<table>
<thead>
<tr>
<th>Idaho Falls H.S.</th>
<th>Skyline H.S.</th>
<th>Emerson H.S.</th>
<th>Compass Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>601 South Holmes</td>
<td>1767 Blue Sky Drive</td>
<td>335 5th Street</td>
<td>955 Garfield Street</td>
</tr>
<tr>
<td>Idaho Falls, ID 83401</td>
<td>Idaho Falls, ID 83402</td>
<td>Idaho Falls, ID 83401</td>
<td>Idaho Falls, ID 83401</td>
</tr>
<tr>
<td>208-525-7740</td>
<td>208-525-7770</td>
<td>208-524-7800</td>
<td>208-525-7720</td>
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<tr>
<td>(FAX) 208-525-7768</td>
<td>(FAX) 208-525-7778</td>
<td>(FAX) 208-525-7795</td>
<td>(FAX) 208-525-7732</td>
</tr>
</tbody>
</table>
# Table of Contents

Introduction ........................................................................................................... 3-4

Timeline ............................................................................................................... 5-7

The Project ......................................................................................................... 8-12
  Minimum Requirements .................................................................................... 8
  Examples ........................................................................................................... 8
  Additional Ideas for Graduate Projects ......................................................... 9-10
  Note for job shadowing medical facilities and INL ....................................... 10
  Graduate Project Proposal ............................................................................. 10
  Parent Permission .......................................................................................... 11
  Advisors ........................................................................................................ 11
  Mentor .......................................................................................................... 11
  Annotated Bibliography ................................................................................ 12

The Portfolio ..................................................................................................... 13

Project Log ....................................................................................................... 13

The Presentation ............................................................................................... 14

Project Checklist ............................................................................................. 15

General Policies and Information ..................................................................... 17-20
  Project Advisor and Committee ................................................................. 17
  Grading ......................................................................................................... 17
  Panels .......................................................................................................... 17
  Late Policy .................................................................................................. 18
  Visual Recording .......................................................................................... 18-19
  Advisory Period ........................................................................................ 19
  Special Services ........................................................................................... 19
  Transfer Students ....................................................................................... 19
  Appeals Protocol ......................................................................................... 19
  Costs and Lost Handbook .......................................................................... 19
  Plagiarism and Misrepresentation ............................................................... 20

Appendix A (scoring guides and samples) ......................................................... 21-58

Appendix B (forms) ........................................................................................ 59-74
INTRODUCTION TO THE GRADUATE PROJECT
(Adapted from “Rosemont Senior High School Senior Project Handbook”. Sacramento, CA.)

A brief overview…

What is The Graduate Project?
The Graduate Project is designed to provide you with the opportunity to apply all that you have learned in twelve years of school to a project that will challenge all of your abilities, stretch your limitations, prepare you for the future and reward you immensely!

The Graduate Project consists of four major components: the project, the reflective essay, the portfolio and the presentation. This handbook will guide you through the process. It includes most of the information and forms you will need to complete the project.

If you attend an Idaho high school, you must complete a senior project (that includes a paper and an oral presentation) in order to graduate. Successful completion of the Graduate Project will meet this Idaho State Department of Education requirement.

The Project
The project is the core of the Graduate Project experience. You will choose a project that extends your learning, stretches your potential, challenges your abilities and relates to your post high school plans. What that may be is up to you. You could choose an interest and act on it by finding or discovering something that you’ve never done or known before but always wanted to do or know. Another option is to take something you know or can do but take it to a new and challenging level. Remember, the project must represent a “stretch” for you. The project should be an EXTENSION of a current interest or the pursuit of a new interest, not merely a continuation of a current interest.

The work on your project should produce a final product/performance that will be evaluated.

For Example… A possible project for someone who might be interested in a career in advertising would be to design an effective sustained advertising campaign around a societal problem such as teenage smoking—MORE than just a single poster or recording.

The Annotated Bibliography
After you’ve decided on a project, you will need to know more about how to complete it. That’s where the Annotated Bibliography comes in! With the approval of your Graduate Project Advisor you will select a research topic that will help you learn more about whatever it is you’ve decided to do.

