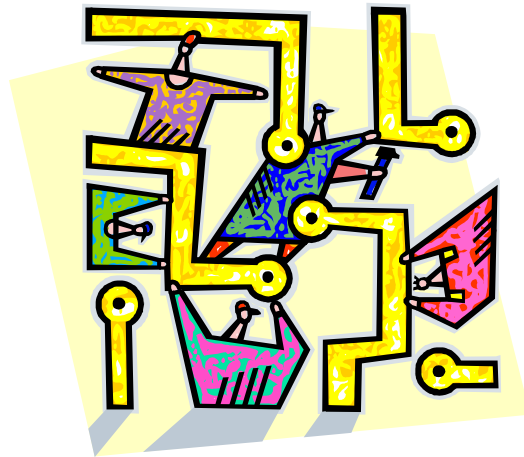


Central Kitsap School District

GUIDE TO THE CULMINATING PROJECT



2009-10

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INTRODUCTION AND AGREEMENTS

The culminating project represents the culmination of a student's K-12 education. Employers and universities indicate that workers and students need to be able to bring complex ideas together in order to be successful. Bringing complex ideas together might include knowing how to merge modern technologies to manage machinery, serve customers, or locate and use a wide variety of information. In-depth examination of a culminating project topic requires students to make wide searches and to extend searches for more and more information. Furthermore, culminating project research requires students to understand and organize information from a variety of sources, to interpret this information meaningfully and to communicate this meaning to others. These are all important skills for future success in any endeavor.

Businesses also indicate a need for new employees to enter the work world with good time management and goal-setting skills; these are the same skills that are needed for academic success after high school. Students and workers must be able to solve problems and make good decisions. Completing a successful culminating project is a long process with many steps; focusing on one area of interest will provide the student with guidance in making decisions about choices in life after high school. Successful completion of this process demonstrates that a student can manage complex, time-consuming tasks successfully, and can master a body of information about a field and communicate it to others. It also provides a portfolio of work that could be displayed to a prospective employer or university.

There is a consistent framework for the components of the culminating project at each high school in Central Kitsap. Students are required to explore an interest that connects to their future, apply academic skills that have been learned throughout their schooling experience, consult with a person outside the school who has expertise in the field being studied, maintain a learning log, and make a formal presentation about their project. Staff will utilize a common checklist or rubric to review each component of the culminating project to determine if it meets Central Kitsap School District standards.

The components of the project are:

1. **A proposal** that includes:
 - a. The topic and how it relates to the student's personal, community service, career, cultural or academic interest (The CKSD portfolio may assist students in identifying possible areas of interest.)
 - b. Stated goal of the project
 - c. Major steps to be completed
 - d. Proposed timeline for completion
 - e. Estimated costs

- f. Parent approval
- g. School approval

Note: Activities deemed high risk may not be included in culminating projects unless prior approval is granted. A list of high risk activities is included on page 8.

- 2. **Presentation** of the project. Staff and/or community using a common rubric will evaluate the presentation.
- 3. **Reflective paper** that is completed at the end of the project. The paper is evaluated using a common district rubric.
- 4. **Project documentation** will include:
 - a. A bibliography/annotated bibliography (if applicable) of research completed (if applicable)
 - b. Artifacts of the project that document the work completed (If artifacts are too large, photos may be included.)

AGREEMENTS:

- In all CKSD high school programs, students could fail the class where a culminating project is embedded and still meet the requirement of the culminating project.
- In all CKSD high school programs, students could not meet the requirement of the culminating project and pass the class earning credit for the course where culminating project is embedded.
- CKHS, KSS, OHS, Alt Schools - Semester graduates may meet the culminating project requirement through their in-house requirements.
- Full-time Running Start students will complete their culminating project requirement through the Career Choices class.
- All CKSD students who have completed 11th or 12th grade may meet the culminating project requirement through the Summer School program.
- A student who is not in Running Start may not access the Alt School to complete the culminating project unless they are an Alt School student.
- Part-time Running Start Students not enrolled in English or History at their home school must complete their culminating project at their home school.

