

CAMDEN COUNTY HIGH SCHOOL



GRADUATION PROJECT

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Camden County High School Graduation Project

Students at Camden County High School will be required to complete a Graduation Project in order to graduate. The State Board of Education has defined the North Carolina Graduation Project as “A *performance-based assessment that is completed over time and allows students to demonstrate what they know and are able to apply in the student’s area of interest.*” Camden County High School students may opt not to take the Graduation Project Class their senior year; however, independent study students must receive a Pass grade on each component to fulfill the Graduation Project requirement. Students may consider any component during their years of high school; however, they may only present the finished project at the end of the junior year (early graduate) or their senior year. (For more information please contact the Graduate Project Coordinator).

Four Components:

- Research paper written on an approved topic
- Product reflecting a learning curve
- Portfolio that reflects progress on the product
- Presentation to a panel of community and faculty members

Students will submit a proposal, for approval, to the Graduation Project Coordinator during the junior (early grad) or senior year. Students are encouraged to begin considering possible topics as early as their freshmen year.

By the junior year, students will have the necessary research paper skills.

ADVANCED STUDIES IN CAREER-TECHNICAL EDUCATION

Students who are in any Advanced Studies course in any Career-Technical Education field will follow the North Carolina Advanced Studies Implementation Guide. The mission of Career–Technical Education is to help empower students for effective participation in a global economy as world-class workers and citizens. The Advanced Studies Implementation Guide is very similar in format to the CCHS Graduation Project described below with the same components and similar rubrics. For more information, contact your CTE teacher, Internship Coordinator or CTE Director. (See Advanced Studies Implementation Guide on the school website.)

Research Paper

Choosing a research topic may be the most important part of this process. A significant component of the topic selection is narrowing your subject to a workable topic so that your topic is not too broad nor too specific. You may narrow your subject in several ways. Try some of these methods:

- Discuss your topic with teachers, friends, family, or other individuals who may be interested in the same subject.
- Ask yourself questions: What would I like to know about this subject? What makes this subject an interesting, worthwhile object of study? Why am I interested in this subject?
- Look up and read about your subject to attain a broad understanding of this subject. As you read, you may realize an interesting angle or perspective on your topic.
- Ask yourself the **FIVE W's**: *Who, What Where, When* and *Why* about your subject. The who is asking about people or animals; the what is asking about things, abstractions, ideas, problems, etc, (don't try to cover a very broad subject); the where deals with places; the when asks about time – past, present, or future (do not try to cover too long a time period) and the why probes at the results, reasons, cause-effect, conditions.
- Review the Internet, but beware of personal web pages and valid/invalid sources on the Internet. If the address contains .org, .edu, .mil, or .gov, then they are probably valid sources. Do not consult .com sites. (Wikipedia is not a valid research site.)
- Make sure that there are sources available on your topic; this source will also need to include a valid personal interview!

In addition, your research topic and paper must be linked to the product you will produce. A few examples are listed below:

<u>Project</u>	<u>Research Topic</u>
Learn CPR	Emergency services
Learn to swim	Water therapy
Learn to play the guitar	The roots of rock and roll
Shape a surfboard	Effects of recent hurricanes on the Outer Banks
Learn to ride a horse	Tennessee walking styles
Take a self-defense class	Crimes against women

RESEARCH PAPER REQUIREMENTS

- The research paper must be written on an approved topic. The topic should be of interest and relevance to the student, but must also represent a challenge to the student
- Must follow MLA format
- Must be a minimum of five (5) pages and no more than eight (8) pages in length
- A range of at least five (5) media sources must be cited including one valid interview source

The research paper must be typed in 12 pt. font using Times New Roman and double spaced.

During the research paper phase, the student will be required to turn in a rough draft that will be submitted digitally. (The student could use a memory stick or e-mail.) Credit will not be given if

these instructions have not been followed. The final copy of the research paper must be submitted in both digital and hard copy format.

The NC Graduation Project represents a strong platform for authentic learning. Because of the emphasis on authentic learning (learning by doing), students will be taught how to avoid plagiarism. Plagiarism is the act of intentionally or unintentionally presenting someone else's work or ideas as though it were your own. Therefore, it is important that students understand what constitutes plagiarism and avoid it as they develop their research paper. If a student is guilty of plagiarism, credit will not be given and the student will fail this portion of the project.

Some helpful resources for students to use include the following:

WORKS CITED ASSISTANCE

Citation Machine

<http://www.citationmachine.net>

PLAGIARISM ASSISTANCE

Glatt Plagiarism Services, Inc. (This site offers a free self-detect test for students to check their own material for plagiarism)

<http://www.plagiarism.com/self.detect.htm>

MLA STYLE and GRAMMAR ASSISTANCE

My favorite (from Purdue University): offers online handouts covering writing, research, grammar, as well as MLA and APA style.

<http://owl.english.purdue.edu>

COPYRIGHT ASSISTANCE

Copyright Kids

www.copyrightkids.org/ebasicsframes.htm

For a more detailed list, please contact the Graduation Project Coordinator.

Product

Students should use the junior year to begin searching for a mentor to assist in the completion of the product. Although the type of product is up to the student, it must meet the approval of the Graduation Project Coordinator, the mentor, and the advisor. The product could be a number of different formats.

Some students create physical objects, such as displays, models, art, charts, board games, craft, costumes, booklets, notebooks, and scrapbooks. Other products are performance-based, such as fashion shows, musical and dance performances, athletic demonstrations, scientific experiments, and culinary endeavors. Still, others may be more service-oriented (e.g., volunteering at a local rest home or soup kitchen, tutoring a struggling reader, or organizing a walk-a-thon for a charitable cause). Many students will be able to use job-shadowing experiences, internships, and apprenticeships as products. Some of these experiences can result in a physical manifestation, such as a scrapbook or journal, or the experience that documents the student's experience.

Some parameters for developing a product include the following:

- Students should choose a product where they may spend ten (10) hours shadowing and mentor and twenty (20) hours working on the product.
- Students should avoid choosing topics that might require excessive expenses, as neither the state nor the school provides funding for student graduation projects. Large monetary expenditures will not enhance the evaluation of the product.
- The product should be student-generated and based on individual interest and logically connected to your research field.
- The product should be a new effort for the student and not a recycle of something done in past semesters or years.
- No commercially prepared videos/movie clips allowed as the entire product.
- Students may not purchase and assemble a kit as a product.
- The product should be based on a student-created abstract/proposal.
- The product abstract/proposal must be approved by the designated person(s).
- 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 this product is an extension, application, and a synthesis of the research and has practical applications in the real world.
- The product must be adequately documented with photographs, logs, letters, reflective journal entries, and/or other forms of documentation.