The Portfolio
Since much of the work on your Graduate Project will be done outside of class, you will need to keep accurate records of the time you devoted, how much money you spent, where you went, who you talked to, research resources you used, what you learned and so on. The portfolio is simply a place to log all that information. Eventually, your portfolio will be viewed by your Graduate Project Presentation judges.
The Reflective Essay
After you've completed the project, you will reflect on the experience. In clear, concise writing, you will describe the goals you had for the project, the experiences you had, the new skills and knowledge you acquired, and you will reflect on the impact the project has had on you.

The Presentation
Finally, you will present your project at the Graduate Project Presentation, a time of frazzled nerves, sweaty palms and praise. You will make a formal presentation to a panel of judges that will include teachers and community members. You will share with them your project and portfolio, the process you followed, what you learned along the way and your personal growth as a result of your ambitious project. If you chose a project that really excites you and captures your interest, your enthusiasm will shine through to your panel.
### The Graduate Project Timeline

**2015-2016**

<table>
<thead>
<tr>
<th>Summer Track</th>
<th>School Year Track</th>
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<tbody>
<tr>
<td><strong>Due Date: May 4, 2015</strong></td>
<td><strong>Due Date: October 5, 2015</strong></td>
</tr>
<tr>
<td>If the proposal “Doesn’t Meet Standard”, the student will have until May 29, 2014 to make revisions and “Meet Standard”. If the proposal “Doesn't Meet Standard” at that time, the student will not be allowed to follow the Summer Track and will need to begin the School Year Track when the school year begins.</td>
<td>If the proposal “Doesn’t Meet Standard”, the student will be required to attend Advisory Class until it is revised and “Meets Standard”.</td>
</tr>
<tr>
<td><strong>Due Date: May 18, 2015</strong></td>
<td><strong>Due Date: October 19, 2015</strong></td>
</tr>
<tr>
<td>Signed Parent Permission Form…p. 63</td>
<td>Signed Parent Permission Form…p. 63</td>
</tr>
<tr>
<td>Contact Information Sheet…p. 60</td>
<td>Contact Information Sheet…p. 60</td>
</tr>
<tr>
<td>Signed Mentor Agreement Form…p. 65</td>
<td>Signed Mentor Agreement Form…p. 65</td>
</tr>
<tr>
<td>If any of the above is incomplete or “Doesn’t Meet Standard” by the due date, the student will not be allowed to follow the Summer Track and will need to begin the School Year Track when the school year begins.</td>
<td>If any of the above is incomplete or “Doesn’t Meet Standard” by the due date, the student will be required to attend Advisory class until all of the above is complete and “Meets Standard”.</td>
</tr>
<tr>
<td><strong>Due Date: September 14, 2015</strong></td>
<td><strong>Due Date: December 14, 2015</strong></td>
</tr>
<tr>
<td>Mid-term Mentor Report Form…p. 66</td>
<td>Mid-term Mentor Report Form…p. 66</td>
</tr>
<tr>
<td>Students should turn this form into the school principal.</td>
<td>Students not completing the Mid-term Mentor Report by the due date will be required to attend Advisory class until it is completed.</td>
</tr>
<tr>
<td><strong>First Project Checkpoint</strong></td>
<td><strong>First Project Checkpoint – First draft</strong></td>
</tr>
<tr>
<td><strong>Due Date: October 5, 2015</strong></td>
<td><strong>Due Date: February 8, 2016</strong></td>
</tr>
<tr>
<td>Annotated Bibliography…p. 36</td>
<td>Annotated Bibliography…p. 36</td>
</tr>
<tr>
<td>Mid-term Mentor Report Form…p. 66</td>
<td>Mentor Final Evaluation Report…pp. 67-68</td>
</tr>
<tr>
<td>Mentor Thank-You Letter…pp. 30-31</td>
<td>Activity Log…pp. 44-45</td>
</tr>
<tr>
<td>Activity Log…pp. 44-45</td>
<td>Project Product/Performance…pp. 32-34</td>
</tr>
<tr>
<td>Project Product/Performance…pp. 32-34</td>
<td>Portfolio…p. 13</td>
</tr>
<tr>
<td>Portfolio…p. 13</td>
<td></td>
</tr>
</tbody>
</table>
Students who score “Meets Standard” may ask their Graduate Project Advisor to have their Graduate Project Presentation scheduled on October 16. The Presentation Needs Survey must be turned in by October 30.

