

Poland Regional High School
Senior Celebration
2016-2017

TABLE OF CONTENTS

Overview	3
Topics	4 - 5
Essential Question	6
Proposal	7 - 10
Consultant	11 - 13
Research	14-15
Presentation	16
Ticket to Present	17
Due Dates	18
Addendum A: Annotated Bibliography	19
Addendum B: List of Works Consulted	20
Addendum C: Rubric Clarifications	21-22
Addendum D: Rubric	23-24

OVERVIEW

Have you ever wanted to learn more about something you touched on in class? Maybe you want to learn more about how the brain works, or what life on the Western frontier was like, or why perpetual motion is really difficult to achieve. Are you involved in an activity outside of school that inspires you and you'd like to take it a step further? Maybe you fly-fish and want to learn how to tie flies effectively; maybe you dance and you'd like to learn a totally new style or teach a class.

The Senior Celebration is an opportunity for you to learn about a topic that fascinates you but haven't had time to investigate in depth.

On a more mundane level, the Senior Celebration is also a formal assessment of your ability to locate, evaluate and use information effectively. You will use all the skills and knowledge you have acquired over the past eleven years. You will design, execute and present a rigorous, long-term project that demonstrates and celebrates who you are as a learner. Your Roundtable advisor will help you coordinate this project as you move through the proposal, research, development, presentation, and evaluation phases.

The Senior Celebration is your project; you are going to be living with it for a while. Own it!

The Goals

- To challenge you to produce work that is a fitting culmination to your high school experience
- To demonstrate your facility with information: locating it, recognizing when you need more of it, evaluating it, and using it effectively
- To celebrate who you are as a learner and give you an opportunity to reflect on your growth
- To provide an opportunity to showcase your intellectual growth and learning

The Process

Your Senior Celebration will be divided into the following steps:

- Create an essential question that your research will answer
- Write a proposal explaining what you intend to do for your Senior Celebration
- Create* something or *implement* a plan using research
- Create a presentation about your completed project
- Deliver the presentation to an audience during the Celebration of Learning days

Successful completion of a Senior Celebration is a graduation requirement for all students at PRHS. Moreover, completion of each part of the Senior Celebration process is required to make your presentation. If you are not prepared to present at the time you are scheduled, you will be required to stand before your grading panel and your audience and explain that you are not prepared. You will be rescheduled. Furthermore, if you do not present at your originally scheduled time because of your lack of preparation, you will receive a grade of no higher than COMPETENT on your presentation.

TOPICS: Common Questions & Suggestions

(aka “The Redundancies”)

NOTE: Examples of FPs are just a few we have seen, and students are not limited to just what is listed.

General

- If a topic is familiar, consider using aspects with which you are unfamiliar when designing your research.
 - If you are planning on cooking and it is familiar to you, consider the chemical properties of ingredients and experiment with altering proportions/cook time/brands of different ingredients. What are some ways you can go “off recipe” or alter existing recipes based on what you have learned?
 - If you are working on a craft, how can you incorporate more advanced techniques to improve a basic design? What are the different levels you can take your project to? Are you already familiar with knitting? Explore what it will take to make your own yarn, or include complicated stitches. Try creating something that requires precise measurements and counting.
- *Always* be thinking about how you will be able to prove to your grading panel in May that there was new learning.
 - What can you build into your proposal (EQ & FP specifically) that will make it so that you have to show new learning?
 - How can you structure your FP so that it is clear that you made improvements in what you know/can do?
 - When answering this question in your proposal, simply stating, “I know I can show new learning because I don’t know anything now” is not enough. Your preliminary research is designed to give you enough information to set clear goals and have a strong understanding of what you can accomplish. Describe that to your panel.

Teaching & Coaching

Examples of FPs: teaching aids, lesson plans/practice plans WITH video of implementation

- Who will you be teaching/coaching? Do you have permission to work with the individual/group?
- What are realistic goals you can set for the student(s)/player(s)?
- How long will you have to reach your goals?
- What instructional materials will you use? Will you create them? Will you consult other educational resources?
- How will you measure the student’s success?
- How will you ensure that you can prove you’ve answered your essential question if the student(s) does not meet the goals you have set?

