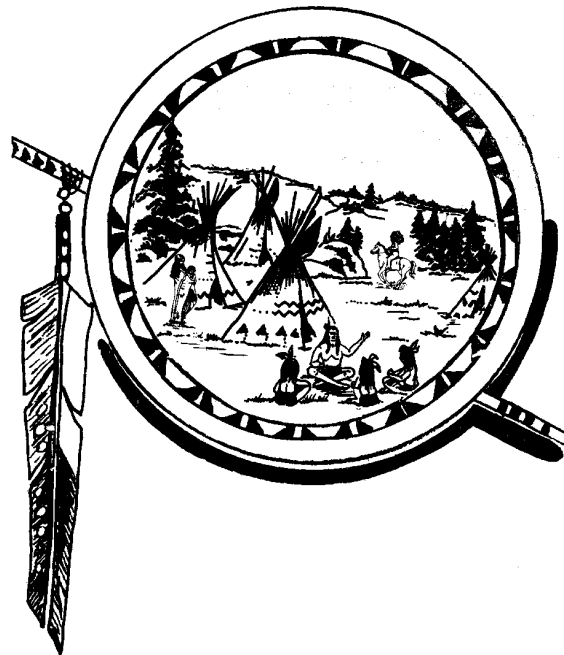


Wellpinit High School



Culminating Project Handbook 2017-2018

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What is a Culminating Project?

Completing a culminating project prior to graduation is a Wellpinit School District graduation requirement. Wellpinit students will design their own projects and carry them through to completion prior to graduation. The required components of the Wellpinit High School culminating project are described in detail in this booklet. Students must meet standard as detailed on the assessment rubrics for each of these components in order to fulfill the graduation requirement for the culminating project.

Culminating Project Elements:

To earn a high school diploma in the Wellpinit School District, seniors must:

- ☐ **earn all of the required credits in the required subject areas,**
- ☐ **meet the Washington State assessment graduation requirements,**
- ☐ **AND complete and meet standard on all elements of the culminating project.**

Culminating Project Desired Learner Results

Here are the five overall goals of the Wellpinit High School Culminating Project:

- ✓ **Students will demonstrate mastery of content and skills essential/relevant to the project.**
- ✓ **Students will think critically, creatively, and originally, as demonstrated by the following types of actions:**
 - Evaluating information for reliability, bias, and usefulness
 - Distinguishing between fact and opinion
 - Recognizing and challenging assumptions and presumptions
 - Assimilating, deciphering and using information
 - Applying organizational and logical reasoning skills
 - Applying higher order thinking skills to real life problems, as well as hypothetical situations
- ✓ **Students will set personal goals for learning, as demonstrated by the following actions:**
 - Establish priorities to set achievable and realistic short and long-term goals
 - Identifying and utilizing resources and people to help them determine and reach their goals
 - Evaluating their progress toward their goals
 - Communicating their goals and progress to others in an ongoing manner
 - Constructing and articulating a personal vision

✓ **Students will problem solve as demonstrated by the following actions:**

- Articulate a clear, complete understanding of an assignment/problem
- Locating, accessing, and using information to address a problem
- Formulating a flexible, appropriate plan of action
- Using a logical and effective decision-making process
- Overcoming obstacles by effective application of skills
- Following through with tasks until completed
- Evaluating the product and problem-solving process

✓ **Students will communicate effectively as demonstrated by the following actions:**

- Expressing thought and conveying information accurately
- Reading for understanding, listening actively and asking clarifying questions
- Speaking clearly, correctly, and responsibly in a variety of settings
- Creating and communicating information using a variety of media and technology

Based on Desired Student Results: SIP Plan



Timeline for Completion of the Culminating Project

DUE DATE	ELEMENT DESCRIPTION
Septemeber 29, 2017	Senior Project Plan Template- this is a written plan of the specific details of your senior project. You will identify your learning goals, mentors, timeline for project completion.
November 22, 2017	High School and Beyond Essay- As part of your online portfolio, you will need to complete a written high school and beyond plan. You will need to write a two page essay summarizing your plans following high school. This is an organized summary of want to do after you graduate and how you plan to do it.
Rough Draft Due December 19, 2017 Final Paper Due February 28, 2018	Senior Project Research Paper- You are required to complete a research paper related to the topic of your senior project and in addition to your project. This is a formal research paper in MLA format that must meet or exceed standard as assessed by the culminating project committee.
March 2018	Research Papers scored. Re-write will be due 15 school days from date papers returned to student.
March 23, 2018	Senior WOIS Portfolio - You will need to complete all of the activities and lessons on WOIS. See WOIS section on page 6 for details.
March 23, 2018	Best Work Samples- You must have at least 10 work samples from at least four different classes in grades 9-12. If you have a paper, a project or assignment that you are proud of or one that shows academic growth, you need to put it in your Navigation folder, scan it and/or attach it to your WOIS portfolio.
March 27-29, 2018	Portfolio Presentation- Student led conference, just like your junior year, you will need to present your completed portfolio at a student led conference with a parent/guardian present along with your advisors. (Certain required components of your portfolio will be completed after the student led conference, such as uploading your presentation, senior reflection and research paper.
DUE DATE	ELEMENT DESCRIPTION
Presentations Begin May 7-11, 2018	Senior Project Presentation- This is a formal presentation to the culminating project committee. This presentation must show what you have learned from your project and your research. You must be fully prepared for the presentation, including a using a PowerPoint or other multimedia presentation tool in order to meet standard or exceed standard.