Students who score “Doesn’t Meet Standard” on the project, essay or portfolio must revise the component(s) (if necessary) and resubmit them by the next due date.

<table>
<thead>
<tr>
<th>Project Deadline: November 2, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>(The previous versions of the component(s), the parent signed scoring guide(s) and the student typed letter describing the revisions made and what the student has learned as a result of making the revisions must accompany the newly revised versions)</td>
</tr>
<tr>
<td>Students who have any components receiving a “Doesn’t Meet Standard” score will not be allowed to schedule an oral presentation, will receive a “Doesn’t Meet Standard” grade for the Graduate Project Course and will be ineligible for participation in extra-curricular activities until the student completes the Graduate Project Course. The student will need to enroll in either the Graduate Project Night School Class, the Graduate Project Summer School Class or in the regular Graduate Project Course in a future trimester in order to attempt to receive graduation credit for the course.</td>
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<table>
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<tr>
<th>Due Date: November 2, 2015</th>
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<tbody>
<tr>
<td>Presentation Needs Survey…p. 70</td>
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</table>

**Materials may be submitted prior to the due date.**

<table>
<thead>
<tr>
<th>November: Presentations November 3, 4, &amp; 5, 2015</th>
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<tbody>
<tr>
<td>Presentations will be scheduled by the school Graduate Project Community Coordinator. Presentation arrangements will be communicated to students and panelists by the Graduate Project Community Coordinator.</td>
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<table>
<thead>
<tr>
<th>Project Deadline: March 14, 2016</th>
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<tr>
<td>(The previous versions of the component(s), the parent signed scoring guide(s) and the student typed letter describing the revisions made and what the student has learned as a result of making the revisions must accompany the newly revised versions)</td>
</tr>
<tr>
<td>Students who have any components receiving a “Doesn’t Meet Standard” score will not be allowed to schedule an oral presentation, will receive a “Doesn’t Meet Standard” grade for the Graduate Project Course and will be ineligible for participation in extra-curricular activities until the student completes the Graduate Project Course. The student will need to enroll in either the Graduate Project Night School Class, the Graduate Project Summer School Class or in the regular Graduate Project Course in a future trimester in order to attempt to receive graduation credit for the course.</td>
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<tr>
<th>Due Date: March 14, 2016</th>
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<tr>
<td>Presentation Needs Survey…p. 70</td>
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**Materials may be submitted prior to the due date.**

<table>
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<tr>
<th>April: Presentations April 5, 6, &amp; 7, 2016</th>
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<tbody>
<tr>
<td>Presentations will be scheduled by the school Graduate Project Community Coordinator. Presentation arrangements will be communicated to students and panelists by the Graduate Project Community Coordinator.</td>
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<thead>
<tr>
<th>November: Presentations November 3, 4, &amp; 5, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations will be scheduled by the school Graduate Project Community Coordinator. Presentation arrangements will be communicated to students and panelists by the Graduate Project Community Coordinator.</td>
</tr>
</tbody>
</table>
Students who have questions or need advisement during the summer should contact the District 91 Office and ask to speak to the District Graduate Project Coordinator.  
Phone #: 525-7500
The Project
(Adapted from “Rosemont Senior High School Senior Project Handbook”. Sacramento, CA.)

What to do and how to do it…

How do I choose a project?
Because the Graduate Project is one of the most important assignments of your high school career, not to mention the fact that it will take up much of your time in the coming months, you need to consider your choice of project very carefully.

Pre-planning
Think about all of the things you are interested in—things you would like to fix, do, learn, understand, see, improve, create, experience or own. Brainstorm your ideas as they come to you; don’t edit yourself at this point. If you’re into sailing and want to sail solo to Hawaii, write it down. You can always eliminate ideas later if they turn out to be impractical or too expensive. Narrow your ideas down to three or four ideas which are “do-able” and prioritize them. In deciding whether or not a particular project idea will work, take into consideration whether or not research information is available and whether the project is one you can afford. Your project should take you at least fifteen hours to complete, should maintain your interest for an extended period of time and meet the approval of your parents, your Graduate Project Advisor and the Graduate Project Committee. Also, remember that in order to qualify as a Graduate Project, your plan needs to be one which will stretch your abilities and challenge your limitations. To get project ideas, you may also look to your Explore or ASVAB results to find areas of aptitude.