Cooking & Diet

Examples of FPs: menu, nutrition facts, prepared food, cooking video

- Consider the molecular/chemical basis of the foods you are researching
- When researching traditional diets (i.e. Italian food), be sure to consider culture and history-- how did that food become the tradition? What agriculture/geographical influences affected the production of this food? Does any of it have religious roles/rules?
- Be sure to include names of specific techniques that are used (saute, broil, pan-sear, etc.)
- Consider your food sources, down to the shopping component-- where are your ingredients coming from? What do you know about that source? Are other sources better/worse? Why?
- In most cases, you will be asked to make multiple examples of whatever style of food you are researching.

Educating a General Audience

Examples of final products: PSA video, awareness event, pamphlet, website

- Who will be your audience? Who will be viewing your educational materials?
- Where and how will your materials be distributed?
- If there are multiple sides of a debatable topic, how will you choose information to share? Will you choose one side or represent both?

Fundraising & Scholarships

Examples of FPs: event (5k, dinner, -athon, tournament), scholarship, drive, campaign

- Are you donating to an organization? What is its legal status and what is the protocol for making a legal donation?
- Who do you need to contact in the organization in order to set up a donation?
- What does your donation contribute to specifically? Find out how different organizations spend their donated money.
- What do you need to know to set up your event? Look into local regulations for events, how you will register participants, timeframe, officials you will need.
- Where will you hold your event?

Psychology & Sociology

Examples of FPs: pamphlet, data presentation, video, live demonstration

- Who will be the subject of your project?
- How many people will be involved in your project?
- What variables will be in your project? (consider subjects' ages, backgrounds, amount of time you have with subjects, permissions, policies, etc.)
- How will you measure progress in your subject(s)? (You will most likely need baseline data if it is a long-term experiment/process)
- Could this potentially harm your subject? *If so, consider changing your topic.*

Music & Performing Arts

Examples of FPs: CD, video, lesson plan, performance, benefit concert

- Is this a skill you currently have and are developing or is it a totally new skill set for you?
- What specific skills will you be targeting? (Learning an instrument is a lifelong endeavor-- how will you create a goal that can be achieved in a six-month project?)
- Have you contacted a VPA teacher to discuss the best EQ/FP for what your goal is?
- How will you get yourself "to the next level"? Often, YouTube tutorials are not credible enough to go by alone, though they may be helpful. Will you get lessons? A book?

GENERAL CAUTIONS:

Reconsider your proposal if...

- your project can potentially have a negative impact on yourself or other persons
- you may not be able to complete your project in the time allowed
- you are unsure of how you will fund your project
- you and your RT teacher can not think of an appropriate consultant

Personal fitness plans for you or another individual are not allowed.

***** Topics that are questionable or sensitive for a school environment or audience *****

***** MUST be approved by Ms. Medd *****

ESSENTIAL QUESTION

Your essential question is the question that you must answer during your Senior Celebration presentation.

Purpose

- To guide your research
- To give you a target for your Senior Celebration.

Content

A good essential question:

- Is focused enough to allow for in-depth investigation
- Requires (a) the creation of a physical item that would be acceptable in real-world settings or (b) the implementation of a participatory project in a real-world setting
- Covers a topic about which you are passionate
- Promotes the development of new knowledge
- Fosters reflection

Examples

Examples of good essential questions:

- How do I put on a play starring FLS students? (product: the performance)
- How do I create a stain-glass window? (product: the window)
- How do I start a landscaping business? (product: a business plan)
- How do I prevent animal abuse? (product: service project for animal shelter)

Types of questions to avoid:

- What does it take to become a <job title here>?
 - o *Comment: There is no final product that you can show and that would be acceptable or useful in the real world.*
- How can I be successful at <sport or activity> at the college level?
 - o *Comment: Avoid questions that you can't actually do right now. You can't show how to compete at the college level because you are still in high school.*

PROPOSAL

Purpose of the Proposal

- Communicate your interest in a subject
- Promote research and personal reflection about the subject
- Solicit feedback from a Roundtable advisory panel
- Conduct initial research using **at least three sources**

Content

- Describe the topic of your Senior Celebration
- Explain how you'll be able to show new learning, particularly if this is a subject you already have some knowledge of
- Show your initial research by including an annotated bibliography with **at least three sources**
- Discuss ideas for people you might use as a consultant
- Develop an action plan that outlines your next steps

Process

- Fill out the Proposal Form, print it, and attach your annotated bibliography. The Proposal Form is on the next page. (Note an electronic version is available.)
- Assess it yourself, using the Proposal Rubric. Submit it to your advisor.
- A panel of teachers will assess your proposal.
- If it is rated Approved, congratulations! Move on.
- If it is rated Needs Revision, fix it and give it to your RT advisor for approval.
- If it is rated Not Approved, fix it and resubmit it to the review panel.

