Graduation Requirement

Graduation Project

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Council Rock High School
SOUTH
# The Graduation Project

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Graduation Project

PROGRAM OVERVIEW

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The Graduation Project

Foreword

I. Description

A. A Graduation Project is a formal assignment chosen by a student or small group of students on a topic related to the curriculum and involves out-of-class research and development.

B. The project is primarily a learning activity, not solely an evaluation activity designed to provide students with an opportunity to make clear that they are ready to graduate, equipped with the essential know-how, self-discipline, and mature attitudes required of adult life and/or the demands of college.

C. A Graduation Project is designed to challenge students to demonstrate:
   1. not merely their knowledge but also their initiative.
   2. not merely their problem-solving but also their problem-finding.
   3. not merely their capacity for learning on cue, but also their ability to judge and learn how to learn on an open-ended problem, often of their own design.

D. The Graduation Project experience would typically be focused on the essential skills of "inquiry and expression" a synthesis that requires
   1. questioning
   2. problem-finding
   3. problem-solving
   4. independent research
   5. the creation of a product or performance
   6. a public demonstration of mastery.

E. Significantly, there may also be a component calling for self-reflection and analysis of what one has undergone and learned.
II. Objectives

A. The Graduation Project:
   1. provides students with an opportunity to formulate questions and to discover feasible solutions.
   2. provides students with an opportunity to demonstrate individual initiative or group responsibility.
   3. provides students with an opportunity to use resource materials to express ideas and talents.
   4. provides opportunity for the teacher to approve a variety of projects in which to accommodate a diversity of ability levels and individual interests.
   5. provides an opportunity for students to talk together and exchange ideas while creating their project.

B. The Project:
   1. demonstrates that students have mastered the learning process. They should clearly demonstrate that they have been able to define a problem clearly, and are able to understand the difference between process and product, both of which are equally important. They understand the importance of the form in which their work is presented.
   2. must be well thought out.
   3. should consider such problems as the following:
      
      a) What do I want to learn?
      b) How will I go about learning these things?
      c) What will the product be?
      d) What will the timeline be?
      e) What type of research will be used?
      f) How will data be used?
The Graduation Project

Description

Graduation Project

Council Rock High School

I. Overview

A. Authority

1. Chapter Four, Section 4.24.a: "Each school district shall specify requirements for graduation in the strategic plan under 4.13 (relating to strategic planning); Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards." ... "The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding".

2. CRSD Strategic Plan - Assessment Action Plan: "To require of seniors, as a condition of graduation, completion of a project in one or more areas of concentrated study under the guidance and direction of the high school faculty."

B. Purpose

1. The Graduation Project is intended to allow students to synthesize their accumulated knowledge.

2. Students will explore individual topics which reflect their personal interests, future goals and levels of ability.

C. Precedents

1. Prior required district transition projects / assessments will serve as models for the current Graduation Project.  
   a) Council Rock Sixth Grade Performance Assessment  
   b) Eighth Grade Performance Assessment

2. The Graduation Project topic should be based on knowledge gained from course work and relevant experiences.
3. Students will have demonstrated appropriate written, research, oral, technology, and visual skills to complete the project.

II. Characteristics

A. Specific courses are designated as **Graduation Project** courses

   1. Courses are identified at all grade levels
   2. Emphasis is on designated courses in grade 11 in order to ensure the possibility of remediation
   3. Courses are identified at all ability levels, with course weights of 4-8
   4. At least one course in each curricular track within a department is identified

B. Pursuit of the **Graduation Project** in identified courses is at the initiative of students with the supervision and encouragement of the teacher.

C. Six components are required for project completion:

   1. Self Management component
   2. Written component
   3. Research component
   4. Oral component
   5. Technological component
   6. Visual component

D. The **Graduation Project** may be anyone of the following:

   1. a standard project within the course for which all required components are included
   2. an expansion of a standard project within the course by an individual student or group
   3. an independent study project within the course completed by an individual student or group

E. The **Graduation Project** may be a group effort.

   1. Group presentations require specific and unique responsibilities for each participating student
   2. Each student in the group will be assessed separately and will be responsible for all six components.