Minimum Requirements of the Project
Your project must…
* be a personal stretch and challenge,
* be an EXTENSION of a current interest or pursuit of a new interest, not merely a continuation of a current interest,
* take a minimum of fifteen hours outside of research time to complete,
* be approved by your Graduate Project Advisor, the Graduate Project Committee, and by your parents,
* produce a product/performance,
* be individual—no group or collaborative projects,
* include work with an adult mentor,
* and, last but not least, be legal!

Examples of Acceptable Topics and Projects
The following sample projects reflect Stretch and Challenge. Only finished projects reflecting quality will be accepted:
* Advertising
  * Design an effective sustained advertising campaign for a product (more than a poster or recording)
* Automobiles
  * Learn to build a go-kart
• Down Syndrome
  • Coach a Special Olympics participant
• Effective strategies for teaching reading
  • Design a lesson and work as a teacher’s aide for an elementary school teacher
• Industry standards and E-coli bacteria
  • Test and monitor E-coli bacteria in local groundwater
• Elizabethan drama: clothing and culture
  • Design and produce an authentic Elizabethan garment
• Prevention of alcohol abuse
  • Design and implement a Red Ribbon campaign for an elementary school
• Effects of high-impact exercise
  • Develop and choreograph a high-impact exercise program and teach a class

Unacceptable Projects
These projects will cause problems and will not be acceptable for your Graduate Project.
• Illegal activities: sorry, but running for most public offices is restricted to age 18 or older.
• Group or collaborative projects: you may be reliable, but your friends and colleagues may let you down. No collaboration or joint projects will be allowed.
• Unfinished work: we know you mean well when you say you will write a novel, but turning in three chapters is not quality, finished work and will not be accepted.
• No stretch or challenge as determined by your Advisor and the Graduate Project Committee.

Additional Ideas for Graduate Projects

Career-Related
• Train for fire fighting
• Become EMT certified
• Wildlife forensics
• Explore a nursing or medical career
• Teach an elementary, middle or high school class
• Design and draft architectural plans
• Learn cosmetology skills
• Journalism: write an article for a local paper
• Law enforcement: participate in a ride-along

Learn or Develop Skills or Interests
• Become certified and teach an aerobics class
• Learn massage or physical therapy skills
• Sew a quilt or dress
• Create a stock portfolio and invest
• Learn kickboxing or scuba diving, etc.
• Direct or assist-direct a school play
• Compose and/or perform a piece of music
• Learn to play an instrument
•Create art (learn oil painting, create a portfolio, etc.)
•Coach a sports team
•Learn photography
•Break or train a wild horse
•Build a wood or welding project

Volunteer Work or Community Service
•Organize an Agriculture Day for elementary schools, a Health Fair, or a Business Day for high schools in our area
•Work with Alzheimer patients
•Become a crisis hotline worker
•Become a hospice volunteer
•Tutor a child or adult who needs help
•Organize a program, such as Adopt-a-Grandparent or Big Brother/Sister

Project Considerations Note
INL: Students considering a project that might involve a mentor or job shadowing at the Idaho National Laboratory should be aware that it can take time to complete the proper procedures and obtain the security clearances sometimes necessary to visit a DOE facility. Students should address those issues with the INL employee they’re working with, and the INL employee should be able to make the necessary arrangements.

Health Care Fields: Students hoping to find mentors or do job shadowing in the medical profession can face some challenges. Patient confidentiality and patient safety are critical concerns for hospitals, doctor’s offices and other medical centers and there are usually very specific protocols that students must follow in order to visit or job shadow at these facilities. Students should speak to their mentor or the proper authorities about available opportunities, rules that are in place, and how students can comply with them.