Tips on Getting Your Proposal Passed

- Make sure your essential question is approved by your RT advisor.
- Answer all of the questions thoroughly and thoughtfully.
- Be very clear and detailed about how you will demonstrate new learning.
- Make sure to include the name of a person who might be your consultant.
- Make the steps of your action plan specific:
 - * *Unacceptable*: "Do some research."
 - * *Acceptable*: "Talk to Mr. Tidd about proper fly-tying."
- Make sure your annotated bibliography is substantive and formatted correctly.
- Check for (and fix) errors in typing, spelling, punctuation, and capitalization.

Proposal Form

Your Senior Celebration proposal formally documents your essential question, new and prior learning, and preliminary research. You must answer all of the questions below in a formal, typed document. You must follow the format below. Be thorough -- for most of these questions, one sentence will not be enough.

Turn in your proposal to your Roundtable advisor. It will then go to the review panel for assessment.

NAME:

RT ADVISOR:

What is the topic of your Senior Celebration?

Be as specific as possible.

What is your essential question?

What will the final product be? Explain how it connects to your EQ.

What is the "deliverable" that you will show off during your presentation?

What questions will guide your research?

Write four questions that will help you filter what research is relevant. For instance, if you know you want to do something about opening your own business, two questions could be, "How do I get the start-up money?" and "What does a business plan for this look like?"

Why are you choosing this topic?

Always been interested? Something specific that happened in your life? Does it tie into your future plans?

What do you already know about this topic?

Be as specific as possible.

Why are you confident you will be able to show new learning?

Part of the Senior Celebration rubric asks you to reflect on new learning. Make a convincing case that you'll be able to do this.

What is the name of your consultant? Why is s/he a good choice?

Avoid family members and PRHS staff members.

What three specific steps will you take now that you have begun your research?

Attach an annotated bibliography.

*Make sure your annotated bibliography has **at least** three sources. See Addendum A for more information about how to do this.*

SENIOR CELEBRATION PROPOSAL RUBRIC

Proposal Requirements: These must be met before the panel will consider your proposal.

- _____ Follows format in Proposal Form
- _____ Typed, 12 pt. font, edited for errors
- _____ Includes:
 - _____ Essential question
 - _____ Prior knowledge
 - _____ 4 or more research questions
 - _____ Annotated bibliography
 - _____ Consultant ID & explanation
 - _____ Next steps

	Not Approved (If any of the below is true)	Needs Revision (If any of the below is true)	Approved (If all of the below are true)
Essential Question	<ul style="list-style-type: none"> • EQ is so broad that focused research will be difficult • EQ is not sophisticated enough for a senior research project 	<ul style="list-style-type: none"> • Wording of EQ needs tweaking 	<ul style="list-style-type: none"> • Is focused enough to allow for in-depth investigation • Requires (a) the creation of a physical item <u>or</u> (b) the implementation of a participatory project
Final Product	<ul style="list-style-type: none"> • Connection of product to EQ and research is unclear • Would not be acceptable in real-world settings <u>or</u> shows no plan for implementation in a real-world setting 	<ul style="list-style-type: none"> • Connection of product to EQ and research needs to be made clearer 	<ul style="list-style-type: none"> • Product has a clear and direct relationship to the EQ and research • Would be acceptable in real-world settings <u>or</u> will be implemented in a real-world setting
Research	<ul style="list-style-type: none"> • Does not include four appropriate research questions • Does not include a properly annotated bibliography • Sources seem irrelevant 	<ul style="list-style-type: none"> • Research questions need to be connected more to EQ • Annotated bibliography needs revisions as to format or depth of annotations 	<ul style="list-style-type: none"> • Lists 4 questions to guide research • Includes a properly annotated bibliography
Prior Knowledge	Description is very limited or missing	• Description requires more details	• Description is adequate
New Knowledge	Description is unconvincing or missing	• Description requires more details	• Description is convincing
Action Plan	<ul style="list-style-type: none"> • Does not include a feasible idea for a consultant • Does not include three action steps <u>or</u> they are poorly conceived 	<ul style="list-style-type: none"> • Idea for consultant needs further thought • Action steps need further thought 	<ul style="list-style-type: none"> • Includes a feasible idea for a consultant • Lists three specific action steps