F. The project will be an original work which is completely a product of the student's or group's own effort.
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COMPONENTS:
EXAMPLES

Council Rock High School
SOUTH
The Graduation Project

Examples of Components for the Graduation Project

SELF MANAGEMENT COMPONENT
Self Management is the first component of the Graduation Project. It is the responsibility of every student to maintain a consultation schedule with the facilitator, submit all necessary forms and keep a Student Work Log.

WRITTEN COMPONENT
• Research paper
• Creative story
• Manuals/directions
• Dialogues
• Descriptive writing
• Journals
• Poetry
• Drama/plays
• Reflective writing
• Other

ORAL COMPONENT
• Public speaking
• Demonstration
• Dialogue
• Drama
• Oral presentation
• Explanation
• Role play
• Other

RESEARCH COMPONENT
• Gathering, extracting and synthesizing of information from various sources (e.g., library resources, personal interviews, museums)
• Library or historical research, OR experimental research, OR descriptive research, OR field research

COMPUTER TECHNOLOGY COMPONENT
• Use of computer application software packages (word processing spreadsheets, databases, presentation packages, multi-media, desktop publishing, etc.)
• Use of tools for research (CD-ROM and other databases, telecommunications services, etc.)
VISUAL COMPONENT

• Representation of ideas in diagrams, drawings, computerized slide shows, photographs, posters, etc.
• Demonstrations

• Artwork (sculpture, painting, ceramics)
• Productions (recitals, drama)
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ASSESSMENT

Council Rock School District

Council Rock High School
SOUTH
The Graduation Project

Assessment

I. Description

A. Component Point Values

1. Each of the six components (self management, written, research, oral, technological and visual) is required and will be assigned a point value totaling 100 percent.

2. No Graduation Project may be assigned a final grade until all six components are completed.

3. Different percentage values for each component may be determined by the focus of the course.

4. Each department must determine the percentage values for each component in each designated course.

5. No one component's point percentage may exceed 40 percent nor be less than 10 percent.

6. Examples

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduation Project Honors Geometry</th>
<th>Graduation Project Sculpture 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Management</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Oral</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Research</td>
<td>30%</td>
<td>15%</td>
</tr>
<tr>
<td>Technology</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Visual</td>
<td>10%</td>
<td>40%</td>
</tr>
<tr>
<td>Written</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

B. Suggested guidelines for length

1. If the written component is weighted 40%, the length should be at least 10 typed pages.

2. If the oral component is weighted 40%, the length should be at least 10 minutes.
II. Evaluation of the Graduation Project

A. All Graduation Projects must be evaluated through the use of rubrics

1. Rubrics have been developed for all six components of the graduation project
   a) Self Management component
   b) Written component
   c) Research component
   d) Oral component
   e) Technological component
   f) Visual component

2. Standard rubrics appear at the end of this section.

B. All Graduation Projects must be graded

1. A letter grade of A, B, or C will be assigned by the teacher for those who successfully complete the Graduation Project.

2. No credit or quality points will accrue.

3. The grade will appear on the student’s report card and transcript.

4. If the grade is below a C:
   a) the student may revise the unsatisfactory Graduation Project for reevaluation by the same teacher, resulting in a revised grade no higher than a C, as long as it is completed/revised before the start of the next academic year, or
   b) the student may instead opt to do a different Graduation Project as part of another designated course in which he/she is enrolled.

5. All Graduation Projects which have not been satisfactorily completed will receive a status of NS (Not Satisfied) on the student's report card and transcript.