Students should also note that because of concerns about patient confidentiality and patient safety, Eastern Idaho Regional Medical Center no longer provides opportunities for students to do Graduate Projects at the hospital. Mountain View Hospital has limited opportunities for Graduate Projects. Students should call Education Coordinator Wendy Timothy at (208) 557-2700 to make arrangements and get more information. In addition, students must be 18 years old or older and complete a formal orientation process before spending time at the facility.

The Graduate Project Proposal
Once you’re convinced you’ve got some workable possibilities, prepare your Graduate Project Proposal. Before you can begin actual work on your project, you will need to get approval from your Graduate Project Advisor and Graduate Project Committee. See the timeline in this handbook for the due date. Be sure to give your advisor a copy of the approved proposal and place a copy in your Portfolio as well.

NOTE: If your Graduate Project Advisor or Graduate Project Committee is in any way uncertain about your project, they may ask you to revise and/or elaborate on your project description prior to approving your project. Once your project is approved, however, feel free to congratulate yourself: you’ve just taken the first step towards completing your Graduate Project requirement.
Do I need my parents’ permission?
Yes, regardless of your age, you must have parental permission for your Graduate Project selection.

Parent Permission
It’s not only important, but it’s required that your parents know about the Graduate Project, what you’re planning to do and how important it is to your graduation. There should be no surprises when the end of the year rolls around.

But I’ve never done this before; I’m going to need help! Right?
Right. That’s where your Graduate Project Advisor and your mentor come in. Also, see the Graduate Project website for examples of project components and tutorials. You will also want to check out the collection of exemplar projects for ideas and guidance.

Graduate Project Advisors
You will be assigned to a school faculty member who will act as your advisor. As outlined in the General Policies section, he/she will discuss with you the practicality of your project and verify your progress and your project completion. Your Graduate Project Advisor will guide you through each step of your Graduate Project process. They are your on-campus resource for basic questions, general guidance and project verification. Students may request a change of advisors by following the procedures for class changes.

The Graduate Project Mentor
Your Graduate Project Mentor will be someone who will assist you with the completion of your project. Your Graduate Project Mentor should be someone you seek out because of his or her expertise in the field of study around your Graduate Project. You will need to seek out someone (over 21 years old) outside of your family and involve that person in the excitement of your project. A Graduate Project Mentor is someone who can give you advice, answer specific questions and verify the hours you commit to working on your project; However, your Graduate Project Mentor does NOT have to be present whenever you work on your project, but you need to keep in contact with your mentor to share your progress and ask questions. You will need to meet in person at least a couple of times and talk on the phone at least that much. If you do not have a close connection with your mentor, he or she cannot help you and will be unable to fill out favorable Mentor Reports. Think of him/her as a reference, a troubleshooter, a guide. Make sure you choose someone dependable who you can count on to be there when you need help. Be sure to include your Graduate Project Mentor as one of your sources in the Annotated Bibliography. If you find it necessary to change mentors, you must submit a formal, written appeal to the Graduate Project Committee. In your appeal please describe the reason(s) for the change and describe what efforts you have made to have your mentor engage with your project. If a change in mentor is approved, be sure to submit a new Mentor Agreement Form and make any necessary changes to your Annotated Bibliography.

Ok... NOW you can begin!
Once you’ve made it this far, your project is approved (HOORAY!), but keep in mind, you’re now committed to the project. You will not be allowed to change your project after the approval
process is completed, so don’t choose something that you have no intention of completing. You’ve got to make it work—that’s part of the learning experience.

Where do I begin?
Begin your project by researching your topic to help inform you on how to go about your project. The purpose of the research is to give you background knowledge about your project.

Annotated Bibliography
A bibliography is a list of sources (books, journals, websites, periodicals, etc.) you have used for researching the topic of your project. An annotation is a summary and/or evaluation. Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. For your annotated bibliography, summarize each research source and reflect on how it fits into your project. Describe how the source was helpful and how you used the information obtained from the source.

Components of the Annotated Bibliography:
(Adapted from “Carey High School Senior Project Handbook”. Carey, ID. “Columbia County Senior Project Student Manual”. Columbia County, GA.)