Proposal Feedback Form

Student: _____ RT Advisor: _____

Essential Question:

Panel's Decision:

- Approved
- Needs Revision
- Not Approved

Suggested Revisions:

Reason(s) for Denial:

CONSULTANT

Finding and using a consultant is a requirement for the Senior Celebration. It is a great way for you to learn helpful information, and it will give you invaluable insight into your area of interest by developing a relationship with someone who is an expert in your field of interest. This person may do several important things for you:

- Confirm what you are learning and verify the relevancy of your information
- Direct (or redirect) your research
- Provide you with resources
- Give you critical, unbiased feedback and support

Requirements

- You are required to consult with an expert in your topic
- You must have at least one substantial interview with your consultant and show evidence of that (i.e., notes, emails, or written feedback from your consultant)
- You must also complete the Consultant Agreement Form

We strongly suggest that you find a consultant outside of school and your family to broaden the experience of your Senior Celebration. Once you have determined your essential question, you should find a consultant as soon as possible. Exceptions to working with a consultant from outside of school and family will be considered by the 12th grade advisors upon written request.

Consultant Agreement Form

Student: _____ RT Advisor: _____

CONSULTANT INFORMATION

I will act as a consultant to the above-named student (circle one): Yes No

My area of expertise is:

How do you know the student?

CONTACT INFORMATION

Name:

Title:

Company/Department:

Address:

Phone:

Consultant signature: _____

Student signature: _____

Consultant Contact Log

Date(s)	Nature of Contact (ie. phone, email, job shadow, interview, meeting)

RESEARCH

Now you have an essential questions, an approved proposal and a consultant. Great! Now it's time to start learning from your sources; do some research and follow the trail to an answer to your essential question. To help you along, you will have **at least** two research conferences with your advisor before your practice presentation.

- 1st conference must be completed by **February 10, 2017**
- 2nd conference must be completed by **April 7, 2017**

Purpose

- Explain progress on your project
- Determine how you will present your learning
- Plan your next steps
- Demonstrate your ability to synthesize information
- Receive feedback from your advisor

Content

- Share your latest information with your advisor including any notes, drawings, initial products, etc. Make sure you have **at least four sources** from which you'll draw to answer your essential question.
- Discuss your plans for your presentation
- Discuss your next steps
- Discuss your consultant contact(s)
- Discuss your progress with your presentation plan (How will you organize your information? How will you answer the essential question? What equipment will you need for your presentation?)

Research Conference Checklist

Use this form during the research conferences.

1. My proposal was accepted: Yes No
2. I have considered feedback I received on my proposal:
 Yes No Did not receive feedback
3. I have chosen my consultant: Yes No
4. I have written a request if one of my consultants is a member of my family or the PRHS faculty:
 Yes No Does not apply to me
5. I have contacted my consultant: Yes No
6. I have at least four sources of information: Yes No
7. I have completed a Celebration of Learning form (online): Yes No
8. I have written action steps unique to my project that I will complete by the second conference:
 Yes No

Action steps unique to your Senior Celebration that you and your advisor will check off during your next conference.

Before the next conference I will:

-
-
-
-
-

PRESENTATION

By now you are well aware of the problems students can run into during their presentations: perhaps the presentation is too short, or the technical equipment fails, or the organization needs work. In many cases, such problems can be detected and fixed during a rehearsal. As in writing, doing a “draft” is extremely important in producing an excellent product. **You must complete a practice presentation of your Senior Celebration by May 17, 2017.**

Purpose

- Practice your speaking and presentation skills
- Accurately time the length of your presentation
- Rehearse using technical equipment and/or props
- Get feedback according to the presentation rubric
- Help alleviate nervousness about speaking in front of an audience

Process

- Before you do your practice presentation, all other parts of your Ticket to Present must be checked.
- You will do your practice presentation in front of your advisor and a small audience of your peers (typically your Roundtable and possibly a junior Roundtable)
- Your practice presentation should be as close to finalized as possible
- You should have your visual and/or technical equipment (if possible) with you, and you should present as if this were the “real thing”
- If you have a successful practice presentation, you can check this off of your Ticket to Present.