May 22, 2018	Written Reflection Paper- You will write a two page paper describing what you learned about yourself by doing the project as well as through your high school experiences, your personal growth, the new skills acquired, and how these fit into your future plans.
May 24, 2018	All components of the Culminating Project must be completed. All work for all of your classes must be complete. Students must meet or exceed standard on all components to participate in graduation ceremony.
May 29, 2018	Senior grades due for all classes 8:30 AM
June 2, 2018	Senior Graduation Ceremony 1:00 PM
	All dates subject to change

WOIS & Navigation Graduation Requirements

Wellpinit School District

WOIS Senior Portfolio Check off www.wois.org gue722

WOIS Portfolio Sections	Need to Complete	Navigation Ties
Assessments & Tests	☐ Skills Assessment ☐ Career Interest ☐ Interest Profiler ☐ Work Importance Locator ☐ HSPE/EOC Scores	
Awards, Honors, Scholarships	☐ Add Awards and Honors inside and outside of school	
Best Works	☐ Describe a minimum of 10 samples of Best Work (You can upload if you want, but you still need the description)	
Career Research	☐ Add at least 3 career research items in Portfolio	You must fill out the form part showing you did the research and use complete sentences and fill in EVERY box!
Culminating Projects	Seniors Only	From your Senior Project Handbook: ☐ • Reflection Paper ☐ • Presentation Power Point ☐ • Senior Research Paper ☐ • Community Service Sheet
Essays	Probably N/A	
File Management	Everything you upload appears here.	
Goal Setting	☐ Complete all the goals in this section including academic, career, community and personal	Use the Navigation Goal sheets for goal writing instructions. You must use complete sentences.
HS and Beyond	☐ Add in all classes for each high school year (use transcript)	Upload the following Navigation Worksheets: ☐ • Financial Plan (Seniors) ☐ • Written HS & Beyond Plan
Learning Plans	N/A	
Letters	Optional to add a cover letter	
Personal Links	If students have a home page or sites that reflect them, this is the place.	
Profile	☐ Make sure this is complete	
Resumes	☐ They need to either create a resume using the WOIS tools or upload a saved resume.	This resume needs to be something you are proud of that you could take to a job interview.
School Search	☐ Select at least 3 schools they are interested in possibly attending	
Student Activities	☐ List activities	
Survey	☐ Complete Survey	
Work Experience	☐ List any work experience (if you use resume creator, this info will show up) Example: babysitting, Summer Youth Program, After school work program, etc.	

Getting Started on your Project

Choosing a Topic:

Q: What can I do for my project?

A: You can choose your project topic and activities. Your project however, must be safe, and may not include elements that violate school rules or state/federal laws. All topics must be approved by the culminating project committee.

Q: Where do students find ideas for their Culminating Project?

A: By looking around and in yourselves for inspiration.

- Talk with your friends, classmates, family and teachers.
- Keep an eye out for interesting topics in magazines, newspapers and journals.
- Look for interesting topics while watching television or listening to the radio.
- Browse the Internet.
- Look at your **passions**; think about things that you enjoy doing.
- Something you have always wanted to learn.

Q: What do you do once you have a general topic?

A: Completing a big project can cause anxiety. However, there are ways to reduce that anxiety. Your teachers will do their share to help cut down on the stress by providing opportunities to learn all of the skills you will need to successfully complete your Culminating Project but you need to step up and get the job done.

Possible Fields/Topics of Interest

- | | |
|--|---|
| ❖ Arts-music, dance, drama | ❖ Plan and implement community event |
| ❖ Art-jewelry design, drawing, painting, beading | ❖ Organize and work on cultural preservation activities |
| ❖ Health-medicine, fitness, nutrition, weight loss | ❖ Build something- guitar, dog house, dresser, bookshelf |
| ❖ Business- management, marketing, advertising, finance insurance | ❖ Organize and run a community fitness event |
| ❖ Social Problems- homelessness, domestic violence, health, gang violence, drugs and alcohol, prison rehabilitation, racism, teen issues | ❖ Analyze and address a community need |
| ❖ Science- chemistry, biology, marine biology, environmental science, animal studies | ❖ Produce a book of art, photography |
| | ❖ Sports- camps, coaching, walk-a-thon, fun run |
| | ❖ Technical skills- building, woodwork, computers, metal work |

- ❖ Video- video production, film making, editing, sound dubbing
 - ❖ History- archeology, genealogy, civilization, cultural studies
 - ❖ Service- law enforcement, fire department, EMT, forest ranger, fish & game, dog training
 - ❖ Entertainment: acting, magic, singing
 - ❖ Learn something new
-

Specific Example of Successful Project

- | | |
|--|--|
| <ul style="list-style-type: none"> ❖ Produce a movie ❖ Complete a video yearbook ❖ Choreograph and perform original music, dance, play ❖ Intern at a school for handicapped children ❖ Design and create complete outfit of dance regalia ❖ Design a house from the ground up including specific materials, cost, timeline, blue print, build model ❖ Develop skills and teach a class on skateboard construction ❖ Learn elements of construction (brick laying, drywall, painting) ❖ Design a complex computer game ❖ Yearbook production (photos, layout, fundraising, printing) ❖ Plan and organize a group trip. (fundraising, itinerary, requisitions, reservations, permissions) ❖ Master outdoor survival skills ❖ Create a magazine, travel brochure, school publication ❖ Work on an archeological dig ❖ Learn the craft of taxidermy ❖ Visit a foreign country, create a travel guide, put on a multi-cultural night ❖ Create and manage an student art gallery online | <ul style="list-style-type: none"> ❖ Design and present an art gallery showing student/local art or photography ❖ Train a dog in obedience, agility training, etc. ❖ Plan walkathon/fun run for charity ❖ Write /illustrate a children's book ❖ Volunteer at a homeless shelter ❖ Qualify as an EMT ❖ ❖ Interview and create a family history, of pictures, film, recorded interviews, use photo story to create a digital portfolio as a finished product ❖ Learn about genealogy and create a family tree project complete with historical anecdotal stories ❖ Install a sprinkler system ❖ Learn to crochet/knit and make a sweater/blanket. ❖ Learn calligraphy, teach a class ❖ Create youth art display and/or run and art contest. Work with local agencies for gallery space. ❖ Learn about specific career (must include job shadowing/ internship) ❖ Learn computer animation skills and create a project to display skills ❖ Organize and run parent/community involvement activities at school |
|--|--|