• An italicized paragraph that explains the topic of your research and why you would like to research it
• A minimum of five (5) sources (your advisor will designate restrictions on types of sources permitted) (primary sources are strongly encouraged) (include your mentor as a source)
• A proper MLA citation for each work along with a paragraph summarizing the work and explaining how the source contributed to your project

Formatting:
• Proper MLA format with the title “Annotated Bibliography”
• Alphabetize entries. Do not include “a”, “an”, or “the” in the alphabetizing of a title.
The Portfolio
(Adapted from “Rosemont Senior High School Senior Project Handbook”. Sacramento, CA.)

How Do I Prove That I Did All the Work?

The Project Log
As you are working on your project, you will be expected to keep a project log. You should have a log entry for each time you do any project-related work. The log will help your Graduate Project Panel better evaluate your project. Your log will ultimately be included in your portfolio.

What’s this! I have to do a portfolio too?
Your Graduate Project Portfolio is simply a collection of all forms, documentation and evidence you have collected, neatly packaged in a portfolio. Your Graduate Project Portfolio documents the entire Graduate Project process. The portfolio must be placed in a 3-ring binder with tabbed dividers for each section. See below for organization and required pieces.

Your portfolio must include…
- Cover Page (first and last name, year of graduation, project title)
- Table of Contents
- Introduction Section
  - Letter of Introduction to Panel
- Proposal Section
  - Graduate Project Approval Form* and Project Proposal Letter
- Forms Section
  - Contact Information Sheet*
  - Signed Parent Permission Form*
- Mentor Section
  - Graduate Project Mentor Agreement Form*
  - Graduate Project Mentor Mid-Project Report Form*
  - Graduate Project Mentor Final Evaluation Form*
  - Copy of Mentor Thank You Letter
- Evidence Section
  - Letters and other communications relevant to the Graduate Project
  - Photos of project work (at least 5) or a video clip of at least 5 minutes length
  - Project Log* (15 hr. minimum on the project itself, not the research)
- Research Section
  - Annotated Bibliography (at least 5 sources including your mentor)
- Reflection Section
  - Reflective Essay

*These forms can be found in Appendix B.
The Presentation

The final step...

Public speaking! I don’t think so!
If you have finished your research, completed your project and prepared your portfolio, you shouldn’t be nervous about your presentation. You should be proud of the work you have done. The Graduate Project Presentation is your opportunity to shine — to showcase what you have accomplished.

The Presentation
The culminating activity for your Graduate Project will be your Graduate Project Presentation. Your Panel will consist of your Advisor and Mentor, a community member and one other teacher or community member. The presentation must include a speech that is eight to ten minutes in length, with a five minute question and answer period. You should plan to be rehearsed and professional in your manner, dress (an appropriate uniform or costume is acceptable) and appearance. This is your last big performance of your high school career. Be sure to practice your presentation and refine your presentation skills.

Minimum Requirements of the Presentation
Your presentation must...

• Be eight to ten minutes in length, with a five minute question and answer period
• Include a visual and/or audio aid to provide physical evidence of your accomplishments
• Address not only the project and the research, but challenge(s) the project required, and your personal and academic growth

If you produce a video/audio recording for your project you may play a clip that lasts no longer than two (2) minutes.

Questions
• Student will answer questions from the panel

That’s it?
Congratulations! You made it. If all went well, the Graduate Project should be a memorable experience, partly because you designed the project from start to finish. And don’t forget all the many years of hard work you spent honing the skills you put to good use in your senior year.

We are proud to send you off into the world as a High School graduate!

OK, so where can I see the required forms I need and some examples of these things?
The forms you need are included in this manual. If you lose the manual, you’ll need to go to the Graduate Project website and print a new one. Appendix A provides materials to help you with your project and Appendix B has all of the necessary forms.
The Graduate Project Checklist