Content

For the presentation you will be required to:

- Identify your essential question
- Explain the process of your research and project experience
- Share your learning
- Demonstrate how your work answers your essential question
- Share and demonstrate your product and/or visual

Grading

We encourage you to invite family members, your consultant, teachers and community members to your presentation! Your Roundtable advisor will attend (but will not be part of the grading panel). You should expect audience members to ask questions. The grading panel will include a senior RT advisor, a junior RT advisor, and a junior student.

TICKET TO PRESENT DURING THE CELEBRATION OF LEARNING

The signature of the Roundtable advisor at the bottom of this page signifies that the student has done sufficient preparation to present his/her project during the Celebration of Learning Days. Specifically, the student has:

- _____ An approved proposal and essential question **and**
- _____ Conducted at least two research conferences with his/her advisor **and**
- _____ Shown evidence of having used at least four research sources **and**

This evidence may take several forms:

- *Active reading on readings, print-outs, photocopied pieces or*
- *Notes on reading(s) or*
- *Notes from interview(s) or*
- *Email correspondence with consultant or*
- *Other: _____*

- _____ A signed Consultant Agreement Form **and**
- _____ A proper works consulted page **and**
- _____ A draft of visual aid(s) to be used in the presentation (if applicable)

All of the above must be completed before student may do a:

- _____ Practice presentation

Student Name

Roundtable Advisor Signature

SENIOR CELEBRATION DUE DATES

October 29	Proposals due
December 2	Proposal revisions due
February 10	First official research conference held
Early March	Needs survey due
April 7	Second official research conferences held
May 17	Successful practice presentation completed
May 18 - 19	Celebration of Learning Days

ADDENDUM A: Annotated Works Consulted

A *works consulted* is a list of the sources you consulted. An *annotated works consulted* includes a summary of the source. For your Proposal, each source you include in your works consulted list should have both a summary and a description of how this source pertains to your topic.

For example, let's say your topic is the American Revolutionary War, and you have always wondered how and why a little smudge of people on the Atlantic coast were able to defeat the mighty British Empire. Let's say that you find a book called American Scripture that discusses the "why" part of your topic. A sample annotated entry for this book is in the box below.

Remember, you need to include an annotated list of **three** sources for your proposal. All MLA format rules apply. See the PRHS library web page for citation sheets and examples.

Maier, Pauline. American Scripture: Making the Declaration of Independence. New York City, NY: Alfred A. Knopf, 1997.

Research question: _____

Summary: This book discusses how the Declaration of Independence was influenced by earlier colonial documents that listed how the British were mistreating the American Colonies. It tells the story of how Thomas Jefferson and others wrote and edited the Declaration, and also how this document influenced later American history, particularly during the Lincoln era.

Relevance: In the early chapters, Maier discusses why the colonists were getting angry with the Parliament and the King, and it also details what they did in their attempts to get their complaints addressed. Many colonies put out their own declarations before the "real" one was written, and the story of these declarations showed me how the colonists within each state gathered enough momentum to make the attempt at revolution.

ADDENDUM B: List of Works Consulted

As with any research project you have done at PRHS, you will have to create a list of the sources of information you used. For the Senior Celebration we call this a “works consulted” because that is exactly what it is: a list of all the resources you consulted to put together your presentation.

This is a project that requires multi-faceted research. You should consult **at least four sources** for your Senior Celebration. Your works consulted page must be formatted according to MLA standards.

Research sources may take a variety of forms:

- Written (e.g., books, magazines, manuals)
- Online (e.g., web sites, database articles)
- Human (e.g., interviews, job shadows)
- Audio (e.g., radio, CDs, digital downloads, music)
- Video (e.g., documentaries, TV shows, movies, or other legally obtained media)

REMEMBER: You must provide a properly formatted list of works consulted to your grading panel during your presentation. You may use the Works Consulted page as a formal part of your presentation, or hand it to your grading panel either before or after the presentation.

ADDENDUM C: Rubric Clarifications

Does the Works Consulted page have to be MLA formatted? Does it have to be typed?

Yes, MLA format. Yes, typed.

What does multiple mean (as in “Multiple sources are cited ...”)?

Multiple means three or more.

What’s the difference in the bullet that starts, “Multiple sources are cited ...” in CO and AD/DS?