In all cases, the product should have a viable and logical link to the research paper and thesis. Relevancy to the topic is key in order for the product to be an effective extension of learning.

Product Types:

Physical – A product can be a physical item built or created. This type of product is appropriate for fields like automotive technology, construction trades, culinary arts and any other hands-on field.

Experimental --The tangible evidence of this learning experience will most likely be pictures or video. These pictures can be displayed in any way so that the student can fully explain what he/she learned during the experience. Some students incorporate product pictures into their PowerPoint presentation of their paper contents. Some kind of tangible proof **MUST** exist, even if it is only a few pictures. Some fields are difficult because of confidentiality issues. Fields where you might see this kind of product include health/nursing, law enforcement, cosmetology, geology, engineering, etc. This type of product also includes volunteer work.

Experimental/Teaching – Some students work with professionals in fields where field research is appropriate. A student may work with a mentor to set up an experiment based on a concept of interest. The tangible results of this experiment may vary greatly. The results may be in the forms of surveys, lessons, psychological experiments and the like. This type requires the most flexibility on the part of the judges.

Performance -- Some students choose to work on a performance piece for the product. This field includes music, drama, and art. Sometimes the performance is not very polished because it is the evidence of the student having spent twenty (20) hours learning a new skill, like piano or guitar.

Kicking it up a notch! -- Some students will be able to combine their paper topic and product evidence so that the whole Graduation Project is one seamless whole. If this happens, great! The paper and the product/mentorship do not have to be on the exact same topic but they should be related (in the same field).

Kicking it up another notch! -- If students can take their product to another level, presenting it to another group, combining a couple of the above types, working out some community service angle with one of the above types, the great! It is not required, but strongly suggested.

Sample Topic and Product Ideas

Arts Education:

- Investigate the Arts as the first language for children.
- Teach young children literacy skills using an art form.
- Job-shadow an arts therapist and explore the field of art therapy.
- Research a performer, composer, artist, choreographer, playwright, etc.: Then create an original work.
- Conduct a study of art reflecting historical events (e.g., eras, politics, cultures, ceremonies, rituals, etc.).

Computer/Technology Skills

- Investigate the development and use of nanotechnologies.
- Investigate the plight of migrant workers past and present.
- Explore the influence of the Internet on the print or music publishing industry.
- Develop a guide for elementary students on how to use the Internet and online tools safely and responsibly.
- Investigate the influence of print and/or electronic media on public opinion related to a specific topic (e.g., isolationism, immigration, global warming, World War I, World War II, Vietnam, Cuba, Gulf War, War in Iraq).
- Explore careers by job-shadowing (e.g., journalist, writer, educator, scientist, law enforcement, and business/industry).
- Explore the influence of conservatism on American politics from 1990-2000.

English/Language Arts:

- Teach adult or young child to read.
- Investigate the publishing industry and write a guide for potential writers.
- Research the role of libraries in literacy and develop a reading center or some other project at a library.
- Research the effect of major tragic events on the media, such as 9/11.
- Research a current news story and job-shadow the reporter.
- Research violence in the media and design a brochure or some other school publicity project that summarized the results.
- Research information to develop brochures on child abuse, substance abuse, teen pregnancy, spina bifida, and eating disorders that can be distributed by local agencies.

English as a Second Language:

- Produce an annotated portfolio of local historical churches.
- Create pottery representative of the Aztec style.
- Plan a menu. Prepare and serve a traditional Mexican meal that is formally evaluated by adults.
- Create an educational website particularly designed for language learners and share the website with an elementary school.

Health and Physical Education:

- Study Healthy Active Children Policy in increasing physical activity among youth.
- Analyze abstinence until marriage programs in improving health behaviors.
- Write a monthly health article in the school and/or district newsletter or local newspaper.
- Create a social marketing campaign around tobacco awareness.

- Participate in a university-based health research project.
- Develop bus placards, brochures, and screen savers to educate students about behaviors that result in suspensions and expulsions.
- Conduct an analysis of quality physical education in improving lifetime health behaviors.
- Write a monthly physical activity and nutrition or weight management article in the school and/or school district newsletter or local newspaper.
- A student researches the impact of the No Child Left Behind Act on health education as a non-tested area. The student writes letters of support to US Representatives to support health education instruction nationwide. The student will also meet with some local leaders to increase their awareness about the issue.
- A student researches on the correlation between school health education programs and workplace wellness programs with improved work productivity. The student presents the County Commissioners with an idea for instituting a countywide health promotion and wellness program.

Mathematics:

- Analyze the impact of tourism on the local economy.
- Build a greenhouse.
- Create an architectural design/plan for a structure
- Design and implement a math demonstration for a mathematics class.
- Start a tutorial group for students needing assistance in a math class. Define the selection process for identifying students. Design an action plan for working with the students.
- A student researches successful accounting practices of small businesses and develops a business plan for a new restaurant.
- A student designs and builds a deck according to a planned draft after researching local regulations and building techniques.
- A student researches tax laws and becomes a temporary accountant for a local car auction, specializing in taxes.

Science:

- Research the psychological and physiological effects of sleep deprivation and caffeine on teenagers.
- Study the human biological and social need for laughter.
- Study recycling and world impact for energy conservation and global warming.
- Investigate stem cell research and DNA mapping.
- Study conservation methods for home fuel, solar energy, and wind energy.
- Check water quality at intervals of 30 minutes, 24 hours, and 48 hours after a rainfall to assess how long pollutants remained in the water.
- Research the effects of temperature on tone and pitch and then recorded the effects of temperature on musical instruments using a computer program.

Foreign Language:

- Provide a community service requiring the use of a target language.
- Investigate jobs requiring language use at a required proficiency level.
- Examine the role of language.
- Research advertising, movies, and other media forms from countries of a language other than English and compare to student's own culture.

Working with a Mentor

When working on the product, students must work with an outside mentor. The mentor is a responsible adult or young person who possesses an expertise in your physical project subject area. This individual serves as a guide during your physical project component. *The topic selection will depend on the student's ability to locate an appropriate mentor in that subject area;* therefore, choosing a mentor needs to be done as the project topic is determined.