6. A Graduation Project Withdrawal Form must be completed for any project that is terminated for any reason.
<table>
<thead>
<tr>
<th>Component</th>
<th>Name: ___________________________</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Shaded areas need to be addressed only in one of the 6 components.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Advisor Consultation</td>
<td>Student initiates consultation with advisor</td>
<td>Student develops a consultation schedule with advisor</td>
<td>Advisor develops a consultation schedule with student</td>
<td>Student fails to maintain an appropriate consultation schedule</td>
<td>Student fails to appear or reschedule appointments in a timely manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submission of Forms</td>
<td>Student consistently submits forms on time</td>
<td>Student usually submits forms on time</td>
<td>Student submits forms upon insistence of advisor</td>
<td>Student consistently fails to submit forms in a timely manner</td>
<td>Student fails to submit necessary forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Progress</td>
<td>Student shows exceptional progress in the component areas</td>
<td>Student shows progress in all component areas</td>
<td>Student shows progress in some areas</td>
<td>Students shows little progress in component areas without advisor insistence</td>
<td>Student fails to show progress or make suggested changes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Self Management Component Score = __________________**
<table>
<thead>
<tr>
<th>Question (Focus)</th>
<th>Content</th>
<th>Data (Content)</th>
<th>Importance of Study (Focus)</th>
<th>Drawing Conclusions (Organization)</th>
<th>Writing (Style)</th>
<th>Organization</th>
<th>Insight (Style)</th>
<th>Interest to Reader (Style)</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively responds to and elaborates on the question</td>
<td>Effectively responds to the question</td>
<td>Addresses the question but is either not fully developed or some points are irrelevant</td>
<td>Does not address the question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas</td>
<td>Sufficiently develops content with adequate elaboration or explanation</td>
<td>Limited content with inadequate elaboration or explanation</td>
<td>Superficial and/or minimal content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides supporting information or data</td>
<td>Provides adequate information or data</td>
<td>Some basic information is lacking – data is cluttered and may be confusing</td>
<td>Much information is lacking or not comprehensible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains the importance, value and impact of the study</td>
<td>Addresses the importance of the study</td>
<td>Only some reference(s) made to the importance of the study</td>
<td>The importance of the study is not addressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draws insightful conclusions from the study</td>
<td>Draws conclusions from the study</td>
<td>Draws conclusions from the study that may be weak or irrelevant</td>
<td>Conclusions from the study are absent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing is engaging, evocative, and expressive</td>
<td>Writing is engaging</td>
<td>Writing is rote and flat</td>
<td>Writing is difficult to understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophisticated arrangement of content with evident and/or subtle transitions</td>
<td>Functional arrangement of content that sustains a logical order with some evidence of transitions</td>
<td>Confused or inconsistent arrangement of content with or without attempts at transition</td>
<td>Minimal control of content arrangement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing reflects personal insight</td>
<td>Writing reflects some personal insight</td>
<td>Writing reflects little personal insight</td>
<td>Writing does not reflect personal insight</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing generates and sustains audience interest</td>
<td>Writing generates and sustains audience interest most of the time</td>
<td>Writing generates little audience interest</td>
<td>Writing does not generate audience interest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evident control of grammar, mechanics, spelling, usage, and sentence formation. In-text documentation is used according to MLA or APA guidelines.</td>
<td>Sufficient control of grammar, mechanics, spelling, usage, and sentence formation. In-text documentation is generally correct.</td>
<td>Limited control of grammar, mechanics, spelling, usage, and sentence formation. In-text documentation is incomplete or incorrect.</td>
<td>Absence of grammar, mechanics, spelling, usage, sentence formation, and in-text documentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Written Component Score = __________**