- ❖ Organize and teach youth fitness activities/ youth sports camp
- ❖ Intern with community newspaper
- ❖ Learn to build something like a table, hope chest, toy box from design to finishing
- ❖ Restore an old car
- ❖ Create/produce an album with original music compositions, learn about music production
- ❖ Design/paint a community mural
- ❖ Design and sew an outfit
- ❖ Learn silversmithing
- ❖ Start a photography business
- ❖ Learn professional framing and matte cutting
- ❖ Build and learn to fly remote control airplane.
- ❖ Organize a youth safety campaign

Starting Your Project

What do you do once you have a general topic? The need to complete a big project can cause anxiety. However, there are ways to reduce that anxiety. Your teachers will do their share to help cut down on the stress by providing opportunities to learn all of the skills you will need to successfully complete your Culminating Project. The following are some general tips about starting any project on the right foot:

1. **Start early!** Keep in mind that any project can be very time-consuming. Plan on approximately 10 hours just for deciding on a topic, writing up your plan, and thinking about where to find resources. You will be spending a lot of time with this topic, it is VITAL that you chose something you are passionate about. If you give yourself lots of time to complete the early stages of your project, unexpected delays won't cause as much of a problem. If you wait until the last minute, those unexpected delays could derail your whole project!
2. **Plan ahead!** Is your project dependent on the weather? Do you have to work around other people's schedules? How does the due date fit in with the due dates of projects for other classes, HSPE, SAT tests?
3. **Have a clear understanding of the assignment!** Read this handbook carefully. Clear up any questions with your advisor, or Ms. Schwannecke prior to beginning your plan.
4. **Know what types of materials you need!** Do you need books or articles? Should you find a person or several people to interview? What is your budget? Do you need to take an additional class? Are you building/growing something?
5. **Remember that completing any project requires patience and flexibility!** It may take time to get the results you want.
6. **Ask for help!** Teachers, counselors, and librarians are very familiar with the research process. They will be glad to help you at any stage of the process. Your teachers understand the requirements of the Culminating Project and can point you in the right direction. Be open to comments and suggestions.
7. **Seek a mentor.** Look for someone with connections in the subject area that you are going to be working with. Your mentor is not necessarily your class advisor. Your mentor needs to be someone that knows something about your topic and is willing to help you make connections and meet deadlines. This needs to be someone that you are willing to listen to and accept advice from.

PLANNING: Creating Your Project Plan

Q: What is the Plan?

- A:** The guide for your project
 A map to get where you want to go
 A detailed Plan which shows you have more than a rough idea
 Achievable and reasonable
 Meaningful to you

Q: What should take place prior to making a Plan?

- A:** Thoughtful search of project
 Consider personal strengths and interests
 Discussion with parent(s), advisor, etc, about possible topics
 Classroom opportunities to learn the skills required
 Resources, costs, time, etc...

Q: Why is the Plan required?

- A:** A good plan helps you get started and stay focused
 Prevents you from wasting time and resources
 Greater chance of success
 Set personal goals for learning
 Think creatively and originally, problem solve
 Able to communicate effectively
 Eliminate surprises

Q: How do you present your Plan to the review panel?

- A:** Your plan should be proofread and contain no spelling grammatical errors.
 You should use the form provided and submit your plan by the deadline.

Q: How will your Plan be assessed?

- A:** The plan will be reviewed by a panel of 3-4 staff members
 The plan must be approved by the Culminating Project Team
 The panel will be looking for thorough completion of the **Plan Template**
 form that describes a project plan that is can reasonably be completed in
 the time allotted and is within the bounds of school, state and federal rules.

Specific Elements of the Plan Template

1. Description of the Project- What are you going to do?

A short description of what you are going to do for your Culminating Project. Consider the following in your description:

- ☐ The topics you will need to learn more about, background on your goal, people in the field, factual information, available resources, and existing solutions.
- ☐ The way you will get that information. Consider the following; interviews, working with a mentor, library research, field research, volunteering, getting a job, attending performances/games/rallies/events, internship. If you are doing your project on a career, you **MUST** have direct internship/job shadow experience as part of your project.
- ☐ Whether any current or previous classes in school will enrich or contribute to your project.
- ☐ Whether you will need to take an outside class as part of the process to complete your Culminating Project. If you need to take a class you must find out availability, cost, schedule, how are you going to pay for it?
- ☐ Whether you will need other materials, electronic equipment, hardware or tools to complete the project.

2. Learning Goal- What do you want to learn?

A statement that describes what you hope to learn by completing the project. The learning goal(s) can be related to knowledge to be gained or skills to be acquired. You need to explain what level of work will satisfy you. Write a statement which will begin with *I know my project was successful if* _____. You are aiming for something to make you proud.

3. Justification/Purpose/Significance- Why do you want to do your project on this topic?

A thoughtful paragraph answering the question *Why* you are choosing to do this project. Explain why this project is interesting, significant or meaningful to you. Discuss some or all of the following:

- ☐ Whether it is a personal, intellectual, social or physical challenge for you
- ☐ What people or events influenced you in selecting this project and goal, and if it relates to a career choice
- ☐ What information you already know about this subject

4. Mentors- Who will help you?

In addition to working closely with the senior advisors, you must have a mentor (who will check with you regularly to make sure you are on track). This mentor should be someone who is willing to walk you through your project with the knowledge, skills and/or abilities to assist you in completing your project.

