to engage audience	Demonstrates ineffective poise, enthusiasm, and confidence; maintains negligible posture, eye contact, and courtesy; uses distracting movement/gestures	Demonstrates little to no poise, enthusiasm, and confidence; maintains weak posture and eye contact; may be discourteous or rude; uses distracting movement/gestures
	Content & Coherence	Expertly defines purpose of presentation, maintains focus throughout, and uses a logical sequence that engages the audience	Successfully defines purpose of presentation, maintains focus throughout, and uses a logical sequence that engages the audience	Adequately defines purpose of presentation, maintains focus throughout, and uses a logical sequence	Minimally defines purpose of presentation, maintains some focus, and uses a somewhat logical sequence	Fails to define purpose of presentation, maintains little focus, and uses a confusing or illogical sequence
		Uses *the most* authoritative, relevant, and current information that provides depth and insight into topic	Uses authoritative, relevant, and current information that provides depth and/or insight into topic	Uses valid, relevant information that goes beyond common knowledge of topic	Uses insubstantial information that is largely common knowledge	Uses limited and/or questionable information
		Conveys expert knowledge of content (student has become an authority on topic)	Conveys substantial knowledge of content (student has become well-versed in topic)	Conveys adequate knowledge of content (student has become informed about topic)	Conveys insufficient knowledge of content (student uses limited, inaccurate and/or dated information about topic)	Conveys little to no knowledge of content (student uses largely limited, inaccurate and/or dated information about topic)
	Extemporaneous Responses	Responds to judges' questions with accurate, precise answers	Responds to judges' questions with accurate, direct answers	Responds to judges' questions with somewhat accurate, wordy and/or limited answers	Responds to judges' questions with questionable, wordy and/or vague answers	Responds to judges' questions with inaccurate, wordy and/or vague answers OR does not/cannot respond to judges' questions
	Time	Adheres to school-established time guidelines	Adheres to school-established time guidelines (plus/minus one minute)	Uses insufficient or excessive time (plus/minus two minutes)	Uses insufficient or excessive time (plus/minus three minutes)	Fails to manage time properly (presentation is too brief or too long)

Total Points	Scale			Overall Presentation Score (4, 3, 2, 1, 0) ➡	
	4 32 – 28				
	3 27 – 17				
	2 16 – 13				
	1 12 – 7				
	0 6 – 0				

CMS Graduation Project Student Manual

cms GRADUATION PROJECT
Charlotte-Mecklenburg Schools

Portfolio

STUDENT GUIDELINES FOR PORTFOLIO

The portfolio serves as a record of the process and progress of the graduation project and includes periodic reflections. This physical record will help you keep track of your work. Additionally, this record will help your teacher, academic advisor, and mentor (optional) monitor your project.

Portfolio Requirements

The Graduation Project Portfolio must meet the following guidelines:

1. The appearance and format should be neat and orderly.
2. The portfolio **must** be organized and contain a table of contents.
3. All forms and content **must** meet the requirements of the portfolio.
4. The portfolio should demonstrate depth in academic and personal growth.
5. The portfolio **must** contain reflections that provide insight into how the student has anticipated and dealt with challenges and changes through the project.
6. Technology should be used to construct the portfolio.

The following are REQUIRED documents:

- ☐ Title page (including the Graduation Project topic, school and student's name)
- ☐ Table of Contents
- ☐ Student project proposal and approval form
- ☐ Research paper rough draft
- ☐ Research paper final draft
- ☐ Progress checklists for paper, product, presentation and portfolio
- ☐ Product approval form
- ☐ Resume
- ☐ Letter to the review board
- ☐ Product log
- ☐ Evidence of planning for presentation (to include outline, notecards, and copy of PowerPoint, if used)
- ☐ Reflection on the overall graduation project (minimum of three: paper, product, and overall process)

The following are OPTIONAL documents (*required to receive mentor credit):

- Mentor confirmation form*
- Mentor log*
- Mentor reflection*
- Communications (letters, emails, thank-you notes)
- Work samples, pictures, sketches during product completion
- Additional time logs/journals

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Portfolio Checklist

Student _____

English Teacher _____

Items to Be Placed in Portfolio

- ❑ Project proposal and approval form
- ❑ Research paper rough draft
- ❑ Research paper final draft
- ❑ Progress checklists for paper, product, presentation
- ❑ Product approval form
- ❑ Resume
- ❑ Letter to the review board
- ❑ Product time log
- ❑ Evidence of planning for presentation (to include outline, notecards, and copy of PowerPoint, if used)
- ❑ Reflections on the graduation project (minimum of three: paper, product, and overall process)

Optional Documents:

- ❑ Mentor log*
- ❑ Mentor confirmation form*
- ❑ Mentor reflection*
- ❑ Communications (letters, emails, thank-you notes)
- ❑ Work samples, pictures, sketches during product completion
- ❑ Additional time logs/journals

* Mentor forms are required for students who want to earn mentor credit points.