Shaded areas need to be addressed only in **one** of the 6 components.
<table>
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<tr>
<th>Name:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Effectively responds to and elaborates on the question</td>
<td>Effectively responds to the question</td>
<td>Addresses the question but is either not fully developed or some points are irrelevant</td>
<td>Does not address the question</td>
</tr>
<tr>
<td>Content</td>
<td>Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas</td>
<td>Sufficiently develops content with adequate elaboration or explanation</td>
<td>Limited content with inadequate elaboration or explanation</td>
<td>Superficial and/or minimal content</td>
</tr>
<tr>
<td>Data</td>
<td>Provides supporting information or data</td>
<td>Provides adequate information or data</td>
<td>Some basic information is lacking – data is cluttered and may be confusing</td>
<td>Much information is lacking or not comprehensible</td>
</tr>
<tr>
<td>Importance of Study</td>
<td>Explains the importance, value and impact of the study</td>
<td>Addresses the importance of the study</td>
<td>Only some reference(s) made to the importance of the study</td>
<td>The importance of the study is not addressed</td>
</tr>
<tr>
<td>Drawing Conclusions</td>
<td>Draws insightful conclusions from the study</td>
<td>Draws conclusions from the study</td>
<td>Draws conclusions from the study that may be weak or irrelevant</td>
<td>Conclusions from the study are absent</td>
</tr>
<tr>
<td>Introduction</td>
<td>Has a clear, complete attention-getting introduction which states the question</td>
<td>Has a clear introduction which states the question</td>
<td>Has an introduction which states the question but lacks specific information</td>
<td>Introduction is inadequate</td>
</tr>
<tr>
<td>Presentation Organization</td>
<td>Presents the graduation project in a well-planned highly organized manner</td>
<td>Presents the graduation project in an organized manner</td>
<td>Presentation of the graduation project is somewhat unorganized</td>
<td>Organization of the graduation project is confusing</td>
</tr>
<tr>
<td>Presentation</td>
<td>Presentation is persuasive and compelling</td>
<td>Portions of the presentation are persuasive and compelling</td>
<td>Presentation is rote and flat</td>
<td>Presentation is difficult to understand</td>
</tr>
<tr>
<td>Language</td>
<td>Meets or exceeds audience expectation by using appropriate language (e.g., word choices are descriptive, vivid and grammatically correct)</td>
<td>Meets audience expectation by using appropriate language (e.g., word choices are descriptive, vivid and grammatically correct)</td>
<td>Use of language and word choice is limited</td>
<td>Use of language and word choice is generally inappropriate</td>
</tr>
<tr>
<td>Body Language</td>
<td>Meets or exceeds audience expectations by using body language effectively to enhance presentation (e.g., gestures, posture, eye contact)</td>
<td>Meets audience expectations by using body language effectively to enhance presentation (e.g., gestures, posture, eye contact)</td>
<td>Uses appropriate body language some of the time</td>
<td>Body language is generally inappropriate (e.g., eye contact minimal)</td>
</tr>
<tr>
<td>Audibility</td>
<td>Speaks clearly and audibly (e.g., pace, pitch, volume)</td>
<td>Speaks clearly and audibly most of the time (e.g., pace, pitch, volume)</td>
<td>Does not consistently speak clearly and audibly</td>
<td>Speech is generally unclear or inaudible</td>
</tr>
</tbody>
</table>