5. Timeline/Calendar- What kind of time is it going to take to get this done?

Your project requires many hours of work. Hours include time spent planning, researching, project work and preparation for your presentation. Clarify and schedule the steps leading up to completion. Use your mentor for help, if needed. List of all major tasks with the approximate date you need to have the task completed within the timeline of the project due dates. If you plan to participate in an internship or job shadowing experience, you need to plan on spending the equivalent of two working days in the field.

6. Budget/Materials:

While your project does not have to cost money to complete, you will undoubtedly have to use materials and will have to provide for the expenses you incur.

Estimate small costs: gas, phone charges, parking fees, etc.

Estimate the cost of presentation materials

Estimate class costs, admission costs, extra supplies, film, paper, etc..

Indicate any donations

Estimate the final cost of your project

7. Presentation:

Write a sentence explaining your current thought of how you plan to present your project. You are required to do a PowerPoint, so list other tools, visuals, props or anything needed for your presentation.

8. Research Paper:

In addition to completing the project, you are required to complete a research paper on a topic related to your project. What are you going to do your research paper on?

Senior Project Plan Template

Name: _____

Project Name: _____

Date Submitted: _____ Accepted Denied

Please address the following prompts in the space provided. Refer to your handbook for clarification and explanations and examples. **Submit to Ms. Schwannecke.**

1. Description of the Project:

(What do you plan to do for your project and what will you need to know/do for successful completion of your project?)

2. Learning Goal(s):

(What do you want to learn?)

3. Justification, Purpose and Significance of the Project:

(Why did you choose this topic for your project?)

4. Mentor(s) (In addition to your advisors)

(Who is going to help you?) Include full name and contact information.

5. Timeline/ Calendar: What need to be done and when will you do it?

6. Budget/ Materials:

(What do you need? How much will it cost? Where will you get the funding?)

7. Presentation:

(What will you need for your presentation?)

8. Research Paper:

My project is on _____

and my related research paper will be on _____.

Example: My project is organizing and running a fund-raising community walk-a-thon and my research paper will be on childhood obesity.

Date _____
Student Signature- I attest that this plan was prepared by me and is original work. I also understand I am responsible for any materials, fees, transportation needed to complete this project.

Date _____
Parent/Guardian Signature- I understand what my son/daughter plans to do for his/her culminating project as well as they are responsible for materials, fees, transportation needed to complete this project.

About your Research Paper

What is the purpose of the research paper?

To establish the student's knowledge base as it relates to his/her culminating project and to demonstrate skills for scholarly writing, including use of formal English and accepted research style.

Is my research paper the same thing as my project?

No. Your research paper is related to the topic of your project, but it is a separate assignment. Your research is supposed to help you learn more background relating to your project and/or give you the opportunity to explore other elements of the topic of your project.

How will your research paper be assessed?

Your research paper will be assessed based on the rubric.

What are the specific requirements?

Five (5) to eight (8) pages using MLA style with in-text citation and a works cited page with at least three (3) reference sources. The references need to be from sources generally known to be reputable. Stay away from Wikipedia as one of your sources. There are many other, more reliable encyclopedic sources available. The paper needs to follow the assessment rubric which includes idea and content, organization, word choice and voice, fluency, conventions, format, references, quotations, and extended learning.

What happens if my Research Paper does not meet standard?

Research papers that do not meet standard on all requirements will be returned for one revision and re-submission. If you need additional assistance, schedule an appointment with the project manager.

To meet standard on your research paper you must:

- **Have a thesis** that shows original thought and is clearly stated with details and rationale provide adequate support to thesis.
- **The content** includes materials and sources that are at a high school level.
- **Organization** scheme shows planning and logical order.
- **Use standard written language** with few redundancies in vocabulary and varied sentence structure. Use **functional transitions**.
- Use a **voice and tone** that is appropriate for **audience** and **purpose**.
- **Correct errors** in punctuation, spelling and using Standard English.
- **Use 8 ½ x 11 white paper**, 12 point Times New Roman or Arial font, double spaced, 1" margins.

- Must be least **five pages** in length but no more than eight, excluding works cited page.
 - **Works Cited** page and in-text citation using **MLA format** with at least **three reliable sources**.
 - **Direct quotations** included in body and using MLA format with no more than 20% of body as direct quotes.
-

About the Student Led Conference

On the Student Led Conference Dates, you will present your portfolio – and your plans for the future –to your senior advisors and your invited guests including a parent/guardian. You will be assessed on your preparation, appearance, introduction, poise, communication skills, and your ability to demonstrate the contents of your portfolio and their relationship to your plans for life after graduation. You must earn a ranking of either ‘meets standard’ or ‘exceeds standards’ on your student led conference.

Completed Portfolio. Your WOIS portfolio must be complete on the scheduled due date (see calendar). It must be well organized and must include all contents outlined in your annual portfolio checklists. You must earn a ranking of either ‘meets standard’ or ‘exceeds standards’ on your portfolio.

Career Exploration. A complete portfolio includes the details completed in the Career Research section of your portfolio on three different careers. These must be completed utilizing your research and utilizing good grammar and sentence structure in your responses.

Your Portfolio:

Please use your portfolio presentation to answer the following questions. Use your portfolio to show evidence to support your presentation.

Academic Development *(What have I accomplished in high school?)*

- ☐ How did you decide which courses to take during high school? *What have your favorite/ most helpful classes been? Why? How will they help you meet your goals?*
- ☐ How have you used information about your own strengths and weaknesses to improve? *Show your most recent Academic Inventory. Discuss progress over time.*
- ☐ What have you accomplished? *Show work you are proud of.*

Career Development *(What do I want to do in the future? How will I get there?)*

- ☐ What are you planning to do next year? What have you done – such as taking the right courses or applying to college – to achieve that plan? *Share HS & Beyond Plan.*
- ☐ Have your goals for the future stayed the same since freshman year or have they changed? Why? *You may want to share your Career Reflection/WOIS Surveys.*
- ☐ What has most influenced your plans for the future? *Talk about a job shadow or meeting someone in an interesting career – whatever influenced you most.*

Personal and Social Development *(Who am I?)*

- ☐ What extracurricular activities have you been involved with in and out of school? *(You might want to talk about how your activities reflect who you are.)*
- ☐ What awards and honors have you received? *(Share any awards you’ve collected.)*
- ☐ How have you served your school and community? *(Discuss your volunteer service.)*

Conclusion

- ☐ Summarize your goals for the future.
- ☐ Ask your guests if they have any questions.