SPECIAL EDUCATION CONSIDERATIONS

Most students who receive special education services will complete the Culminating Project along with their non-disabled peers. Some accommodations may be made based upon a student's disability. This will be monitored by the career counselor in the high school with consultation with the IEP (Individual Education Plan) teacher as needed.

Some students will complete the plan as a part of their specially designed instruction.

If a student is unable to complete a standard Culminating Project, even with accommodations, the IEP team must decide how the requirement will be met within the scope of the IEP.

The following are options already a part of a student's IEP and transition plan that could be appropriately substituted for the Culminating Project.

Goals of Culminating Project	Components of Individual Transition Plan
Networking in the community outside of the school (advisors, agencies, businesses)	<ul style="list-style-type: none"> • Connections to DVR, DDD and other post-school adult services
Exploring an interest that connects to a student's future	<ul style="list-style-type: none"> • Functional vocational evaluation • Community job exploration
Applying academic learning to a vocational, academic, or community interest	<ul style="list-style-type: none"> • Community job exploration
Extending learning in a way that classroom instruction cannot	<ul style="list-style-type: none"> • Community and vocational placements
Networking in the community outside of the school (advisors, agencies, businesses)	<ul style="list-style-type: none"> • Connections to DVR, DDD and other post-school adult services
Exploring an interest that connects to a student's future	<ul style="list-style-type: none"> • Functional vocational evaluation • Community job exploration
Applying academic learning to a vocational, academic, or community interest	<ul style="list-style-type: none"> • Community and vocational placements
Extending learning in a way that classroom instruction cannot	<ul style="list-style-type: none"> • Community and vocational placements

SUCCESSFUL CULMINATING PROJECT IDEAS

Create an art portfolio for art school, including an in-depth study of your favorite style: surrealism.	Study with a community theatre group and produce your own play.
Translate a famous work from another language into English for publication.	Prepare to run a marathon and run it, and present your Health and Fitness Plan.
Develop a plan to build a garage.	Calibrate a prototype for analytic chemistry equipment.
Design and lead your own school-wide workshop on the dangers of drinking and driving.	Develop a robotics project to participate in a national competition.
Design and patent your own shoes.	Coach a youth soccer team and complete a study in youth and motivation.
Work at a local museum as an intern and create a fundraiser for the museum.	Create a book and website of original poetry to publish on-line.
Coordinate and organize a conflict resolution team at your school.	Research why people commit hate crimes and create a resource guide for the community.
Create an onstage stand-up comedy routine for a hearing impaired audience.	Develop a mock or real investment portfolio and investment plan, by researching finance management.
Create an original music composition for an ensemble and have it performed.	Create a hands-on study of the art of documentary film-making through the preparation, filming, and editing of a study of experiences of veterans of the Vietnam Conflict.
Investigate contemporary photographic styles and techniques and create a portfolio of original works in the “post-modernist” tradition.	Intern in a veterinary clinic and create a resource guide for cat owners on feline diseases.
Study the choreographic techniques of Bob Fosse and develop choreography of your own for an all-school musical or your own musical, using the stylistic conventions of Fosse.	Study gourmet cooking through the research and field experience, learning about the design, preparation, and serving of traditional French cuisine.
Build your own car stereo system by studying the science of sound systems, their design and installation.	Volunteer to work in a retirement home and create an oral history collection of the lives of those who live in the retirement home.
Research, develop, shoot, edit, and exhibit a video documenting the Islamic experience in Washington State, focusing on the nature and causes of anti-Muslim discrimination.	Study chaos through computer simulations and an internship or partnership with a university physics program.

HIGH RISK CULMINATING PROJECT IDEAS

There are a few parameters students must abide by. The project must be legal and parent approved. Topics are limited for two reasons: to promote a serious frame of mind and to avoid issues of liability. Safety is of paramount concern! If a student feels the need to work on a project similar to those on this list, he/she will need to appeal to the school principal. A Release And Hold Harmless Agreement form is on the next page to facilitate the request for an exception. The “No” list includes:

- **No** on-the-water/underwater projects (canoeing, kayaking, powerboat racing, water skiing, jet skiing, white water raft trips, rafting, shark chumming, scuba diving, etc.)
- **No** above-the-ground projects (bungee jumping, skydiving, hang gliding, helicopter or airplane flying, hot air ballooning, etc.)
- **No** mountain climbing, spelunking, rappelling, extreme snowboarding or skiing
- **No** in-line skating or skateboarding or bicycling
- **No** weapons or the making of weapons
- **No** racing of any motorized vehicle (auto racing, car bashes, soapbox races, stunting, tractor pulls, etc.)
- **No** paint-balling
- **No** athletic camps unless you have a Central Kitsap School District coach willing to be an advisor (extra insurance needed)
- **No** cheer/drill competitions
- **No** dog training projects
- **No** tattooing/body piercing



RELEASE AND HOLD HARMLESS AGREEMENT

Student _____ and _____
(Student Name) (Parent/Guardian Name)

parent/guardian, want their student to engage in the Culminating Project topic of _____. The activity may have significant inherent safety risks.

This student and his/her parent/guardian have chosen this topic after having been encouraged to select another activity or been encouraged to modify the project to eliminate the safety risks. To the maximum extent allowed by law we, the student and parent/guardian, hereby release and agree to indemnify, defend and hold harmless Central Kitsap School District, its directors, employees and agents from any claim for, or related to, personal injury or death arising from these Culminating Project activities in which the above named student participates or observes.

DATED this ____ day of _____, 20__.

Student Signature

Parent/Guardian Signature

CULMINATING PROJECT TEMPLATE FOR PROJECT PROPOSAL

(approval required before beginning project work)

Due: (insert date)

Name _____ Teacher _____

This project template states what you intend to do for your culminating project. A full typed final proposal is due in October, but this template will help you get down the required information. Be as complete as possible and write legibly in complete sentences. Your project cannot involve dangerous experiences or hazardous substances. A list of high risk activities is included in this packet.

Project Category (check the category that best suits your project)

- Developing or improving a skill or performance
- Designing or creating a product, service, system, or event
- Explore an academic, cultural or career question or interest
- Intern, volunteer or work in a career field indicated through career study and research

1. **Introduction** – brief description of your project goals

Why are you doing this project? What motivated you?

What skills, knowledge, experience, and personal qualities will you bring to your project?

How will your outside consultant be helpful to you in completing your project?

What do you expect to learn from this project? (technical skills, expanded knowledge of your topic, planning and organizing skills, for example)

2. **Plan of your project** – as detailed as possible (estimated)

Who will be involved? Cost of project? Resources needed to complete project?

Timeline to complete the project/anticipated step by step dates.

3. **Conclusion** – How will you know when your project is complete?

What product will you have to show?

What will you have learned?

How will you know you have met the criteria you and your community consultant and teacher(s) have established?

Student Signature

Date

Parent/Guardian Signature

Date

Faculty comments:

Approved _____

Approved With Recommendations _____

Not Approved _____

CULMINATING PROJECT PROPOSAL

Student Name: _____

Outside Community Consultant (if applicable): _____

Mentor Position/Title/Company: _____

Mentor Phone Number: _____

Mentor E-Mail Address: _____

I. Project Category. Check which of the following four broad categories best fits your project.

- 1. Develop or improve a skill
- 2. Design and create a product, service, system, or event
- 3. Explore an academic, cultural or career question or interest
- 4. Intern, volunteer or work in a career field indicated through career study and research

II. Project Goal, Processes, and Timelines. The proposal is to be word processed, double-spaced, in a 12-point font using Times New Roman or Arial. The proposal must be proofread and contain no spelling or grammatical errors.

The proposal must include the following guidelines to be accepted:

1. A paragraph explaining your general area of interest and why this area was chosen. It also explains what you already know or have accomplished in this area.
2. State your goals for this project.
3. State the major steps for reaching your goals. The proposal contains a paragraph with a statement of intent: what the project is, who will be involved, potential budget and time investments, and result of the project.
4. State the anticipated timeline.
5. List the learning and achievement expectations as a result of your project.
6. List the costs and resources required for your project.

III. Signatures

I understand and agree to the above proposal.