The key words are “effectively woven throughout” the presentation (in the AD/DS category). This means you refer to your three sources *as you present the information* (e.g., “My consultant helped me figure out how to best use a travel agent. He told me that I should do the following....”) To be Competent on this bullet, you might simply refer to all three sources at once sometime during your presentation (e.g., “These are the sources I used for this project.”), or you might mention a source as an afterthought (e.g., “Oh yeah, back when I was talking about how to paint the car, my consultant told me that and showed me how to do it”).

What does “original analysis and synthesis” mean?

It means you have done something beyond simply reporting your research. You have drawn a conclusion about what you have learned, or pulled a variety of information together to come up with *your own* idea about a topic. For example, if your essential question is, “How do I create a successful off-season training program for a hockey player?”, you have done “original analysis and synthesis” if your plan involves a combination of already established plans you found during your research *and* you explain why that combination is better than either plan alone.

Do you fail if you can’t answer one audience question?

The intent of this bullet is to look for general trends – do you know your material?– not to trip you up on specific items. Most audience members who ask questions are genuinely interested in your topic and are looking to learn something new from you. Audience questions are an opportunity for you to share information that you weren’t able to (or forgot to) share in your presentation. And it is fine for you to ask for a clarification of a three-minute question or to say, “I’m not sure what you’re asking.”

You are not accountable for the randomness of the audience. For example, if your presentation is about SCUBA diving, you should be able to answer a question about the steps needed to prepare for a dive, but not a question asking about the number of dives Jacques Cousteau made in 1964. It is fine to respond, “That wasn’t really part of my research focus,” but not to every question.

When does the time start and stop?

The time starts when you begin speaking after your advisor’s introduction. Time stops when the question session begins. The question session begins when you ask for questions from the audience, answer a question at any time during your presentation, or stop presenting new information. It’s okay to say, “That’s a great question and I’ll answer it when I’m finished with my presentation.” This is also a place where an advisor can remind the audience (or panel) to hold their questions until the end of the presentation.

Students who have an extended performance (more than about five minutes or music, video, dance, speech, theater, etc) can request in writing a five minute extension on their total presentation time. The request must be approved by both the RT advisor and the RT coordinators.

Can you fail even if you don’t have a bullet in the “Instant Incomplete” column checked off?

Yes. If you do not meet the requirements for Competent, you will have to re-do your presentation.

What if you are not ready to present when you’re scheduled?

If you know you are not ready to present at the time you are scheduled, you will be required to stand before your grading panel and your audience and explain that you are not prepared. You will be rescheduled. Furthermore, if you do not present at your originally scheduled time because of your lack of preparation, you will receive a grade of no higher than COMPETENT on your presentation.

Can you get an ADVANCED or DISTINGUISHED if you fail the first time, then re-present?

Yes. This is very different from not presenting on time. For example, if a student does a distinguished presentation that goes over time, they receive an NC. When that student re-presents and is within the time, they are eligible to receive a DISTINGUISHED grade.

Addendum D: Rubric

SENIOR CELEBRATION RUBRIC

STUDENT: _____
Day: _____
Facilitator: _____
Essential Question: _____

RT Advisor: _____
Scheduled Time: _____
Panelist #2: _____

Room: _____
Total Time: _____
Junior Student(s): _____

WRITING			
<i>The PRHS student writes/communicates in a clear and engaging manner.</i>			
	INSTANT INCOMPLETE	COMPETENT	ADVANCED/DISTINGUISHED
<i>Use informative (writing) skills to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i>	<ul style="list-style-type: none"> • Presentation has no order or structure 	<ul style="list-style-type: none"> • Develops the topic in a basic or general way • Uses relevant supporting details • Uses an order or structure of information to guide the audience through the presentations • Uses vocabulary appropriate to task and purpose 	<ul style="list-style-type: none"> • Shows complex or sophisticated topic development • Uses supporting details that are well-chosen and instructive to the audience • Uses an order, structure, or presentation of information that shows relationships between concepts • Uses vocabulary of the discipline with confidence
INFORMATION LITERACY			
<i>The PRHS student accesses, evaluates, and uses information efficiently, effectively, and critically.</i>			
	INSTANT INCOMPLETE	COMPETENT	ADVANCED/DISTINGUISHED
<i>Conduct a sustained research project to answer a question or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i>	<ul style="list-style-type: none"> • Does not answer essential question • Demonstrates no understanding of essential question topic 	<ul style="list-style-type: none"> • Answers essential question • Demonstrates fundamental understanding of essential question topic – there are no major gaps in knowledgeable • Reflects on new learning 	<ul style="list-style-type: none"> • Answers essential question in-depth • Shares insights based on new learning and understanding
<i>Gather relevant information from multiple authoritative sources, integrate information selectively to maintain the flow of ideas, avoid plagiarism and follow the standard format for citation.</i>	<ul style="list-style-type: none"> • Fewer than 3 sources are cited in presentation 	<ul style="list-style-type: none"> • Multiple sources (3 or more) are cited and used during presentation (not Q & A) • Provides works consulted page to panel or available upon request and has minimal errors • Quotes, paraphrases, and summarizes information, when appropriately • Identifies consultant and explains his/her expertise 	<ul style="list-style-type: none"> • Multiple sources (3 or more) are cited and effectively woven throughout presentations • Accurately and appropriately quotes, paraphrases, and summarizes information • Integrates information from consultant