The mentor's responsibility is to advise and counsel with the student during the physical project component of the Graduation Project journey. Remember, each student must complete a minimum of twenty (20) hours working on the product and a minimum of ten (10) hours shadowing to learn more about the project. The mentor will need to complete an evaluation about you and complete a verification of his/her mentorship. This individual will also sign the Graduation Project Verification document to verify his/her first-hand observation of the work on this component. Also, students may work with more than one mentor.

Students are responsible for making contact and arranging a meeting with a potential mentor. Mentors are to be aware and informed of the responsibilities and commitment to which they are agreeing. Each mentor needs to complete the Mentor Conformation form.

Other thoughts on Mentors:

- + A mentor should possess expertise on the topic
- + A mentor can be a faculty/staff member
- + A mentor should be an adult (21 or over)
- + A mentor should be willing to work and capable of working with you
- A mentor cannot be a parent/guardian or grandparent
- A mentor cannot be a sibling
- A mentor cannot reside in the same household
- A mentor cannot be a student at your high school
- A mentor cannot be a peer
- A mentor cannot be a current instructor of the student

Portfolio

The portfolio is a learning record of the student's process and progress as the journey unfolds through all the steps of the graduation project, including periodic reflections. This physical record of the process and progress will help the student keep track of his/her work. Additionally, this record will help the mentor and academic advisor monitor the project as it develops.

The portfolio should contain a collection of graduation product documentation, such as work samples, pictures, work schedules, interview logs, and reflections as a showcase of the student's process and progress throughout this four-five year project. The academic advisor and/or mentor will monitor the journal.

Students will demonstrate the eight competencies while maintaining their portfolio:

1. **Literate:** Students will demonstrate a working command of reading, writing and speaking in English.
2. **Mathematically competent:** Students will have a command of the basic computational skills required in the modern workplace and in everyday adult life.
3. **Problem-solving:** Students will information, discover answers, and apply their skills in reasoning and critical thinking to solving problems.
4. **Scientifically literate:** Students will be capable of appreciating nature and the environment, familiar with the scientific method and the role of science in modern life, and cognizant of the uncertainties of the scientific method.
5. **Good citizens:** Students will be well grounded in the forces and values that have shaped this nation historically, culturally, demographically, politically, and economically with an appreciation for the relationship of the United States to the rest of the world and this country's role in the world.
6. **Technologically advanced:** Students will be comfortable with technology and capable of using computers and related technologies in the normal course of everyday work and learning.
7. **Cultural Literacy:** Students will converse fluently in the idioms, allusions and informal content which create and constitute a dominant culture. Staff will deliver instruction that crosses multiple disciplines that demonstrate the importance of various cultures on our lives.
8. **Healthy Living:** Students will become knowledgeable of the importance of healthy living, including proper diet, exercise, methods of coping with stress as well as becoming familiar with various resources available to assist with sustaining a healthy life beyond high school.

EXPECTATIONS OF THE PORTFOLIO

Your graduation project portfolio is a cumulative document containing information and reflections of your Graduation Project experiences during your high school career. This is first evaluated by your Graduation Project Coordinator and then viewed by the judges prior to your presentation. They will look closely at your community service, research, and reflections; thus, obtaining a clearer idea of the scope of your work. In many cases, what they read is their introduction to you.

Each student is responsible for neatly completing all forms and for including them and other information in the portfolio. Sloppily written forms and reflections do not create a good first impression for the judges. Each student should make the best first impression he/she can with a neatly typed, attractively bound notebook that has the name of the project and student's name typed on the front cover. Think of your notebook as your representation on a job interview. Each student wants to look professional and to give every indication that this is representative of his/her work.

Each student should have a reliable fellow student, as well as the advisor, check his/her portfolio before handing the portfolio to the teacher. This should help the student eliminate errors in his/her portfolio.

CONTENTS: Check the Portfolio Rubric for exact contents and organization.

Make it look professional:

- Use an 1 ½ -inch clear view binder.
- Don't use florescent paper. This hurts the eyes and makes it difficult to read.
- Coordinate and limit colors used.
- Use non-reflective plastic page protectors.
- Use peel-off labels for numbers.
- Use bold font (make it legible). Don't use script, as it's hard to read.
- Make font CONSISTENT throughout the portfolio.
- Consider using stationery/ pre-printed computer paper. Make sure to stay with your theme!
- Be creative as you put your portfolio together.

Portfolio Cover Suggestions

Using an 8 ½ X 11” piece of white, pastel-tinted, or designer unlined typing or copy quality paper, design a cover for your portfolio following the guidelines given below:

DO:

- Use acid-free construction paper. It works better than regular construction paper.
- Make sure your cover is colorful and professional, since it provides the first impression of your portfolio.
- Use either word processing or commercial rub-ons for lettering.
- Use vertical (up and down) format. Letters should not be stacked one on top of another.
- Place the title of your project at least 2 inches from the top margin.
- Provide a graphic or picture that illustrates your project.
- Put your name, your graduation project teacher’s name, and the date at the bottom of the page.

DO NOT

- Use lined notebook paper.
- Use pencil, ink pen, felt pen, colored pencils or crayons.
- Use stick figures or poorly done hand drawings. Instead, find a magazine picture, a photograph, or a computer graphic that illustrates your project and cut it out and glue it to your paper near the center.

OTHER CONSIDERATIONS

- If you glued something on the sheet, you should take it to the UPS Store or Office Max, etc., to have the page copied.
- Lettering looks better in a minimum number of colors. For example, the words of a title should not be done in a different color for each letter.

Graduation Project Portfolio Table of Contents

Letter to the Judges

Contract Form

Advisor Form

Consent Form

Proposal

Letter of Intent

Research Paper

Works Cited

Internet articles used (at least three examples)

Interview transcript

Interview release form

Mentor Confirmation form

Example/visual representation of product

Product Work Log

Graduation Project Verification

Reflections

Copy of PowerPoint/presentation slides

Correspondence: Letter of thanks to mentor and any other significant person who assisted you.

Acknowledgements

Oral Presentation

The oral presentation provides the student an opportunity to present information on the chosen topic to a review panel. Students will demonstrate public speaking skills as “the source” of information for a topic developed over time. The focus of this component is twofold: (1) demonstration of public speaking skills, and (2) delivery of accurate, credible information on the topic. Students will be expected to speak publicly and knowledgeably about the process and the learning that resulted from the North Carolina Graduation Project. Students should demonstrate confidence in presentation and be able to communicate clearly, logically, and responsibly. Students should also be prepared to respond to questions from panelists.

When the student has successfully completed their research paper, product and portfolio, the student will then present orally to a panel of judges from the community and school. The student will present to the panel for eight (8) to ten (10) minutes and no more than fifteen (15) minutes. Once the student has completed their presentation, the panel may ask questions of the student.