Name of Student (please print): _____

Student Signature: _____ Date: _____

Teacher/Advisor Signature: _____ Date: _____

Parent Signature: _____ Date: _____

CULMINATING PROJECT
PARENT/GUARDIAN APPROVAL FOR COMMUNITY CONSULTANT

Student's Name _____ Graduation Year _____

Student's Culminating Project Topic _____

As part of the Culminating Project, your student is expected to work with a Community Consultant.

Your student has suggested _____ as his/her Community Consultant.

As the parent/guardian, you are strongly urged to ensure/verify that the Community Consultant has the necessary licensing/training/expertise for the activity your student has chosen. The District does not certify and/or verify the qualifications of the person your son or daughter has chosen as a Community Consultant.

The District requires all Community Consultants to have the same Washington State criminal background check required of district volunteers prior to working with students. The background check is no guarantee that the consultant's behavior will be appropriate. Selection of the consultant is the responsibility of the student and his/her family. The District prohibits any student from undertaking any activity, which may place the student and/or his/her Community Consultant at an unnecessary risk of harm or injury. No such activity will knowingly be approved by the District.

The parent/guardian should assess whether his/her student's Culminating Project places the student and/or the student's Community Consultant at an unnecessary risk of harm or injury. If the parent/guardian or the District concludes the proposed Culminating Project places the student and/or the student's Community Consultant at an unnecessary risk of injury, the District will not approve the activity as the student's Culminating Project.

The District highly recommends that the parent(s)/guardian(s) regularly visit the location where his or her student and the Community Consultant are working. Phone number(s) needed to contact the Community Consultant should be kept by the parent. The District provides no supervision of the student while she/he is working with the Community Consultant. Although the District may periodically check with the Community Consultant to determine if the student is completing the project in a timely fashion, it is the responsibility of the parent/guardian to ensure that the Community Consultant is: (1) providing their son or daughter with a safe environment, and (2) following all necessary safety procedures.

Although the Community Consultant and/or the parent/guardian play an important role in guiding the student through the project phase of the Culminating Project, the student alone is ultimately responsible for completing the project and submitting all of the forms and assignments required of him/her. School staff coordinating the Culminating Project will remind all seniors that this is to be their Culminating Project, not their parent's project or their Community Consultant's project.

I understand the conditions and expectations of the project phase of the Culminating Project, and I approve my student's selection of a Community Consultant as stated above.

Signature

Relationship to Student

Date

Email address

CULMINATING PROJECT PROPOSAL CHECKLIST

Please use this rubric as a guide to completing your Project Proposal. Attach this document to your Project Proposal.

<u>Yes</u>	<u>No</u>	<u>Guidelines</u>
_____	_____	The proposal meets the safety requirements and standards for rigor.
_____	_____	The student has the required signatures on the Project Proposal/ Approval form.
_____	_____	The proposal is word processed, double-spaced, 12-point font using Times New Roman or Arial.
_____	_____	The proposal is proofread and contains no spelling or grammatical errors and no contractions.
_____	_____	The proposal contains a paragraph explaining the student's general area of interest, and why this area was chosen. It also explains what the student already knows, or has accomplished in this area.
_____	_____	The proposal integrates communication, i.e., reading, writing, speaking and listening.
_____	_____	The proposal contains a paragraph on what specific research the exploratory paper will focus on and what resources and specific people the student would like to contact.
_____	_____	The proposal contains a paragraph with a statement of intent: description of the project, who will be involved, potential budget and time investments, and result of the project.

Congratulations! Your Project Proposal has been accepted!

Teacher/Advisor Signature	
----------------------------------	--

Please ***resubmit your proposal***, along with your original proposal, by: _____
Date

Teacher/Advisor Signature	
----------------------------------	--

CULMINATING PROJECT LEARNING LOG

Student Name: _____

Project Description: _____

Date	Time spent	Brief description of activity	Reflection (problems/setbacks encountered, possible solutions, use of knowledge and resources, etc.)	Notes (ideas, next steps, people to contact, feedback, etc.)
Total Hours				

16

Signature _____

CULMINATING PROJECT PRESENTATION

The presentation component will consist of a 10 to 15 minute speech before a panel of staff and/or parents, students and community.