**Oral Component Score = __________**

Shaded areas need to be addressed only in **one** of the 6 components.
<table>
<thead>
<tr>
<th>Name:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
<td>Effectively responds to and elaborates on the question</td>
<td>Effectively responds to the question</td>
<td>Addresses the question but is either not fully developed or some points are irrelevant</td>
<td>Does not address the question</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Demonstrates mastery</td>
<td>Demonstrates knowledge of content</td>
<td>Demonstrates some knowledge of content</td>
<td>Knowledge of content is vague</td>
</tr>
<tr>
<td><strong>Project Development</strong></td>
<td>Independently develops an engaging, evocative and appropriate research question</td>
<td>Develops an engaging and appropriate research question</td>
<td>Develops a research question</td>
<td>Research question is weak</td>
</tr>
<tr>
<td><strong>Plan</strong></td>
<td>Develops an original and creative plan for researching the graduation project</td>
<td>Develops a strong plan for researching the graduation project</td>
<td>Develops a plan for researching the graduation project</td>
<td>Has difficulty developing a plan for researching the graduation project even with assistance</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Locates and selects a wide variety of relevant resources (e.g., appropriately dated materials, use of journals, newspapers, interviews, CD-ROMs, on-line sources, etc.)</td>
<td>Locates and selects many relevant resources (e.g., appropriately dated materials, use of journals, newspapers, interviews, CD-ROMs, on-line sources, etc.)</td>
<td>Locates and selects relevant resources</td>
<td>Fails to locate and select relevant resources even with assistance</td>
</tr>
<tr>
<td><strong>Notes/Outline</strong></td>
<td>Extracts relevant information and takes/makes effective notes or outline</td>
<td>Extracts information and takes/makes notes or outline</td>
<td>Extracts information and takes/makes incomplete notes or outline</td>
<td>Has difficulty extracting information and taking/making notes or outline even with assistance</td>
</tr>
<tr>
<td><strong>Rough Copy</strong></td>
<td>Effectively drafts rough copy from notes or outline</td>
<td>Drafts rough copy from notes or outline</td>
<td>Drafts an inadequate rough copy from notes or outline</td>
<td>Rough copy is not based on notes or outline</td>
</tr>
<tr>
<td><strong>Works Cited</strong></td>
<td>Correctly records complete works cited information (MLA or APA)</td>
<td>Records works cited information with minor errors and/or omissions (MLA or APA)</td>
<td>Records works cited information with many errors and/or omissions (MLA or APA)</td>
<td>Does not follow required works cited format (MLA or APA)</td>
</tr>
<tr>
<td><strong>Number of Sources</strong></td>
<td>Incorporates a minimum of 5 sources of at least 3 different types in the district-approved works cited format</td>
<td>Incorporates a minimum of 4 sources of at least 2 different types in the district-approved works cited format</td>
<td>Incorporates a minimum of 3 sources of at least 2 different types in the district-approved works cited format</td>
<td>Does not meet the minimum requirement of works cited including at least 3 sources of at least 2 different types</td>
</tr>
</tbody>
</table>

**Research Component Score = ________**

Shaded areas need to be addressed only in **one** of the 6 components.
<table>
<thead>
<tr>
<th>Question</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively responds to and elaborates on the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively responds to the question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addresses the question but is either not fully</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>developed or some points are irrelevant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not address the question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates mastery of content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates some knowledge of content</td>
<td></td>
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<tr>
<td>Knowledge of content is vague</td>
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<td>Effectively and creatively incorporates a</td>
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<td>variety of computer technology applications</td>
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<td>to complete the graduation project</td>
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<td>Effectively incorporates computer technology</td>
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<td>applications to complete the graduation</td>
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<td>project</td>
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<tr>
<td>Incorporates computer technology applications</td>
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<td>to complete the graduation project</td>
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<tr>
<td>Displays an inadequate use of computer</td>
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<td>technology to complete the graduation project</td>
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<tr>
<td>Technology for Completion</td>
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<tr>
<td>Technology for Research</td>
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<td>Effectively uses computer technology as a</td>
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<td>tool for research (e.g., CD-ROM, laser discs,</td>
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<td>online communication services)</td>
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<tr>
<td>Uses computer technology as a tool for</td>
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<tr>
<td>research (e.g., CD-ROM, laser discs, online</td>
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<td>communication services)</td>
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<tr>
<td>Uses technology as a tool for research, but</td>
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<tr>
<td>in a limited fashion (e.g., CD-ROM, laser</td>
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<tr>
<td>discs, online communication services)</td>
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<tr>
<td>Did not use computer technology for the</td>
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<tr>
<td>purpose of research</td>
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</tr>
</tbody>
</table>