Students should write a letter to the judges and an explanation of their project to include in the portfolio. The panel members will read this letter before listening to the presentation.

SPEECH PREPARATION STEPS 1 – 4

Be sure to give full explanations and examples in your answers

STEP 1: What are you going to talk about? Answer the following questions.

1. What emotions did you experience as you worked through the project? (Anger? Excitement? Pride? Frustration?)
2. What problems did you encounter? (Money? Time management? Skill deficiencies?)
3. What personal growth did you gain from the project? What self-knowledge did you gain? What knowledge of your topic did you gain?
4. How did the project affect your plans for your future? Explain.
5. What project advice would you pass on to next year’s seniors? Explain.

STEP 2: How am I going to say this? (Use the answers to the questions above as references.)

1. Organization – jot your ideas on separate 4 x 6 or larger cards and arrange them into an order that is logical and pleasing.
2. Slip blank cards into spaces where an audio/visual aid is needed or would be appropriate.
3. Add blank cards for introduction and conclusions.
4. Plan your introduction. The introduction should:
 - a. Grab attention
 - b. Make topic thesis clear.
 - c. Take no more than one minute
Consider using quotations, readings, dramatics, jokes, surveys, or other audience participation sets, games, audio-visual devices demonstrations, or questions.
5. Plan your conclusion. A good conclusion should:
 - a. Restate topic/thesis
 - b. Leave the audience thinking
 - c. Take no more than 30 seconds

6. Plan your audio/visual aids. (PowerPoint/ videotape, CD/SmartBoard, etc. Your presentation must involve technology.)
7. Look at each idea card and fill in details, colorful anecdotes, and factual information.
8. Place all cards back in order and begin practicing your speech.

STEP 3: Speech techniques to remember:

1. Eye contact – This is extremely important. Practice often enough so that you rarely need to look at your cards. Remember this is a friendly audience. Your judges are pulling for you. You need the reinforcement that their encouraging expressions will give you. Look at them. True communication happens with the eyes. A speech without eye contact is only half a speech.
2. Posture – You have a right to be proud. You have accomplished a great deal.
AVOID:
 - a. Gripping the podium – white knuckles are unattractive
 - b. Locking your knees – you've come too far to faint now
 - c. Twitching, wriggling, shaking – You want your audience to pay attention to what you are **saying!**
3. Voice – Your voice needs to :
 - a. Be loud enough to be heard
 - b. Vary appropriately in pitch and tone
4. Gestures – Use your hands to help make your point. Gestures should be natural and spontaneous, not choreographed and mechanical
5. Props – Plan and practice using any props you will need (**NO PEOPLE**)

STEP 4: Prepare for informal questions. Of course, there is no way to know for sure what the panel members will ask you, but you can make some educated guesses and that process will provide you with the confidence and clear-headedness to take on any questions. Answer the following brainstorm questions:

1. If you were a judge listening to your speech, what would you want to know?
2. What would you like people to ask?
3. What unusual qualities does your project have that might spark interest?
4. What part of your project might make people curious?
5. What controversial topics, if any, do you touch on?
6. Why did you choose this topic?
7. Who helped?
8. How did you finance it?
9. How much time did you spend?

CAMDEN COUNTY HIGH SCHOOL

Graduation Project Contract Form

Student

Requirements:

The graduation project includes:

1. A research paper.
2. A product.
3. A portfolio with reflective components.
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, mentor assistance and interviews.
4. Links to the product.

The student:

1. Will develop a written proposal to be approved by the CCHS Graduation Project Coordinator/ Committee prior to beginning the 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 illustrate how at least five of the eight CCHS Graduate Profile Competencies are connected to your Graduation Project.*
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 work log, record hours involved, and write a research paper.
6. Will maintain a mentor log.
7. Will turn in a completed research paper, product, reflective portfolio, and other evidences at the time designated by the Graduation Project Committee and/or academic advisor.
8. 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 time frame. I understand that it is necessary for me to work with my mentor outside of the regular school hours. I understand any part of the graduation project components that are not satisfactorily completed may result in my not meeting the North Carolina High School Exit Standards requirements for graduation from Camden County Schools. Therefore, I understand in order to complete the graduation project requirement, I must successfully complete all components.

Student signature: _____ Date: _____

Parent Signature: _____ Date: _____

Portfolio Document

CAMDEN COUNTY HIGH SCHOOL
Academic Advisor Form

Student Name: _____

Student Phone Number: _____

Topic:

Product:

I agree to serve as this student's Graduation Project Academic Advisor. By accepting this role, I will assist this student to the very best of my ability by proofreading the research paper, helping to find a mentor to complete the product, reviewing the portfolio and listening to the practice presentation. In addition, I agree to monitor the progress of this student through the graduation project process and be available to answer any questions they may have.

Academic Advisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

**CAMDEN COUNTY HIGH SCHOOL
Graduation Project Consent Form**

As the parent/guardian of _____, I am aware he/she is engaged in completing a graduation project as part of the graduation requirements for the state of North Carolina and the Camden County Schools. I understand that he/she must pass all four components of the graduation project (research paper, product, portfolio and presentation) in order to receive a high school diploma.

I am aware that the student's work must be original. I am also aware that my child will be required to spend a minimum of 10 hours shadowing his/her mentor or designee and a minimum of 20 hours completing their related product. This product must demonstrate development and extension of new knowledge. I have discussed this project and what will be required with my child. For his/her project, my child has chosen:

The following topic to research: _____

The product related to the research: _____

The following to serve as the community mentor: _____

Parent/Guardian Signature _____
Printed Name _____ Phone # _____
Address _____ E-mail _____

LIABILITY WAIVER

I have discussed any risks or dangers in completing the graduation project with my child. I give permission for _____ to do this graduation project. In addition, I release the Camden County Schools and its employees from any responsibility for any damage, accident, or other injury resulting from completion of the graduation project.

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

CAMDEN COUNTY HIGH SCHOOL Graduation Project Proposal Form

This form must be submitted and approved by the Graduation Project Coordinator/Committee 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. How do you plan to take the project beyond your current level of understanding? How does this project demonstrate a “learning stretch” for you?

5. What do you hope to gain from your research investigation?

6. How does this topic relate to your career goals?

7. 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 product, a portfolio, and a presentation.