Bolded italicized bullets must be met during the presentation, *exclusive* of questions.

SPEAKING AND PRESENTING			
<i>The PRHS student speaks and presents effectively.</i>			
	INSTANT INCOMPLETE	COMPETENT	ADVANCED/DISTINGUISHED
<i>Present information so that the audience can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose and audience.</i>	<ul style="list-style-type: none"> • Content of presentation does not connect to the essential question • Presentation seems unrehearsed • Demonstrates poor presentation techniques (mumbling, monotone, poor body language) • Violates dress code • Uses profanity • Presentation is outside the time frame 	<ul style="list-style-type: none"> • Introduces the topic • Presents information logically • Develops a conclusion that is appropriate to task and purpose • Demonstrates consistent use of eye contact, gestures, intonation and pacing • Speaks audibly and uses expression to enhance the presentations • Presentation is within the time frame (15-20 minutes), exclusive of questions. Video's or performances are 3 minutes or less, or, if the student speaks through them, 5 minutes or less 	<ul style="list-style-type: none"> • Presentation seems polished and well-rehearsed • Includes a strong opening, closing with nearly seamless transitions • Presentation skills leave the audience with a lasting impression of the completed work
<i>Make strategic uses of presentation and (digital, manipulatives, or the project) to enhance understanding of findings, reasonings, and evidence and to add interest.</i>	<ul style="list-style-type: none"> • No Presentation aid is used OR looks sloppy OR does not connect to the essential question 	<ul style="list-style-type: none"> • Presentation aid is clear, purposeful, and supports essential question 	<ul style="list-style-type: none"> • Presentation aid heightens understanding and engages the audience

PROBLEM SOLVING			
<i>The PRHS student uses complex and creative reasoning strategies to generate appropriate solutions to a variety of problems.</i>			
	INSTANT INCOMPLETE	COMPETENT	ADVANCED/DISTINGUISHED
<i>Use complex and creative reasoning strategies to generate an appropriate solution to a problem.</i>	<ul style="list-style-type: none"> • Does not present a project 	<ul style="list-style-type: none"> • The project is acceptable in real-world settings, and it functions as it should OR • While the project may have lapses in functionality, it is something that can be praised as solid effort, reflecting on actions needed to make the project acceptable 	<ul style="list-style-type: none"> • The project represents a complex and/or time intensive process • The project is of excellent quality and would be accepted and praised in a real-world setting
	<ul style="list-style-type: none"> • Does not present when scheduled 	<ul style="list-style-type: none"> • Presents when scheduled 	

Scoring Instructions

CO: Meets all bullets at the CO level. **AD:** Meets all bullets at CO, plus 7-10 more in the AD/DS column, at least one under each standard. **DS:** Meets all bullets at CO, plus 11-15 more in the AD/DS column, at least one under each standard. No +/- grades allowed. **INC:** Does not meet all of the bullets at the CO level or meets any bullet in the instant incomplete column

After the presentation, the panel will meet privately in the presentation space to assess the presentation, with the Senior panelist acting as facilitator. The student's RT advisor and consultant may share pertinent information before deliberations begin, but then must adjourn with the student to await evaluation results. They may advise the panel at the panel's invitation. This conversation must be limited to 15 minutes.

Return to Tidd's mailbox

Circle Final Grade →

Did Not Present

NC Not Ready

INC

CO

AD

DS