Computer Technology Component Score = ____________

Shaded areas need to be addressed only in **one** of the 6 components.
<table>
<thead>
<tr>
<th>Question</th>
<th>Content</th>
<th>Data</th>
<th>Organization Composition</th>
<th>Interest</th>
<th>Creativity</th>
<th>Neatness</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Effectively responds to and elaborates on the question</td>
<td>Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas</td>
<td>Provides supporting information or data</td>
<td>Displays an unusually high level of visual organization/composition</td>
<td>Thoroughly captures the interest of the audience</td>
<td>Is very neatly done and has eye appeal</td>
<td>Shows attention to detail</td>
</tr>
<tr>
<td>3</td>
<td>Effectively responds to the question</td>
<td>Sufficiently develops content with adequate elaboration or explanation</td>
<td>Provides adequate information or data</td>
<td>Displays a very high level of visual organization/composition</td>
<td>Captures the interest of the audience</td>
<td>Is neatly done and has eye appeal</td>
<td>Shows attention to detail</td>
</tr>
<tr>
<td>2</td>
<td>Addresses the question but is either not fully developed or some points are irrelevant</td>
<td>Limited content with inadequate elaboration or explanation</td>
<td>Some basic information is lacking – data is cluttered and may be confusing</td>
<td>Displays a barely adequate level of visual organization/composition</td>
<td>Does not consistently hold the attention of the audience</td>
<td>Has minimal neatness and eye appeal</td>
<td>Minimal attention to detail</td>
</tr>
<tr>
<td>1</td>
<td>Does not address the question</td>
<td>Superficial and/or minimal content</td>
<td>Much information is lacking or not comprehensible</td>
<td>Displays an inadequate level of visual organization/composition</td>
<td>Does not appeal to the audience</td>
<td>Is sloppy and has no eye appeal</td>
<td>Details are lacking</td>
</tr>
</tbody>
</table>

| Visual Component Score = | **19** |

Shaded areas need to be addressed only in **one** of the 6 components.
Graduation Requirement

Graduation Project

POLICIES

Council Rock High School
SOUTH
I. Plagiarism

Plagiarism in any form, whether intentional or unintentional, is unacceptable in the work of students at Council Rock High School. The penalty for plagiarism is a grade of zero (0) for any assignment in which plagiarism occurs. More than one instance of plagiarism in the same course may result in failure of the course. Plagiarism in the Graduation Project will result in the project requirement not being satisfied. The notation “NS” will appear for the project on the student transcript. In any instance of plagiarism, additional administrative penalties may apply.

II. Policy for the Protection of Participants in Research Projects

A. Council Rock High School does not sanction any kind of research project which threatens the health or well-being of any investigator, facilitator or subject (human or animal) through:
   1. Biomedical procedures
   2. Procedures used to elicit information
   3. Procedures designed to directly modify the knowledge, thinking, attitudes, feelings or other aspects of the behavior of subjects.

B. Council Rock High School does not sanction any kind of research project which causes subjects any degree of:
   1. Discomfort
   2. Harassment
   3. Invasion of privacy
   4. Risk of physical injury
   5. Threat to personal dignity
   6. Potential harm

C. Council Rock High School does not sanction any kind of research project which involves giving false or misleading information to subjects or withholding information from them such that their “informed” consent is in question.

D. Procedures for maintaining confidentiality of all subjects’ data must be included in all research projects using human subjects.

E. Students engaged in any research must conform to school and department policies and procedures currently in place.

III. Policy on Administrative Approval of All Surveys

Prior to the administration of any survey, it must be presented to the teacher supervising the research as well as approved by the administrative liaison for the particular curricular area.
Graduation Requirement

Graduation Project

FORMS

Council Rock High School
SOUTH
GRADUATION PROJECT CONTRACT

Title of Project

Student Name

In coordination with

Teacher       Course

I agree to complete the project outlined on the attached proposal in accordance with the requirements specified for the Graduation Project at Council Rock High School. I am aware that the end of the third marking period is the cutoff date for beginning my Graduation Project.

Student’s Signature   (date)       Teacher’s Signature   (date)

Parental Signature   (date)       Counselor Signature   (date)
WITHDRAWAL FORM

GRADUATION PROJECT CONTRACT

Title of Project

Student Name

In coordination with

Teacher Course

I wish to withdraw from my contract to complete the graduation project named above in accordance with the requirements specified for the Graduation Project at Council Rock High School. I understand that a status of NS (not satisfied) will be reflected on both my report card and transcript.