Parent/Guardian Signature Date

Student Signature Date

Academic Advisor Signature Date

Approved by Coordinator Date

Portfolio Document

Letter of Intent

Upon approval of your proposal, you will formally declare your project in a business letter addressed to your graduation project teacher. The following is a sample of the format you must use for the letter. This letter is a formal announcement to your parents, teachers, classmates, and the community of your intentions.

Your address

Date

(4 spaces)

Graduation Project Teacher's Name

Camden County High School

103 W US 158

Camden, NC 27921

(2 spaces)

Dear Graduation Project Teacher's Name:

Paragraph 1: Describe the general area of interest (history, art, technology, etc). Then tell why you chose this area. Explain the background (if any) in this area.

(2 spaces)

Paragraph 2: Describe your research topic and why this interested you. Include information from your proposal.

(2 spaces)

Paragraph 3: Begin with a transitional sentence that shows the relationship between your research and product. You should name your mentor and his/her qualifications for your product. Include steps for completing the product and/or the duties you may provide throughout the completion of your hours.

(2 spaces)

Paragraph 4: Declare your understanding of plagiarism and its consequences, including the possible result of failing your graduation project if such an act is committed. Conclude with statement affirming that you will not plagiarize or falsify any information in your research, product, portfolio, or presentation.

(2 spaces)

Sincerely, _____→Closing

(4 spaces) _____→ Sign your name here and use blue/black ink

Typed name

CAMDEN COUNTY HIGH SCHOOL
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

PROGRESS REPORT 1

Student Name _____

Mentor's Name _____

Graduation Project Product Phase _____

When did you first contact your mentor? _____
When? Where? How?

How many times have you met with your mentor? Specify Dates.

_____	_____	_____
_____	_____	_____
_____	_____	_____

How many hours have you put into your project thus far? _____

In a paragraph, provide a description of your mentor and what it has been like working with him/her. Does your mentor keep appointments? Is he/she accessible, easy to talk to and work with? How helpful has he/she been?

In a paragraph, provide a description of the accomplishments you have made with regard to your physical project.

What problems have you encountered, and what attempt have you made to solve these problems?

What do you need to do next?

PROGRESS REPORT 2

Student Name _____

Mentor's Name _____

Graduation Project Product Phase _____

How many times have you met with your mentor since the last progress report? _____

How many hours have you accumulated to date? _____

What new accomplishments have you made?

What materials/resources are you using in the process of completing your product?

What new problems have you encountered? What steps have you taken to resolve these issues?

What do you need to do to finish your project?

CAMDEN COUNTY HIGH SCHOOL
Interview Release Form

I, _____, give _____
permission to use information from this interview/survey in his/her graduation project research paper
and/or oral presentation.

Signature of Person Interviewed/Surveyed

Job Title

Address

Date

CAMDEN COUNTY HIGH SCHOOL
Graduation Project Absence from Class

This form, with a note attached from parent/guardian, indicates parental approval to leave campus. This form is to be completed in its entirety at least two school days prior to the date the student will be out of class. It must be completed by the student and signed by the graduation project teacher. Then the student will take the form to the principal or designee for approval. When approved, the student must take this form to his/her other teachers for their signatures, and leave it with the SIMS Coordinator. This form is to be used for conducting interviews for the research paper or completion of shadowing hours. Students may miss no more than two days per semester to work on their graduation project.

Name of Student _____	Teacher initials:
Date out of class _____	1 st Pd. _____
Destination _____	2 nd Pd _____
Purpose (specific) _____	3 rd Pd _____
_____	4 th Pd _____
Type of Transportation _____	
Time of Departure _____	Return _____
Graduation Project Teacher's Signature: _____	
Principal's (or designee's) Signature: _____	

*Note: When this form is signed properly, the student is not to be counted absent from class. The student is responsible for making up any work missed in a timely manner. The student must leave this completed form with the SIMS Coordinator for attendance purposes.

**CAMDEN COUNTY HIGH SCHOOL
PRODUCT LOG**

Student _____

Mentor _____

On this form you will keep a record of what work you accomplished while working on the product phase of the graduation project. This includes the minimum ten hours of shadowing and the minimum of twenty hours of working on the product.

This form will help you pace yourself. Be sure to have it with you each time you meet with your mentor. Have your mentor sign the last column EACH TIME you meet.

DATE	# of hours	Description of What You Did	Mentor/Supervisor's Signature

TOTAL HOURS: _____

Portfolio Document

Graduation Project Verification

(To Be Completed by Mentor)

Student: _____ Topic: _____

Project: _____

Mentor / Job Title: _____

You have been chosen to verify this student's work on the project phase of his/her graduation project. Since most of the time spent on this project phase of the assignment has been out of class, verification of the student's work is necessary to help us evaluate his/her performance. This form refers to the product produced and the job shadowing phase only.

1. Can you verify that he/she spent at least 20 hours creating this product?

YES

NO

Comments:

2. Have you seen this product at different stages of completion, not just the final phase?

YES

NO

Comments:

3. Can you verify that this student spent at least 15 hours shadowing to learn more about your profession?

YES

NO

Comments:

4. What problems specifically, if any, did this student encounter and overcome?

Signature: _____

Date: _____

Contact (phone/e-mail): _____

Portfolio Document

CAMDEN COUNTY HIGH SCHOOL
Research Paper Draft “Yes” Test

Student _____

Date _____

Topic _____

This rubric is to be used by a reviewer to assess the first draft. This is a “Yes” Test. You must receive all “Yeses” for your research paper to be scored by your graduation project teacher. A NO will stop the process.

YES	NO	Basic Requirements	Reviewer’s Comments
		1. Paper typed <ul style="list-style-type: none"> • MLA standard first page format • 12 Point Times New Roman font • Double spaced 	
		2. Thesis clearly stated in introduction and referenced in the conclusion <ul style="list-style-type: none"> • Introduction engaging and clearly defines the thesis • Thesis is challenging and focused 	
		3. Correct documentation style used in text <ul style="list-style-type: none"> • Consistent format (MLA) • Researched information appropriately documented 	
		4. Citing evidence Enough outside information to clearly represent a research process <ul style="list-style-type: none"> • Demonstrates use of paraphrasing, direct and indirect quotations 	
		5. Minimum of five sources <ul style="list-style-type: none"> • Variety of source types • Interview source MUST be included 	
		6. Works Cited accurate and correctly formatted <ul style="list-style-type: none"> • Sources on Works Cited accurately match those cited within the text 	
		7. Paper written in 3 rd person; content as non -biased research; this is not a personal essay.	
		8. Paper meets minimum length standard (five to eight pages or 1500 - 1700 words, excluding title and Works Cited)	
		9. Evidence of consistent and conscientious editing <ul style="list-style-type: none"> • Variety of sentences and phrases in length and structure • Editing marks apparent 	