- ☐ Thank your guests for their time

About the Written Reflection

What is it?

The Written Reflection is a two page thoughtful self-evaluation of your work and growth on the Culminating Project. It is a chance to stop, step back and see yourself as someone else might see you. The Written Reflection, completed after your presentation, can bring closure to this chapter of your life and provide direction for your future. Please be aware of this due date!

Written Reflection Question:

What did you learn? What did you discover about yourself as a learner from working on this project? Reflect on your work from this project providing specific examples of your experiences with details from this project to support your conclusions about problem solving, personal growth, new skills acquired and how this fits into your future plans.

How do you present your written reflection to the review panel? What do you turn in?

Compose a two page essay answering the question above. A copy needs to be uploaded to your portfolio by the required due date.

About the Service Learning

What is it? Service Learning is defined as work that you complete outside of the requirements of a particular school course or program, completed outside of school hours, for which you do not receive payment. You must complete **ten hours** of documented service learning activities **during your senior year**. Document service learning hours on the form provided, with supervisor signature and contact number to use for verifying hours. Supervisor must be an adult and should not be your parent/guardian. Prior to completing any service activities, be sure to obtain a supervisor to complete the documentation necessary and who is willing to be contacted by the school for verification of service.

What can I do? Help an elder by splitting and stacking wood for the winter. Shovel snow for someone in need. Assist with Elder's luncheon. Help at community events. Help at school events. Work at funerals. Tutor elementary students after school. Work with the food drive. Clean graves. Do yard work for someone in need of help. Pick up trash along the road. Volunteer at the culture office, at the community centers, at sporting events, at a local food bank, or a shelter in Spokane. Become an EMT. Mow the lawns at local churches. Help with community fundraiser. Organize a community event.

What is not included? Service Learning activities do not include the chores and duties that are part of your life at home. This service is to go above and beyond the everyday expectations placed on you by your parents/guardians. Community service hours that are required by a court

order do not meet this requirement. Service learning hours do not include work that is part of a classroom assignment or completed during the school day unless preapproved.



About The Presentation

What is it?

The Presentation is one of the last components of the Culminating Project. Before getting an opportunity to present, you must successfully complete your project as outlined in your approved plan.

With the presentation, you will demonstrate a variety of skills related to public speaking while at the same time sharing your experience and what you have learned while completing your project.

What should take place prior to presenting?

- Take pictures as you do your project to document progress.
- Review your project plan and assess your successes.
- Complete all of the required elements of the project.
- Prepare visual aids for presentation including a PowerPoint presentation.
- Outline, organize and practice your presentation for an audience.
- Practice the use of any equipment needed for presentation.
- Bring props as necessary.

How will you Presentation be assessed?

Content- Do you clearly communicate what you did for your project and what you learned from your research?

Delivery- Are you well prepared, organized and rehearsed?

You must meet standard on both of these areas in order to complete this component of the Culminating Project. To see the components of the above assessed areas, please refer to the assessment rubric.

How long does your presentation have to be?

Approximate suggested times:

10-15 minutes for Project,
Research and Visual Aid Presentation (use PowerPoint, Photo Story)

2 minutes to talk about what you learned.

Question and Answer

30 minutes maximum time allowed for Presentation.

Tip: Your presentation should be about 12-17 minutes to adequately demonstrate meeting standard.

When will you know if you met standard?

The review panel will confer after all presentations are complete and you will receive written notification of your score after all presentations are complete.

What happens if you do not meet standard?

You will get another opportunity to present. You will need to review your rubric/evaluation, pinpoint areas in which you could improve, practice, practice, and practice. Meet with your mentor, practice some more and meet with the Project Manager to find out your makeup date and time. Be aware of the final deadline date for completion of all components of the Culminating Project.

How many additional chances do you have to present your Presentation? One.**What if I miss my appointment for the presentation or if I am late?**

The panel will be there and ready at your assigned time with or without you. It will count as your first presentation attempt and you will only get one more chance to meet standard. If you are not ready, it is suggested that you present what you have ready and get feedback from the committee. Their comments will help you be more successful on your final attempt.

Can you do something additional to speaking?

Yes. In some cases you may need special permission if you require a particular setting or technology. The Project Manager will make every effort to schedule your presentation in an appropriate location.

What if you don't get prior approval for your presentation?

If your presentation is going to involve an element that is unique and perhaps beyond what is generally accepted for a typical classroom presentation, you will need to get approval from the panel in advanced of your presentation. (Demonstration involving a change of presentation venue, a vehicle, animals, chemicals, or other things that could be considered out of the ordinary.) If the review panel determines your presentation is inappropriate or unsafe you will be stopped immediately and rescheduled. School discipline policies apply.

How can I use the rubric to make sure my Presentation meets standard?

Use the components on the rubric as your check to make sure you are meeting all the required standards and expectations of the Presentation.

Subject Matter

This section of the rubric relates to the quality and relevance of the information you provide. Your presentation should:

- Contain a central idea to make certain your objective is clear.
- Include specific examples from your project.
- Show that you have a clear understanding of your subject.

Preparation

This section of the rubric relates to evidence of practice. All students will need to practice prior to delivering their presentations.