Student's Signature _____

Graduation Project
Portfolio Rubric

Points		Distinguished 4	Effective 3	Minimal 2	Insufficient 1	Unsatisfactory 0
	Student Reflection	Reveals mature understanding and critical insight into anticipating problems, adjusting plans, and dealing with contingencies	Reveals strong understanding and good insight into anticipating problems, adjusting plans, and dealing with contingencies	Reveals some understanding and insight into anticipating problems and dealing with contingencies	Reveals little understanding and insight into anticipating problems and dealing with contingencies	Reveals no understanding or insight into anticipating problems and dealing with contingencies
	Repeat Student Reflection Score Enter Student Reflection score from 1st row. This criteria is weighted double for the portfolio.					
	Student Growth	Demonstrates meaningful, ongoing academic and personal growth	Demonstrates meaningful academic and personal growth	Demonstrates sufficient academic and/or personal growth	Demonstrates little academic and/or personal growth	Does not demonstrate academic or personal growth
	Technology	Uses technology (beyond Microsoft Office or similar program) skillfully to enhance construction and maintenance of portfolio	Uses technology (beyond a word processing program) effectively to enhance construction and maintenance of portfolio	Uses technology minimally to enhance construction and maintenance of portfolio	Uses technology insufficiently to enhance construction and maintenance of portfolio	Use no technology (beyond a word processing program) in the construction and maintenance of portfolio
	Format, Organization and Appearance	Exhibits outstanding craftsmanship and organizational skills in compilation of portfolio, which includes an appropriate cover, correct title page, accurate table of contents, correct order of all materials and clear pagination	Exhibits effective craftsmanship and organizational skills in compilation of portfolio, which includes a suitable cover, title page, accurate table of contents, correct order of all materials and pagination	Exhibits acceptable craftsmanship and organizational skills in compilation of portfolio, which includes a cover, title page, accurate table of contents, correct order of all materials and pagination	Exhibits careless craftsmanship and weak organizational skills in compilation of portfolio, which includes a title page, table of contents, correct order of all materials and pagination	Exhibits poor craftsmanship and organizational skills in compilation of portfolio, which does not include a cover, table of contents, correct order of materials and/or pagination
	Completeness	Exceeds requirements of portfolio contents (as outlined in "Portfolio Requirements")	Meets all requirements for portfolio contents (as outlined in "Portfolio Requirements")	Meets most (75%) requirements for portfolio contents (as outlined in "Portfolio Requirements")	Meets some (50%) requirements for portfolio contents (as outlined in "Portfolio Requirements")	Does not meet the requirements (less than 50%) for portfolio contents (as outlined in "Portfolio Requirements")
	Repeat Completeness Score Enter Completeness score from sixth row. This criteria is weighted double for the portfolio.					
Total	**Scale** 4 32 – 28 3 27 – 17 2 16 – 13 1 12 – 7 0 6 – 0				**Overall Portfolio Score (4, 3, 2, 1, 0)** ➔	

FINAL Graduation Project Grade Calculation

In order to receive credit for the Graduation Project as part of the English IV grade, students **must complete all three** required components (product, presentation, and portfolio) and have completed the required research paper. **The product, presentation, and portfolio will count as 20% of the second (or fourth) quarter grade in 18-week English IV courses and 40% of the fourth quarter grade in 36-week English IV courses.**

The student's overall project score will be calculated by adding the scores for the product, presentation, and portfolio. For example, if a student earns a score of "2" on the presentation, a score of "3" on the product, and a score of "3" on the portfolio, the final composite score calculated:

$$2 + 3 + 3 = 8$$

The following conversion table must be used to convert the student's overall score to a numerical equivalent that can be averaged into the student's grade on a 100-point scale.

Composite Score	Numerical Conversion
1	0
2	0
3	50
4	65
5	70
6	75
7	80
8	85
9	88
10	92
11	96
12	100
13* (Mentor bonus point(s))	103
14* (Mentor bonus point(s))	105

Overall **Product** Score (4, 3, 2, 1, 0)	
Overall **Presentation** Score (4, 3, 2, 1, 0)	
Overall **Portfolio** Score (4, 3, 2, 1, 0)	
Optional Bonus **Mentor Points** Score (2, 1, 0)	
Total Composite Score (Total Product, Presentation, Portfolio, Mentor Scores)	
FINAL Graduation Project Score (For the numerical conversion of composite score, see conversion table to right)	

* Students can earn an extra 2 points for working with a mentor. The following guidelines must be met:

- The student must complete a mentor confirmation form.
- The student must complete a mentor contact log that documents on-going contact with the mentor. The contact can be face-to-face, email, or phone.
- The student must write a reflection (suggested length 1½ pages) that discusses how the mentor has enhanced his or her overall project.
- The student must have all mentor documentation.

The Graduation Project will be recorded as 20% of the 2nd (or 4th) quarter grade in a semester (18 week) course and as 40% of the 4th quarter grade in year-long (36 week) course in NC Wise. When setting up their grade book, teachers must create a new Prep Category titled "Graduation Project" with the weight calculated as either 20% or 40% based on the course length.