TEACHER GRADING SHEET

Student: _____

Paper
Title: _____

	If Perfect	Your Score
I. MLA Format		
A. Correct Information	5	_____
B. Correct Spacing	5	_____
II. Works Cited	10	_____
III. Mechanical Form		
A. Spelling	5	_____
B. Punctuation and capitalization	5	_____
C. Grammatical usage	5	_____
D. Sentence structure	5	_____
E. Diction	5	_____
IV. Documentation		
A. Required number of sources	10	_____
B. Proper parenthetical doc.	10	_____
V. Content		
A. Introduction (general to specific)	5	_____
B. Thesis statement	5	_____
C. Address required information and support thesis	5	_____
D. Conclusion	5	_____
E. Paragraph structure	5	_____
	TOTAL	_____

Comments:

LETTER TO THE JUDGES

The Letter of Intent was written when you began your project. The Letter to the Judges reports on who you are, the subject of your project, and what you think of what you accomplished. This letter will be one of the last items you put in the portfolio. The letter should be written **after you have completed all of the other requirements.**

Therefore, your letter should explain a bit about you, what you think about topics that interest you, and in general give a sense of the person whom the judges will hear during the oral presentation.

The letter will be the first piece the judges read in your graduation project portfolio, so you should try to make the best first impression. The letter must be typed in a business letter format; although this is a formal letter, you may use "I" references as you explain to the judges who you are, what you have done, your project and what you think about your achievement. The letter may also include any of the following topics: family background, schooling, hobbies, goals, driving principles or passions, individual talents, or unusual circumstances, reflections on your high school years, or views on any subject you think will give the judges useful information about you as a graduate.

You may use block style for the letter, if you prefer.

Graduation Project Reflections

Use the following questions to reflect upon each stage of your graduation project. (Organize reflections into four categories: paper, product, portfolio, and presentation. For each reflection choose four to five questions to answer completely and in detail.)

I work best when....

I do my best on activities that...

I like to work with others when...

What I like best about this is.....

The most interesting part of this project is...

I would like to learn more about...

I wish I could improve on...

I need to work on...

The hardest task to accomplish is...

I need help with...

When I don't understand something, I...

Before I start to work on a project, I...

When I want to remember something, I...

I learned that I could...

I am good at...

I have learned how to...

I can help others with...

I want to work on...

I want to learn how to...

I plan to seek help with...

Graduation Project Portfolio Rubric

NAME: _____ DATE: _____

In order for the portfolio to be accepted by the teacher, the portfolio **MUST** contain *quality work* and be turned in **ON TIME**. This is a good time to use **your creativity** in the presentation of your work.

<u>Section</u>	<u>Maximum # of Points</u>	<u>Peer Review (Check)</u>	<u>Advisor Review (Check)</u>	<u>Coordinator Review (Points Awarded)</u>
Cover	2			
Title Page (Name/Title of Project/ Teacher/Date)	2			
Table of Contents (with Page #s)	2			
Letter to the Judges	5			
Contract Form	1			
Advisor Form	1			
Consent Form	2			
Proposal	5			
Letter of Intent	2			
Evidence of Research				
• Research Paper (corrected)	10			
• Works Cited	5			
• 3 Examples of Internet Sources Used	5			
• Interview Transcript	5			
• Interview Release Form	1			
Evidence of Product				
• Mentor Confirmation Form	1			
• Visual Representation of Product with captions	10			
• Product Work Log with signatures	10			
• Graduation Project Verification	5			
Reflections	10			
Copy of presentations slides	10			
Letter(s) of thanks to mentor or any other person who assisted you	5			
Acknowledgements	1			
TOTAL	100	_____	_____	_____

Peer Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

GRADUATION PROJECT SPEECH PRACTICE FORM

STUDENT'S NAME: _____

By the third practice, the time of the speech should be 8 to 10 minutes. If not, you must practice until you reach 8 to 10 minutes. You must have your advisor's signature and present in front of the graduation project teacher before you will be allowed to present to a panel of judges.

USING THE GRADUATION PROJECT ORAL PRESENTATION SCORING GUIDE, have an adult or professional listen. Each listener must sign the form, time the speech, and make helpful hints about your performance. **You must practice your entire speech at least three times!** (Additional practices are encouraged but not required). **Your Advisor must sign practice number three.**

Practice # 1 Speech Length _____ Date _____

Content *Comments:*

Organization *Comments:*

Language *Comments:*

Delivery *Comments:*

Audio/Visuals Used *Comments:*

Listener's Name (printed): _____ Signature: _____

Practice # 2 Speech Length _____ Date _____

Content *Comments:*

Organization *Comments:*

Language *Comments:*

Delivery *Comments:*

Audio/Visuals Used *Comments:*

Listener's Name (printed): _____ Signature: _____

Practice # 3 Speech Length _____ Date _____

Content *Comments:*

Organization *Comments:*

Language *Comments:*

Delivery *Comments:*

Audio/Visuals Used *Comments:*

Advisor's Name (printed): _____ Signature: _____

Graduation Project Oral Presentation Evaluation

Student _____ Teacher/Block _____

Please circle your rating.

Topic _____

1 2 3 4 5

<i>IMPACT: Clarity and Insightfulness of the Presentation (55% of score)</i>

- | | | | | | |
|---|---|---|---|----|----|
| 1. Does the presentation clearly describe the student's experiences ?
(What worked/What didn't/What learned overall/What was risk/challenge?) | 3 | 6 | 9 | 12 | 15 |
| 2. Does the student offer meaningful insights, thoughtful reflections on lessons learned during the process of completing the graduation project? (including community service) | 3 | 6 | 9 | 12 | 15 |
| 3. Does the presenter offer thoughtful, well-informed answers to questions posed to him/her after the presentation? | 2 | 4 | 6 | 8 | 10 |
| 4. Does the presenter appear to have a good working knowledge of his/her subject material? *Provides relevant examples. | 2 | 4 | 6 | 8 | 10 |
| 5. Does the presentation reflect evidence from the portfolio? | 1 | 2 | 3 | 4 | 5 |

<i>DELIVERY: Contribution of Methods to Impact of Presentation (25% of score)</i>
--