- Decide what parts of your research paper should be shared.
- Practice what you will actually say.
- Decide whether you want to use note cards or memorize your presentation.
- Think about how many and what type of visual aids might enhance the Presentation.
- Choose clothing that enhances your presentation and is appropriate for an audience of teachers, administrators, and school staff.

TIP: Practice your Presentation. Ask a friend, parent or mentor to listen to you and check your performance against the expectations written in the rubric. Be certain your ideas flow logically, and that you do not tend to jump back and forth between ideas.

Language

This section of the rubric relates to the words you actually choose. Since the Presentation is a graduation requirement, it should be scripted, edited and formal in its tone.

- Choose words appropriate to the topic, audience and the occasion.
- Avoid using slang and filler words such as “ya”, “uh”, “like”, and “ya know”.

Voice

This section of the rubric relates to how well you use your voice to enhance the Presentation.

- Maintain your energy throughout the entire Presentation.
- Engage the audience by varying volume, rate of speech, tone.
- Emphasize key points with changes in inflection.
- Show emotion/humor if appropriate.

Presence

This section of the rubric standards relates to how you appear to the review panel. If you practice your Presentation, you will gain confidence and raise your comfort level. If you appear comfortable you will be more likely to succeed. Remember you have observed hundreds of presentations for the past four years; consider what made the best ones effective.

- If you do read from your note cards, then remember to keep in mind the other sections of the rubric, e.g. eye contact, volume, and pace.
- Stand up straight, don't sway, slouch, or jingle keys.
- Avoid behaviors or actions which will distract your audience.

Response to Questions

This section of the rubric relates to your ability to think on your feet, organize your ideas, and respond thoughtfully and directly. Everyone will be asked questions. The questions are to provide you with an opportunity to explain aspects of your project in greater depth and to share your work. Review panel members will ask questions that will help you demonstrate that you have met standard. The ability to respond to questions is a required part of this component. Being asked a question does not necessarily mean that your presentation was unclear.

TIP: You can ask to have a question repeated. Remember to repeat the question if you think the audience may not have heard it. Take a deep breath, relax, think, and respond.

RESEARCH PAPER RUBRIC			
COMPONENT	Exceeds Standard	Meets Standard	Does Not Meet Standard
Ideas and Content	- Thesis shows original thought and is clearly stated - Paper is focused and interesting with relevant details and supplementary material augments and illustrates thesis - Extent of knowledge and/or depth of thought exceed the usual scope of high school curriculum	- Thesis shows original thought and is clearly stated - Details and rationale provide adequate support to thesis - Content includes materials and sources that are expected within the usual scope of high school curricula	- Thesis does not reflect original thought and is not clearly stated - Lacks relevant details to support thesis - Content lacks materials and sources that are expected within the usual scope of high school curricula
Organization	Organizational scheme is logical and complete and makes essay especially pleasurable to read	Organization scheme shows planning and logical order (Intro, Body, Conclusion)	Organizational scheme is not apparent and detracts from readability
Word Choice and Voice	- Sophisticated language appropriate to topic - Interesting, precise and natural vocabulary - Excellent use of voice	- Standard written language - Few redundancies in vocabulary - Voice is appropriate for audience and purpose	- Conversational language and tone - Redundant use of limited vocabulary - Voice inappropriate for audience
Fluency	- Consistently strong and varied sentence structure - Effective transitions make reader eager to continue	- Variety of sentence structure - Functional transitions move the reader along	- Repetitive simple sentence structure - Few or awkward transitions
Conventions	Minimal errors in punctuation, spelling and standard English structures	Few errors in punctuation, spelling and standard English grammar structures	Many errors in punctuation, spelling and standard English grammar structures and readability is seriously impacted
Format	- Perfectly meets all MLA Publishing Guidelines on 8 ½ x 11 white paper - Typing (12 point Times New Roman or Arial font) - Double spaced - Margins (1") - Length (At least 5 pages in length but no longer than 8, not counting Works Cited)	- Addresses all MLA Publishing Guidelines on 8 ½ x 11 white paper - Typing (12 point Times New Roman or Arial font) - Double spaced - Margins (1") - Length (At least 5 pages in length but no longer than 8, not counting Works Cited)	- Meeting some MLA Publishing Guidelines - Typing - Double spaced - Margins (1") - Length (less than 5 pages or longer than 8, not counting Works Cited)
Reference	- More than three reliable sources - Properly cited	- At least three reliable sources - Works Cited page follows MLA format	- Fewer than 3 reliable sources - Works Cited page is missing or does not follow MLA format

Quotations	▪ Quotations are powerful examples of main points and follow MLA format ▪ Transitions between text and quotes are seamless and clear	▪ Direct quotations included in body and follows MLA format ▪ No more than 20% of body as direct quotes	▪ No quotations ▪ Body is primarily a string of quotations and does not follow MLA
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STUDENT LED CONFERENCE RUBRIC			
COMPONENTS	Exceeds Standards	Meets Standard	Does Not Meet Standards
Introduction	○ 6 of 6 items checked	○ Greets guests ○ Introduces self ○ Initiates hand shake ○ Has good eye contact ○ Provides personal introduction ○ Explains purpose of presentation <i>(Must have 4 items checked)</i>	○ Less than 4 items checked
Appearance	○ Wearing business-professional clothing, groomed appearance	○ Clothing is acceptable	○ Clothing is unacceptable
Poise	○ Poised and consistent throughout the presentation	○ Has acceptable posture ○ Makes eye contact ○ Shows enthusiasm	○ Does not meet standards of posture, eye contact, and enthusiasm
Communication Skills	○ 5 of 5 items checked	○ Has appropriate voice quality ○ Uses proper grammar ○ Paces self, doesn't rush ○ Shows preparation ○ Conveys thought and meaning <i>(Must have 3 items checked)</i>	○ Less than 3 items checked
Content	○ Contains all required documents completed in an exemplary manner	○ Contains all required documents completed	○ Does not contain all required documents
Academic Development <i>(What have I accomplished in high school?)</i>	○ 4 of 4 items checked	○ Relates course choices to long-term goals ○ Discusses how he or she used information about the strengths and weaknesses to improve academically ○ Clearly discusses academic achievements ○ Uses portfolio to back up presentation <i>(Need 3 of 4 items checked)</i>	○ Less than 3 items checked
Career Development <i>(What do I want to do in the future?)</i>	○ 3 of 3 items checked	○ Shares plan for next year and discusses preparation to next year (applications, etc) ○ Discusses development of goals throughout high school and exploration of goals and careers ○ Shares the influence for his or her future goals <i>(Need 2 of 3 items checked)</i>	○ Less than 2 items checked
Personal and Social Development <i>(Who am I?)</i>	○ 3 of 3 items checked	○ Discusses involvement in activities and how they relate to personal interests	○ Less than 2 items checked