ORGANIZATION AND PURPOSE OF THE PRESENTATION

Introduction. You have only one opportunity to make a good first impression and this is it! Keep in mind that the purpose of your introduction is to make a connection with your audience and introduce them to yourself and your project and why you chose this topic. Choose a way to introduce your speech (i.e., quotation, startling statement/statistic, challenging question, short demonstration, attention-capturing incident or illustration, an immediate issue or challenge) to make an impact on your audience.

Body. Your speech should clearly address your reflective paper and culminating project experience. Remember to include the process you went through and what you learned. In an organized manner, detail the information presented in your introduction. Support detail with specific examples, including source citations. Explain what you have learned as a result of courses taken in school and explain how you will apply that learning later in life. Finally, teach your project panel about your topic.

Conclusion. Your conclusion brings together all the thoughts, emotions, discussions, arguments, and feelings you have tried to communicate to your audience. Your closing words should leave a powerful, emotional impression on the audience. Ways to conclude your speech may include summary, recap, anecdote, analogy or simile, restate your thesis, vivid illustration with words or a call for action. Leave your audience with a great, overall impression of you and your project.

Visual Aids. Visual aids must assist in the demonstration, explanation, and presentation of your project and be easily visible and clear in meaning and connection to your work.

- **Objects:** tools or materials that show, tell, or demonstrate the process or product documented by your project. Pictures and actual products of your work may also be included.
- **Display boards:** diagrams, drawing, illustrations, maps, pictures, brochures, etc. attached to a board in a creative design.
- **Video/audiotapes:** Segments of an event, clips of rehearsals or practice, final tapes, highlights. Keep clips to 3 minutes or less.
- **PowerPoint:** Presentations can be made using PowerPoint.

VOICE AND DELIVERY

- Pay attention to verbal and nonverbal cues.
- Be aware of rate and expression; speak at an even pace – not too fast and not too slow.
- Speak loudly enough so that each person in the room can hear you clearly.
- Pronounce all words correctly and enunciate.
- Make eye contact with every member of the audience.
- Be poised and professional.
- Be neat and clean, dress as you would for a job interview.
- Make sure that your presentation is within the 10 to 15 minute limit – practice, practice.

Suggested Dress Requirements

- You are expected to dress professionally for this presentation. Wear something that you would wear to an office job interview.
- **Males:** Slacks, button-up shirt or polo shirt, tie optional, dress shoes. Tuck in your shirt! Comb your hair.
- **Females:** Dress, skirt or slacks, button-up shirt or other appropriate top, dress shoes.
- **NO:** shorts, halter-tops, see-through clothes, jeans, sweats, flip-flops, and baseball caps.
- Panel members are very critical about dress. Dressing nice is an easy way to get points.

General rule of thumb: If you wear it to school, it probably isn't dressy enough.

In-Class Presentation

- You must complete (and pass) a presentation to your class.
- The in-class presentation is designed to be a dress rehearsal for the panel presentation.
- Come fully dressed up, with your visual aids, and your note cards, if applicable.

Panel Presentation

- Presentations are given to a panel of people that could include staff, parents, and community members.
- Arrive at least 15 minutes early!
- Presentation length is 10 to 15 minutes. Allow up to 5 minutes after this for panel member questions.
- Once you are finished answering questions, you are done with your presentation.
- If you do not pass the first time, you will have an opportunity to do it again.

To review . . .

- Presentations will be 10 to 15 minutes long.
- Incorporate a visual aid (if a video, only use 3 minutes or less).
- There must be a recognizable introduction and conclusion.
- You do not need to memorize your speech word for word. You can transfer your presentation outline onto numbered note cards and refer to them.
- The project and reflective paper should be discussed in your presentation.
- Be at ease and prepared for a question and answer period.
- Dress professionally!

It is very important that you practice! practice! practice! The more you practice, the better that you will do on your speech. You will also be less stressed. Practice in front of the mirror, in the shower, in the car on the way to school (if you are not driving).

