

Council Rock School District

Graduation Requirement

Graduation Project

Council Rock School District

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SOUTH

The Graduation Project

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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 time line be?
 - e) What type of research will be used?
 - f) How will data be used?

The Graduation Project

Description

Graduation Project

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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

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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

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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

<u>Component</u>	Graduation Project <u>Honors Geometry</u>	Graduation Project <u>Sculpture 1</u>
Self Management	10%	15%
Oral	20%	10%
Research	30%	15%
Technology	10%	10%
Visual	10%	40%
<u>Written</u>	<u>20%</u>	<u>10%</u>
TOTAL	100%	100%

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.

Rubric – Self Management

Component

Name: _____

	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Student/ Advisor Consultation	Student initiates consultation with advisor	Student develops a consultation schedule with advisor	Advisor develops a consultation schedule with student	Student fails to maintain an appropriate consultation schedule	Student fails to appear or reschedule appointments in a timely manner
Submission of Forms	Student consistently submits forms on time	Student usually submits forms on time	Student submits forms upon insistence of advisor	Student consistently fails to submit forms in a timely manner	Student fails to submit necessary forms
Evidence of Progress	Student shows exceptional progress in the component areas	Student shows progress in all component areas	Student shows progress in some areas	Students shows little progress in component areas without advisor insistence	Student fails to show progress or make suggested changes

**Self Management
Component Score =** _____

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

Rubric – Written Component

Name: _____

	4	3	2	1
Question (Focus)	Effectively responds to and elaborates on the question	Effectively responds to the question	Addresses the question but is either not fully developed or some points are irrelevant	Does not address the the question
Content	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas	Sufficiently develops content with adequate elaboration or explanation	Limited content with inadequate elaboration or explanation	Superficial and/or minimal content
Data (Content)	Provides supporting information or data	Provides adequate information or data	Some basic information is lacking – data is cluttered and may be confusing	Much information is lacking or not comprehensible
Importance of Study (Focus)	Explains the importance, value and impact of the study	Addresses the importance of the study	Only some reference(s) made to the importance of the study	The importance of the study is not addressed
Drawing Conclusions (Organization)	Draws insightful conclusions from the study	Draws conclusions from the study	Draws conclusions from the study that may be weak or irrelevant	Conclusions from the study are absent
Writing (Style)	Writing is engaging, evocative, and expressive	Writing is engaging	Writing is rote and flat	Writing is difficult to understand
Organization	Sophisticated arrangement of content with evident and/or subtle transitions	Functional arrangement of content that sustains a logical order with some evidence of transitions	Confused or inconsistent arrangement of content with or without attempts at transition	Minimal control of content arrangement
Insight (Style)	Writing reflects personal insight	Writing reflects some personal insight	Writing reflects little personal insight	Writing does not reflect personal insight
Interest to Reader (Style)	Writing generates and sustains audience interest	Writing generates and sustains audience interest most of the time	Writing generates little audience interest	Writing does not generate audience interest
Conventions	Evident control of grammar, mechanics, spelling, usage, and sentence formation. In-text documentation is used according to MLA or APA guidelines.	Sufficient control of grammar, mechanics, spelling, usage, and sentence formation. In-text documentation is generally correct.	Limited control of grammar, mechanics, spelling, usage, and sentence formation. In-text documentation is incomplete or incorrect.	Absence of grammar, mechanics, spelling, usage, sentence formation, and in-text documentation
Written Component Score = _____			Shaded areas need to be addressed only in one of the 6 components.	

Rubric – Oral Component

Name: _____

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

Rubric – Research Component

Name: _____

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

Rubric – Computer Technology Component

Name: _____

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

Rubric – Visual Component

Name: _____

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

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Graduation Project

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POLICIES

**Council Rock High School
SOUTH**

The Graduation Project

Policies

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.

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FORMS

**Council Rock High School
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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 _____

Council Rock High School Graduation Project
Student Work Log

Date	Task	Component	Hours Spent	Teacher's Initials

Comments:

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RESPONSIBILITIES

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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
 - 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	<p>I. Teacher Orientation for Students (School-wide September kick-off date)</p> <ul style="list-style-type: none"> • 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	<p>II. Student Declaration of Project</p> <ul style="list-style-type: none"> • complete Project Contract Form • complete Project Proposal Form • review rubrics with teacher
Week C - F	<p>III. Regularly Scheduled Student Submission of <i>In-Progress Student Work Log</i> (self-management component)</p> <ul style="list-style-type: none"> • student records data and dates for in-progress tasks • teacher reviews and initials student entries
Week C - F	<p>IV. On-going Individual Student/Teacher Conferences</p> <ul style="list-style-type: none"> • schedule on-going meetings to <ul style="list-style-type: none"> • 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	<p>V. Student Submission and Presentation of Project and Completed Student Work Log</p>
Week G	<p>VI. Evaluation of All Components by Project Facilitator</p>
Week G	<p>VII. Student Enters Project Description in LMC Data Base</p> <ul style="list-style-type: none"> • student submits printed copy, signed by a librarian, to project facilitator
	<p>VIII. Teacher Submits Grade at End of Marking Period</p>

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