		○ Mentions honors or awards received and discusses why those honors were merited ○ Discusses service learning activities and lessons learned <i>(Need 2 of 3 items checked)</i>	
Conclusion	○ 3 of 3 items checked	○ Provides a short summary statement ○ Answers questions promptly ○ Thanks guests <i>(Need 1 of 3 items checked)</i>	○ No items checked

REFLECTION PAPER RUBRIC

COMPONENT	Exceeds Standard	Meets Standard	Does Not Meet Standard
<u>Content</u> - Completeness - Growth/Newly Acquired Skills - Connections	- Response includes ample and specific examples of reflection, problem solving and newly acquired skills - Shows evidence of personal growth - Connects much of what was learned to previous and future plans (academic or personal)	- Response includes examples of reflection, problems solving, newly acquired skills, but with limited details - Gives some evidence of growth but it is not clearly spelled out - Makes some connections to previous learning and future plans (academic or personal)	- Fails to include examples of reflection, problem solving, newly acquired skills, lacks supporting details or provides irrelevant details - Shows no evidence of growth - Makes no connection to previous learning or future plans
<u>Organization</u> - Format/Pattern - Transitions	- Integrates answers into unified, well organized essay - Consistently uses a variety of transitions between and within paragraphs	- Answers in a coherent format with a few lapses in organization - Uses adequate transitions between paragraphs which may be repetitive	- Little of no evidence of organizational pattern. - Fails to provide transitions or provides weak transition
<u>Style/Voice</u> - Word Choice - Sentence Structure	- Uses colorful, varied and /or engaging language for intended audience and purpose - Deliberately varies sentence length and structure of emphasis and clarity	- Uses language appropriate for intended audience and purpose but the writer's voice does not stand out - Varies sentence length and structure	- Uses vague or inappropriate vocabulary - Uses incomplete or overly simplistic sentences or has little variety in sentence structure
<u>Conventions</u> - Spelling/Capitalization/Punctuation - Proofreading - Paragraphs	- Follows rules of standard English for spelling, capitalization, and punctuation - Clear evidence of proofreading; virtually error free - Consistently indicates paragraphs correctly - Meets length requirement.	- With few exceptions, follows rules of standard English for spelling, capitalization, and punctuation - Evidence of proofreading; mistakes do not interfere with communication - Generally indicates paragraphs correctly - Meets length requirement.	- Does not follow rules of standard English for spelling, capitalization, and punctuation - Little or no evidence of proofreading; many mistakes interfere with communication - Response is all one paragraph - Does not meet length requirement

What did you discover about yourself as a learner from working on this project? Reflect on your work from this project providing specific example of your experience with details to support your conclusions about problem solving, personal growth, new skills acquired and how this fits into your future plans.

PRESENTATION RUBRIC

COMPONENT	Exceeds Standard	Meets Standard	Does Not Meet Standard
<u>Content</u> Subject - Objective - Theme/Central Idea - Selection - Depth of Inquiry Response to Questions - Knowledgeable - Responsive Delivery Preparation (Evidence of Practice/Rehearsal) - Materials/Technology (i.e. visual or audio aids) - Organization - Transition - Attire Language - Word Choice - Grammar - Fillers (um,ah, like) Voice - Inflection - Volume - Tone - Pace Presence - Eye contact - Gestures - Poise, Body Language, Posture	- Includes clear objective that explains significance of project - Clearly communicates a unifying theme and consistently uses it to relay the important knowledge and skills gained by completing the project - Selects compelling information and examples - Demonstrates a deep understanding of topic - Answers demonstrate insight and adds new information for clarification - Makes strong connection between question and response with clear evidence and/or examples - Selects materials/technology that enhance presentation - Organizes ideas in a logical, cohesive manner - Uses seamless transitions - Refers to notes only when appropriate - Attire enhances presentation - Uses sophisticated language appropriate to the content - Makes virtually no grammatical errors - Rarely uses meaningless “filler” expressions - Speaks with an expressive, confident, fluent voice - Speaks clearly and audibly - Varies pace to enhance the presentation - Consistently varies tone and/or volume for effect and to engage audience - Uses eye contact throughout presentation to engage entire audience - Intentionally uses gestures for emphasis - Presence shows poise throughout	- Introduces self and project, includes objective; could further develop significance of project - Communicates a theme and generally uses it to relay the knowledge and reflects on the skills gained by completing the project - Selects relevant information and examples but they are not always compelling - Demonstrates a general understanding of topic - Answers are thoughtful and adequate responses to the questions - Makes connection between question and response with examples though may not address all aspects of the question - Selects appropriate materials/ technology - Organizes ideas with some lapses in organization or relevance - Most transitions are effective - Refers to notes often but it does not distract from the presentation - Attire appropriate; does not distract from presentation - Uses general language appropriate to topic and audience - Makes limited grammatical errors which do not interfere with understanding - Uses few fillers - Uses clear, fluent voice with some effective expression - Speaks clearly and audibly - Pace is appropriate to the presentation - Occasionally varies tone and/or volume for effect and interest - Generally maintains eye contact with most of the audience - Uses natural movement and gestures - Shows poise though may appear uneasy at times	- Lacks clear objective or objective as stated does not clarify significance of topic - An attempt is made to communicate a theme, but it is not clear how it relates to the project, or a theme or big idea is absent - Lacks sufficient information and relevant examples - Shows superficial understanding of topic - Avoids or does not address question - Demonstrates little of no understanding of question - Selects inappropriate, ineffective, and/or distracting materials/technology that detract from presentation or no materials used - Difficult to follow flow of ideas - Lacks transitions or uses transitions sporadically - Reads off of notes, distracts from presentation - Attire distracts from presentation - Uses inappropriate language which interferes with understanding - Makes many grammatical errors which interfere with understanding - Fillers distract audience, interfere with understanding the content - Mumbles, trails off, voice lacks confidence - Speaks inaudibly much or all of the time - Speaks too quickly or too slowly - Rarely varies tone and/or volume, or tone and/or volume interferes with communication. - Focuses on one individual or never or almost never makes eye contact - Movements and gestures distract audience - Swaying, leaning, slouching or freezing most of the time