- | | | | | | |
|--|---|---|---|---|----|
| 6. Does the presenter's method of delivery enhance the presentation?
*Poise/posture *Good eye contact
*Rate/volume of voice *Appropriate gestures
*Dress appropriate for formal presentation | 2 | 4 | 6 | 8 | 10 |
| 7. Is the presenter enthusiastic and confident about his /her subject? | 2 | 4 | 6 | 8 | 10 |
| 8. Does the presenter use audio/visual aids effectively to engage the audience? | 1 | 2 | 3 | 4 | 5 |

<i>FORM: Correctness of Methods (20% of score)</i>

- | | | | | | |
|---|---|---|---|---|----|
| 1. Does the presenter have a good command of language?
*Standard grammar
*Proper pronunciation
*Suitable vocabulary for topic
*Appropriate language | 2 | 4 | 6 | 8 | 10 |
| 10. Is the presenter organized in terms of a/an
*Introduction
*Body
*Conclusion | 2 | 4 | 6 | 8 | 10 |

SCALE <39 40-59 60-79 80-92 93-100
 F D C B A

TOTAL _____

COMMENTS: _____

Camden County High School Graduation Project Rubrics

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. 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, students and parents.**

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.

Research Paper Rubric

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
Focus	Presents an insightful and focused thesis statement.	Presents a thesis statement with adequate insight and focus.	Presents a thesis statement with minimal insight and focus.	Presents a thesis statement with no insight or focus.	Fails to submit paper.
	Draws strong and clear connections between the thesis and significant related ideas.	Draws adequate connections between thesis and related ideas	Draws insufficient connections between thesis and related ideas.	Shows no understanding of connections between thesis and related ideas.	Fails to submit paper.
Organization	Effectively provides a logical progression of related ideas and supporting information in the body of the paper.	Adequately provides a progression of ideas and supporting information in the body of the paper.	Provides a poorly organized progression of ideas and supporting information in the body of the paper.	Does not provide a progression of ideas and supporting information in the body of the paper.	Fails to submit paper.
	Effectively uses transitions to connect supporting information clearly.	Adequately uses transitions to connect supporting information.	Ineffectively uses transitions to connect supporting information.	Does not use transitions to connect supporting information.	Fails to submit paper.
	Arrives at a well-documented, logical conclusion, involving critical thinking.	Arrives at an adequately documented conclusion.	Arrives at an insufficiently documented conclusion.	Does not arrive at a documented conclusion.	Fails to submit paper.

Research Paper Rubric, continued

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
Support/ Elaboration	Effectively synthesizes complex ideas from research sources.	Sufficiently synthesizes ideas from research sources.	Ineffectively synthesizes ideas from research sources.	No evidence of synthesizing ideas from research sources.	Fails to submit paper.
	Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Lacks supporting information clearly relevant to thesis and its related ideas.	Fails to submit paper.
	Provides a meaningful presentation of multiple perspectives.	Provides an adequate presentation of multiple perspectives.	Provides a limited presentation of multiple perspectives.	Does not present multiple perspectives.	Fails to submit paper.
	Effectively balances use of quotations and student paraphrasing.	Adequately balances use of quotations and student paraphrasing.	Insufficiently balances use of quotations and student paraphrasing.	Does not balance use of quotations and student paraphrasing.	Fails to submit paper.
	Skillfully integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to emphasize important content.	Effectively integrates student generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content..	Includes student generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content..	Shows no use of student generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content..	Fails to submit paper.
Style	Exhibits skillful use of language, including effective word choice, clarity, and consistent voice.	Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice.	Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice.	Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.	Fails to submit paper.
	Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Fails to submit paper.

Research Paper Rubric, continued

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
Conventions	Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates no use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Fails to submit paper.
	Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Fails to submit a paper.
Information Literacy	Conscientiously and consistently demonstrates integrity in citing practices.	Generally demonstrates integrity in citing practices.	Inconsistently demonstrates integrity in citing practices.	Does not demonstrate integrity in citing practices.	Fails to submit paper.
	Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.	Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.	Employs a limited variety of primary and secondary sources including an insufficient amount of current information.	Does not employ a variety of primary and secondary sources and/or does not include current information.	Fails to submit paper.
	Demonstrates strong evaluation skills in determining resource credibility and reliability.	Demonstrates sufficient evaluation skills in determining resource credibility and reliability.	Demonstrates limited evaluation skills in determining resource credibility and reliability.	Demonstrates no evaluation skills to determine resource credibility and reliability.	Fails to submit paper.

Product Rubric

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
Time	Exceeds number of recommended hours.	Meets number of recommended hours.	Does not meet number of recommended hours.	Shows evidence of little to no hours invested.	Fails to submit product.
	Demonstrates effective time management.	Demonstrates sufficient use of time management.	Demonstrates minimum use of time management.	Demonstrates no use of time management.	Fails to submit product.
Learning Over Time and Depth of Knowledge	Chooses a challenging product representing a significant learning over time.	Chooses a product representing a sufficient learning over time.	Chooses a product representing limited learning over time.	Chooses a product with no learning over time.	Failed to submit product.
	Demonstrates a logical and relevant link to the research topic.	Demonstrates an adequate and relevant link to the research topic.	Demonstrates a minimal link to research topic.	Shows no link to the research topic.	Fails to submit product.
	Demonstrates critical analysis of research in producing an original product.	Demonstrates reasonable evaluation of research in producing an original product.	Demonstrates limited understanding of research in producing original product.	Demonstrates no understanding of research in producing original product.	Fails to submit product.
	Demonstrates significant creative thinking, decision making, reasoning, and/or problem-solving.	Demonstrates sufficient creative thinking, decision making, reasoning, and/or problem-solving.	Demonstrates limited creative thinking, decision making, reasoning, and/or problem-solving.	Demonstrates no evidence of creative thinking, decision-making, reasoning, and/or problem-solving.	Fails to submit product.
	Demonstrates extensive connection to real world situations.	Demonstrates sufficient connection to real-world situations.	Demonstrates limited connection to real-world situations.	Demonstrates no connection to real-world situations.	Fails to submit product.

Product Rubric,. continued

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
Quality of Work/Effort	Exhibits creative and exceptional results using talents, abilities and varied resources.	Exhibits adequate results using talents, abilities and varied resources.	Exhibits ineffective results using talents, abilities and varied resources.	Exhibits unacceptable or no results.	Fails to submit product.
	Displays extensive use of detail.	Displays sufficient use of detail.	Displays minimum use of detail.	Lacks use of detail.	Fails to submit product.
	Shows evidence of consistent self-directed actions.	Shows evidence of requiring some prompting for self-directed actions.	Shows evidence of requiring continuous prompting for actions.	Shows no evidence of self-directed actions.	Fails to submit product.
	Displays evidence of exceptional technical skills.	Displays evidence of competent technical skills.	Displays evidence of minimal technical skills.	Displays no evidence of technical skills.	Fails to submit product.
Ethics	Consistently demonstrates ethical standards in product development.	Generally demonstrates ethical standards in product development.	Demonstrates limited understanding and application of ethical standards in product development.	Demonstrates unethical standards in product development.	Fails to submit product.