Student’s Signature (date) Teacher’s Signature (date)

Parental Signature (date) Counselor Signature (date)
Graduation Project Proposal

Name of Student _______________________________ Date ______________ Course ______________________

Graduation Project Problem/Question
________________________________________________________
________________________________________________________

Brief Description _______________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Component Description
Percentage (None Higher than 40%; none lower than 10%)

☐ Self Management Component ____________________________________________________________
   _____________________________________________________________________________________
   ______________________________________________________________________________________

☐ Written Component _________________________________________________________________
   _____________________________________________________________________________________
   ______________________________________________________________________________________

☐ Research Component ________________________________________________________________
   _____________________________________________________________________________________
   ______________________________________________________________________________________

☐ Oral Component _________________________________________________________________
   _____________________________________________________________________________________
   ______________________________________________________________________________________

☐ Computer Technology Component ______________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

☐ Visual Component _________________________________________________________________
   _____________________________________________________________________________________
   ______________________________________________________________________________________

Due Date ____________________

Teacher’s Signature __________________________________________ Date _____________________

Parent’s Signature __________________________________________ Date ______________________
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Component</th>
<th>Hours Spent</th>
<th>Teacher’s Initials</th>
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</table>

Comments:
Graduation Project Assessment

Name of Student ________________________ Date ______________ Course _________________

Title of Project ______________________________________________________

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>%</th>
<th>x</th>
<th>100</th>
<th>x</th>
<th>RUBRIC</th>
<th>= SUBTOTAL</th>
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<td>(EXEMPLARY)</td>
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<td>EXAMPLE</td>
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<td>x</td>
<td>100</td>
<td>x</td>
<td>2</td>
<td>= 60 POINTS</td>
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<tr>
<td>1 Self Management</td>
<td>100</td>
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<tr>
<td>2 Written</td>
<td>100</td>
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<tr>
<td>3 Oral</td>
<td>100</td>
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<td>4 Research</td>
<td>100</td>
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<tr>
<td>5 Computer Technology</td>
<td>100</td>
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<tr>
<td>6 Visual</td>
<td>100</td>
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<tr>
<td>All components must be present</td>
<td>Total – 1.0 (100%)</td>
<td>Grand Total of Points - _________________</td>
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<td>LETTER GRADE - _________________</td>
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</table>

A = 336 – 400 POINTS
B = 266 – 336 POINTS
C = 200 – 265 POINTS
NO CREDIT = 0 – 199/ANY MISSING COMPONENT

COMMENTS:

Teacher’s Signature _______________________________
Council Rock School District

Graduation Requirement

Graduation Project

RESPONSIBILITIES

Council Rock High School
SOUTH
The Graduation Project

Responsibilities

STUDENT RESPONSIBILITIES

In accordance with Chapter Four Curriculum Regulations of the Commonwealth of Pennsylvania and Council Rock School District Graduation Requirements, a student must complete a Graduation Project under the guidance and direction of the high school faculty.

The intent of the graduation project is for Council Rock graduating students to demonstrate competence and / or mastery in the following areas.

- self management
- writing
- research
- oral discourse
- computer technology
- creation of a visual

A critical element of the Graduation Project is for the student to effectively manage time, effort and priorities. Every graduate needs to be able to access, gather, extract, synthesize and evaluate information and present it effectively. The graduating student must be able to communicate competently in written and oral language to persuade, describe, narrate and / or inform. In addition, the graduating student will demonstrate the ability to use computer technology as a tool to research, to manage and to present information. Finally, the graduate will visually and creatively capture and maintain the interest of the intended audience.

- It is the responsibility of the student to identify and schedule a Graduation Project course in order to complete the Graduation Project. ONLY ONE GRADUATION PROJECT MAY BE COMPLETED. Please refer to the Program Planning Booklet for identified graduation project courses. These courses are available for students in grades ten through twelve.

- Graduation Project Proposal, Contract and Student Work Log must be submitted at appropriate time designated by the teacher of the Graduation Project course.

- All Graduation Projects must be started by the end of the third marking period.