Wellpinit High School Service Learning Log

Name _____

Date	Activity (What did you do?)	Hours	Signature of Supervisor	Contact Number

In a well developed paragraph, summarize what you learned by participating in service learning activities.

Questions and Answers

1. What is the Culminating Project?

An independent, self-directed individual project completed and presented by the end of your senior year.

2. Why do I need to do this?

The Culminating Project is a state graduation requirement beginning with the class of 2008 (WAC 180-51)

3. What kind of project can I do?

Each student is free to design their own culminating project. There are no restrictions provided each requirement of the project can be met. The project must be legal, safe, appropriate and be approved.

4. Who decides whether the project is safe, legal and appropriate?

The culminating project team will review and determine the appropriateness of all projects.

5. How long should my project take?

Your project will take the school year to complete.

6. Can I work with a partner on a Culminating Project?

No, all components of the project must be completed independently. This is a culmination of individual learning.

Expectations and Requirements

7. What learning as I supposed to demonstrate on this Culminating Project?

- Relevant content knowledge
- Creative thinking
- Personal goal(s) setting
- Problem solving
- Effective communication

8. What are the individual requirements of my project?

- The Plan
- Portfolio
- Ten (10) hours of documented service learning
- Student led conference portfolio presentation
- Five (5) page MLA research paper
- Written Reflection
- Presentation on project, research and reflection

9. How will I learn the skills necessary to meet standard on the individual requirements of the Culminating Project?

You will be given opportunities to learn these skills throughout your courses in high school.

10. Can I use previous class work to satisfy Culminating Project Requirements?

Not for your project or your research paper. You may use existing knowledge and build on it for your project but the majority of the work for your project must be completed during your senior year. Your WOIS and best works must include previous class work.

Evaluation

11. Who will evaluate each of the above?

The Proposal	Culminating Project Committee
Service Learning	Culminating Project Committee
Research Paper	Culminating Project Committee
Portfolio	Culminating Project Committee
Written Reflection	Culminating Project Committee
Presentation	Culminating Project Committee

12. How will I be evaluated?

The Proposal	Pass/Fail
Service Learning	Pass/Fail
Research Paper (Rubric)	Exceeds standard/Meets Standard/Does Not Meet Standard
Portfolio (Rubric)	Exceeds standard/Meets Standard/Does Not Meet Standard
Written Reflection (Rubric)	Exceeds standard/Meets Standard/Does Not Meet Standard
Presentation (Rubric)	Exceeds standard/Meets Standard/Does Not Meet Standard

Timeline

13. When do I have to submit my proposal?

By the date listed in the senior timeline.

14. What if my Proposal does not get approved?

You will have one week to complete your revised proposal.

15. Can I start working once my plan is approved?

Yes, you may begin working as soon as your proposal is approved. Regardless of when you begin all deadlines must be met.

16. Can I submit any components early?

Yes.

17. Are Re-Do's possible?

You will receive one additional opportunity to meet standard for each component of the Culminating Project.

18. What if I do not submit a project? Is there a possibility I will not graduate?

You will NOT graduate, nor will you participate in the graduation ceremony at Wellpinit High School if you fail to meet standard on any component of the Culminating Project.

19. Can I make Changes to my Plan?

Once your plan is approved, changing your plan is strongly discouraged. However, if a change is absolutely necessary to ensure the success of your project, discuss it with Mrs. Hegney and you may submit a new plan outlining the changes to your Learning Goals or Description of the Project.

If these elements change then all following elements of your Plan will most likely change as well. These changes must be explained and communicated in writing to the Project Manager and later to the Review Panel.

Making changes to your plan greatly increases your risk of failing to complete each component of the Culminating Project on time and passing.

You are allowed to change the following without consulting the Project Manager:
Resources, Personal Timeline, Budget/Materials, Presentation

Accommodations for Special Populations

Each Student Shall Complete a Culminating Project

All students will satisfy the Culminating Project requirements as adopted by the School Board of Wellpinit Public Schools and implemented by the high school staff.

General Population	Special Education
Project requirements take into consideration and build upon Essential Academic Learning Requirements (EALRs) and Certificate of Academic (CAA) skills. Successful completion of the HSPE and EOC and achievement of the CAA indicate ability to successfully complete the Culminating Project.	Special Education students will participate in the Culminating Project. • Culminating Project requirements will be accommodated within the parameters of the Individual Student Education Plans (IEP) via collaboration with the case manager.
Students who are receiving instruction via alternative placements (Running Start, vocational-technical schools) will still be required to participate.	Accommodations will be made at the start of the student's senior year and communicated to the student and parent.