Portfolio Rubric

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
Format/ Appearance	Adheres to all guidelines for portfolio appearance.	Adheres to most guidelines for portfolio appearance.	Adheres to some guidelines for portfolio appearance.	Does not adhere to guidelines for portfolio appearance.	Fails to submit portfolio.
Organization	Exhibits exceptional organizational skills in compilation of portfolio.	Exhibits sufficient organizational skills in compilation of portfolio.	Exhibits minimal organizational skills in compilation of portfolio.	Exhibits no organizational skills in compilation of portfolio.	Fails to submit portfolio.
Completeness	Meets all requirements for portfolio contents	Meets most requirements for portfolio contents.	Meets some requirements for portfolio contents.	Does not meet requirements for portfolio contents.	Fails to submit portfolio.
Student Growth	Demonstrates exceptional depth in academic and/or personal growth.	Demonstrates sufficient depth in academic and/or personal growth.	Demonstrates limited depth in academic and/or personal growth.	Does not demonstrate depth in academic and/or personal growth.	Fails to submit portfolio.
Student Reflection	Reveals exceptional insight into how the student anticipated changes and dealt with contingencies.	Reveals sufficient insight into how the student anticipated changes and dealt with contingencies.	Reveals limited insight into how the student anticipated changes and dealt with contingencies.	Reveals no insight into how the student anticipated changes and dealt with contingencies.	Fails to submit portfolio.
Information, Technology and Communications Literacy	Effectively employs technology in construction of portfolio.	Sufficiently employs technology in construction of portfolio.	Minimally employs technology in construction of portfolio.	Employs no technology in construction of portfolio.	Fails to submit portfolio.

Presentation Rubric

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
Communication Skills	Consistently speaks with appropriate volume, tone, and articulation.	Generally speaks with appropriate volume, tone, and articulation.	Has difficulty speaking with appropriate volume, tone, and articulation.	Does not speak with appropriate volume, tone, and articulation.	Fails to make presentation.
	Consistently employs appropriate eye contact and posture.	Frequently employs appropriate eye contact and posture.	Employs infrequent eye contact and/or poor posture.	Makes no eye contact.	Fails to make presentation.
	Consistently employs appropriate nonverbal communication techniques.	Adequately employs appropriate nonverbal communication techniques.	Employs limited nonverbal communication techniques.	Does not employ nonverbal communication techniques.	Fails to make presentation.
	Consistently exhibits poise, enthusiasm, and confidence.	Generally exhibits poise, enthusiasm, and confidence.	Exhibits limited poise, enthusiasm, and confidence.	Lacks poise, enthusiasm, and confidence.	Fails to make presentation.
	Consistently employs standard grammar.	Generally employs standard grammar.	Infrequently employs standard grammar.	Does not employ standard grammar.	Fails to make presentation.
	Adheres to prescribed time guidelines.	Adheres to prescribed time guidelines.	Violates prescribed time guidelines.	Violates prescribed time guidelines.	Fails to make presentation.
	Wears appropriate professional or authentic attire.	Wears appropriate professional or authentic attire.	Wears inappropriate attire.	Wears inappropriate attire.	Fails to make presentation.
	Employs creative use of visual aids that enrich or reinforce presentation.	Employs appropriate visual aids that relate to presentation.	Employs ineffective visual aids.	Uses no visual aids.	Fails to make presentation.

Content and Coherence	Effectively defines a main idea and clearly adheres to its purpose throughout presentation.	Adequately defines a main idea and adheres to its purpose throughout presentation.	Insufficiently defines a main idea and adheres to its purpose throughout presentation.	Does not define a main idea or adhere to its purpose.	Fails to make presentation.
	Employs a logical and engaging sequence which the audience can follow.	Employs a logical sequence which the audience can follow.	Employs an ineffective sequence confusing to the audience.	Lacks an organizational sequence.	Fails to make presentation.
	Demonstrates exceptional use of supporting details/evidence.	Demonstrates sufficient use of supporting details/evidence.	Demonstrates insufficient supporting details/evidence.	Demonstrates no supporting details/evidence.	Fails to make presentation.
Self Reflection	Offers an insightful evaluation of the project process.	Offers a clear evaluation of the project process.	Offers an evaluation of the project process.	Fails to offer an evaluation of the project process.	Fails to make presentation.
	Reflects on successes and challenges with exceptional depth and insight.	Reflects on successes and challenges with sufficient depth and insight.	Reflects on successes and challenges with limited depth and insight.	Does not reflect on successes and challenges with depth or insight.	Fails to make presentation.
	Extensively reflects on the collaboration with the mentor.	Generally reflects on the collaboration with the mentor.	Minimally reflects on the collaboration with the mentor.	Fails to reflect on the collaboration with the mentor.	Fails to make presentation.
Extemporaneous Responses	Confidently, politely, and accurately responds to judges' questions and comments.	Politely and accurately responds to judges' questions and comments.	Ineffectively responds to judges' questions and comments.	Unacceptably responds/does not respond to judges' questions and comments.	Fails to make presentation.

Graduation Project 21st Century Skills

Essential and 21st Century Skills **CCHS Graduation Project**

The Student will demonstrate:	Research Paper	Product	Portfolio	Presentation
Flexibility and Adaptability		X	X	X
Initiative and Self-Direction	X	X	X	X
Social and Cross-Cultural Skills	X	X	X	X
Leadership and Responsibility	X	X	X	X
Information Literacy	X	X	X	X
Media Literacy	X		X	X
ICT (Information, Communications, and Technological) literacy	X	X	X	X
Creativity and Innovation	X	X	X	X
Critical Thinking and Problem Solving	X	X	X	X
Communication and Collaboration	X	X	X	X

NOTES

* Information updated 11/20/2012 based upon the 2006 *Camden County High School Graduation Project Manual*, the 2010 *Elizabeth City Pasquotank County Graduation Project Manual*, and the 2012 *North Carolina Graduation Project: Standards of Quality and Verification Process for High School Accountability*.

*Updated by Jennifer R. Bonney