- No Graduation Project may be assigned a final grade until all five components are completed. The teacher must assign a letter grade of A, B, or C to the Graduation Projects which have been satisfactorily completed. The grade will appear on the student’s report card and transcript with no credit or quality points accruing. Graduation Projects Satisfied) on the student’s report card and transcript.

- If the grade is below a C:
The student may revise the unsatisfactory Graduation Project for reevaluation, resulting in a revised grade no higher than a C, as long as it is completed / revised before the start of the next academic year, or

or

The student may instead opt to do another Graduation Project as part of a different designated course in which he/she is enrolled.

- The Graduation Project must be an original work which is completely a product of one student’s or one group’s effort. If a student is working in a group, each student must be assessed separately and must be responsible for all five components.

- All sources used in the Graduation Project must be documented.
GRADUATION PROJECT

In accordance with Chapter Four of the Pennsylvania Curriculum Regulations and Council Rock School District policy, all students must complete a Graduation Project in order to graduate from Council Rock High School. All Council Rock High School teachers are expected to be available to facilitate graduation projects.

Teacher Responsibilities

1. Teachers must become familiar with the *Graduation Project* booklet and the *Research Guide for Students*.

2. Teachers of specific courses designated as Graduation Project courses must orient students to how the project can be accomplished in the course.

3. Although the pursuit of a graduation project should be at the initiative of individual students, the teacher must provide appropriate encouragement, guidance, and supervision throughout the project.

4. For students who choose to complete a graduation project in the teacher’s course, teachers must oversee the following:
   - Graduation Project Proposal form completion,
   - Contract completion,
   - Student Work Log progress with completed stages initialed by teacher,
   - Withdrawal Form completion for students who withdraw from project,
   - Student entry of project description into the LMC database and approval of printout from the database.

5. Teachers who facilitate a graduation project must
   - help students to narrow the topic and develop a project question;
   - explain requirements of the project;
   - establish an appropriate time line which is realistic for the objectives of the specific project;
   - review research guidelines and plagiarism policies;
   - describe assessment procedures;
   - initial completion of the various stages of the Student Work Log.

6. Teachers must monitor plans and progress of the project at regular intervals throughout the course according to the timeline.
7. Teachers must follow the assessment procedures for the Graduation Project at Council Rock High School. This includes the distribution and discussion of the rubrics with students prior to commencement of the project. Grades A, B, C, or NS must be recorded on the Grade Entry Sheets.

8. If a teacher cannot accommodate all student requests to supervise a graduation project, it is the responsibility of the teacher along with his/her department to find an alternate facilitator.

Copies of the timeline and required forms for the Graduation Project are included in this manual. Additional information can be found in the Graduation Project booklet available in the Counseling Office.
Graduation Project Time Line for Teachers and Students

Week A  I. Teacher Orientation for Students  
(School-wide September kick-off date)  
- provide an overview of possible projects within each class  
- provide an orientation to availability of technology  
- present models of past graduation projects  
- review LMC graduation project data base to generate ideas

Week B  II. Student Declaration of Project  
- complete Project Contract Form  
- complete Project Proposal Form  
- review rubrics with teacher

Week C - F  III. Regularly Scheduled Student Submission of In-Progress Student Work Log (self-management component)  
- student records data and dates for in-progress tasks  
- teacher reviews and initials student entries

Week C - F  IV. On-going Individual Student/Teacher Conferences  
- schedule on-going meetings to  
  - discuss outline of the project (all components)  
  - review notes (research component)  
  - review rough draft (written, oral, and visual component)  
  - review final draft (written, oral, and visual component)  
  - use rubrics as a self-check lists (all components)  
  - review self-management progress (self-management component)

Week F  V. Student Submission and Presentation of Project and Completed Student Work Log

Week G  VI. Evaluation of All Components by Project Facilitator

Week G  VII. Student Enters Project Description in LMC Data Base  
- student submits printed copy, signed by a librarian, to project facilitator

VIII. Teacher Submits Grade at End of Marking Period

Note: All Graduation Projects must be started by the end of the third marking period.