ORAL PRESENTATION EVALUATION

Speaker: _____

Judge: _____

Time: Individual Project 10-15 minutes

Area I: Content

Category	Criteria for Standard	Exceeds Standard 2	Meets Standard 1	Does Not Meet Standard 0
Organization	An effective introduction with appropriate attention getter. Central ideas are clearly presented and are easy to follow; transitions move from one point to the next. Followed by a conclusion showing sense of completion.			
Purpose	Purpose is clear and concise. It is established in the speech and leads to the development of the rest of the presentation.			
Ideas and Evidence *	Main ideas are established and demonstrate thorough and thoughtful knowledge, analysis, and preparation.			
Visual Aid Appearance & Application*	Visual aid is easily visible for audience and appropriately incorporated into the speech, enhancing the speaker's message. Materials are well planned, and uses space effectively.			
Components*	Speech clearly addresses Reflective Paper and the Culminating Project experience.			

Area II: Delivery

Category	Criteria for Standard	Exceeds Standard 2	Meets Standard 1	Does Not Meet Standard 0
Use of Voice	Rate, volume, tone, pronunciation, and enunciation are appropriate.			
Eye Contact and Poise	Eye contact is consistent; speaker maintains a high level of visual interaction and little reliance on note cards or supplemental material. Gestures, facial expressions, and body language are effective, appropriate, and confident.			
Time	Student meets presentation time requirement.			
Grammar and Word Choice	Uses correct grammar. Avoids slang and filler words. Uses appropriate language for school setting.			
Professional Appearance	Appearance is neat, clean, professional, and appropriate for the situation.			

Area III: Question and Answer Period

Category	Criteria for Standard	Exceeds Standard 2	Meets Standard 1	Does Not Meet Standard 0
Quality of Response	Speaker's responses are thoughtful, thorough, and convey meaningful knowledge of subject matter. Answers display further analysis of presentation and/or portfolio ideas and topics.			
Fluency and Confidence	Speaker's responses are articulate and concise, showing the speaker to have internalized his/her main points. Speaker easily expands upon previous statements when asked.			

** Must earn a "Meets Standard" in these areas to pass*

Judges Comments:

FINAL SCORE: _____

A score of "12" or above is passing.

REFLECTIVE PAPER FOR CULMINATING PROJECT

A written reflective paper is part of the culminating project. The requirements and expectations for the reflective paper are described below. The essay must be at least 500 words, typed, double-spaced with 1-inch margins and in Times New Roman or Arial font, size 12.

This essay should include personal and educational experiences, that led to the student's interest in the topic which was chosen for the project. For example:

- If the project included volunteer experience at a law firm, the paper should include how interest in law developed.
- If the project was rebuilding an automobile engine, the paper should discuss how interest developed in car engines, perhaps by watching a parent work on cars.
- If the project included volunteer experience at a food bank, the paper should describe how the student became concerned about hunger and needs of the less fortunate.

The following questions will guide the writing but are not restrictive:

- Why was this topic chosen? What experiences (classes, people, books, etc.) directed the choice of topic?
- What did the student learn about herself/himself through this experience, i.e., time management skills? Was the learning something unexpected, interactions with your consultant.
- How will the experience apply to the student's plans for the future?
- What research was completed that helped the student accomplish his/her project?
- Was the student satisfied with his/her topic choice? Why or why not?
- What obstacles were encountered and how did the student deal with those challenges?

This essay should be a narrative written in the first person. The reflective paper should show what the student learned about herself/himself as she/he worked through the project.

REFLECTIVE PAPER RUBRIC

"Reflect on yourself as a learner."

All areas must meet or exceed standard to be acceptable.

	Exceeds Standard	Meets Standard	Does Not Meet Standard
Components	<ul style="list-style-type: none"> Reflection reveals exceptional insight and introspection. 	<ul style="list-style-type: none"> Description of the Culminating Project summarizing what was created or accomplished Describes new skills learned or advanced Describes challenges and obstacles Explains personal growth Describes modifications that the student would have done differently 	<ul style="list-style-type: none"> Lacks reflection about one or more of the components
Length & Format		<ul style="list-style-type: none"> Minimum of 500 words One-inch margins Double spaced Font: Times New Roman or Arial Size: 12 font 	
Organization	<ul style="list-style-type: none"> Structure is obvious, logical and complete. Structure fits topic and content. Components are seamlessly woven through piece while easily identifiable. 	<ul style="list-style-type: none"> Organization shows planning with a clear beginning, middle and end Logical or chronological order is functional. All components are easily identifiable. 	<ul style="list-style-type: none"> Organizational scheme not apparent Detracts from readability Some components missing or difficult to find
Word Choice & Voice	<ul style="list-style-type: none"> Words convey exceptional sense of personality. Creative use of analogies, metaphors, humor, etc., to describe personal learning 	<ul style="list-style-type: none"> Written in standard English, less formal and more personal than the scholarly paper Few redundancies in word selection Voice is appropriate and functional for audience and purpose. 	<ul style="list-style-type: none"> Uses slang, inappropriate language Redundant use of limited vocabulary Voice inappropriate for audience and purpose
Fluency	<ul style="list-style-type: none"> Consistently strong and varied sentence structure Effective transitions make reader eager to continue 	<ul style="list-style-type: none"> Variety of sentence structure Functional transitions move the reader along 	<ul style="list-style-type: none"> Repetitive simple sentences Many sentence fragments Many sentence fragments Few or awkward transitions
Conventions	<ul style="list-style-type: none"> Minimal errors in punctuation, spelling and grammar 	<ul style="list-style-type: none"> Few errors in punctuation, spelling and grammar 	<ul style="list-style-type: none"> Many errors in punctuation, spelling, etc. Seriously affects readability

Congratulations! Your Reflective Paper meets the standard.

Teacher/Advisor Signature & Date	
---	--

Please resubmit your Reflective Paper, along with your original essay, by _____ (Date).

Teacher/Advisor Signature & Date	
---	--

PROJECT DOCUMENTATION

Project documentation will include:

1. The Project Proposal
2. Learning logs (examples could include some or all of the following)
 - Documentation of job shadow
 - Journal showing thoughtful analysis of progress toward learning goals at significant points throughout project
 - Timesheets documenting the following project components (if applicable):
 - Volunteer time
 - Time working on project
 - Time working with consultant
 - Time job shadowing
 - Project-learning and organization log (for example see: http://www.oilcareers.com/content/career/log_1.asp) including the following:
 - Self-assessment (Where you are now?)
 - Setting objectives (Where you want to get to?)
 - Action planning (How you will get there?)
 - Charting progress (how you are doing?)
 - Action plan - progress log outlining progress toward goals and objectives and due dates for specific portions of the project
 - Budget and expense reports
3. Reflective paper
4. Bibliography/annotated bibliography (if applicable)
5. Project products, evidence or documents could include:
 - Photographs
 - Videotape
 - PowerPoint presentations
 - Web pages/BLOG
 - Audio recording (CD) of interviews or performances
 - Documents produced as part of project. Examples could include:
 - Culinary project – recipes, supply lists, or menus
 - Service project – budget, materials list, brochures, letters written
 - Performance – sheet music composed by student, program from a recital, advertising materials from performance, copy of speech
 - Authoring – drafts, diaries, interview transcripts
 - Art – sketches
 - Copies of receipts of expenditures
 - Consultant evaluation
 - Letters of recommendation
 - Copies of job applications
 - E-mail or phone log



***CULMINATING PROJECT
VERIFICATION OF COMPLETION***

STUDENT NAME: _____ **SCHOOL YEAR:** _____

Area I. Proposal

	Topic
	Stated Goal
	Major Steps
	Identified Consultant
	Timeline
	Estimated Costs
	Parent Approval
	School Approval

Area II. Presentation

	Met Standard
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Area III. Reflective Paper

	Met Standard
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Area IV. Documentation

	Bibliography/Annotated Bibliography (if applicable)
	Learning Log
	Artifacts

Area V. Special Education Consideration

	Student will substitute IEP Transition Plan for Culminating Project
	Eligible: ___ Not eligible: ___ IEP Mgr Signature:
	Reviewed by IEP Team
	Accommodation: ___ Yes ___ No

APPROVALS:

Teacher/Advisor Signature & Date	
Counselor Signature & Date	
Culminating Project Coordinator Signature & Date	
Principal Signature & Date	