- Read the Graduate Project Handbook
- Parents read the Graduate Project Handbook
- Parents read Parent Letter
- Secure a project mentor and give that individual the Graduate Project Mentor Letter
- Mentor completes the Graduate Project Mentor Agreement Form (give a copy to your advisor and place a copy in your portfolio)
- Parents complete the Parent Permission Form (give a copy to your advisor and place a copy in your portfolio)
- Fill out the Contact Information Form (give a copy to your advisor and place a copy in your portfolio)
- Sign the Plagiarism and Misrepresentation Pledge (give a copy to your advisor and place a copy in your portfolio)
- Submit project proposal to your advisor
- Research your topic
- Create Annotated Bibliography
- Work on your project - take pictures and complete an Activity Log to document your work
- Mentor completes Mid-term Report (give a copy to your advisor and place a copy in your portfolio)
- Complete your project product/performance, Activity Log and write your Reflective Essay
- Mentor completes Final Evaluation Form
- Write Mentor Thank You Letter (place a copy in your portfolio)
- Write Letter of Introduction
- Complete your portfolio
- Submit project and portfolio to your advisor
- Submit Presentation Needs Survey to your advisor
- Practice presentation
- Give presentation when scheduled
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General Policies and Information

Graduate Project Advisor and the Graduate Project Committee
Students will be randomly assigned to an Advisory Class. The teacher will serve as an Advisor for Graduate Project students. The Advisor’s role is to monitor student progress on the project and score the components of the project. The Advisor will also meet once a month with Graduate Project students in order to provide information regarding project components and to answer student questions. Students are welcome to seek the advice of their Advisor as they complete the Graduate Project process. The Advisor will be the first person to officially review a student’s Graduate Project Proposal.

Students are expected to follow directions and to meet deadlines in order to fulfill the requirements of the Graduate Project. If special circumstances arise, your Advisor should be able to resolve most problems. If not, your Advisor may refer you to the Graduate Project Committee, a panel of teachers and administrators who resolve Graduate Project issues. Some situations may require that you appear before the Graduate Project Committee. The Graduate Project Committee will approve/disapprove all project proposals.

Grading of Project Components
Each student will be graded by the rubrics and standards set forth in this handbook. Students must score “Meets Standard” on each rubric description in order to receive a score of “Meets Standard” for the given component (Project, Reflective Essay, Portfolio and Presentation). Students must receive a score of “Meets Standard” for each component in order to receive a grade of “Meets Standard” for the Graduate Project Course. Only those students receiving a grade of “Meets Standard” will receive the course credit necessary for graduation. Advisors will score the Project, Reflective Essay and Portfolio components. The Presentation component will be scored by the Presentation Panel members. Students may revise and resubmit components that receive “Doesn’t Meet Standard” scores. If necessary, students may appeal a “Doesn’t Meet Standard” course grade by making a formal appeal in writing to the Graduate Project Committee. See the Appeals Protocol in the Appendix.

Panels
A Presentation Panel will be formed for each student’s Graduate Project Oral Presentation. The panel will include: the student’s Graduate Project Advisor, the student’s Graduate Project Mentor and two other adults. This panel will be responsible for scoring a student’s Graduate Project Oral Presentation. Family members and other guests are allowed to attend the Panel presentation.

All Idaho Falls School District 91 Graduate Project students are required to attend and give an oral presentation at the scheduled time of their Presentations. Any student failing to appear at the scheduled time will receive a score of “Doesn’t Meet Standard” for the presentation component. Special circumstances may be presented to the Graduate Project Committee in a written appeal. If your appeal is granted, you will be scheduled to present to the school’s Graduate Project Remediation Panel within ten school days of the previously scheduled presentation.
Late Policy
Assignments are due at the end of the school day on the dates given for the Project Checkpoints and Deadline. If a student is absent or signs out, the assignment is still due on the assigned date. If a student does not complete work that “Meets Standard” by the end of the day of the due date, he/she will be required to make necessary revisions and meet other requirements for the next due date. The specific requirements are explained below. The Project, Reflective Essay and the Portfolio must all receive scores of “Meets Standard” at the Project Deadline.

Students not completing the required forms and having an approved project proposal will be required to attend Advisory Class sessions until all forms have been completed and the project proposal has been approved. Work on the project may not begin until the student has been notified of the project’s approval. *Summer Track students, please refer to the Graduate Project Timeline.

Students who do not submit a completed Mid-term Mentor Report Form on the given due date will be required to attend Advisory Class until it is completed. *Summer Track students, please refer to the Graduate Project Timeline.

Students that do not submit a Reflective Essay that “Meets Standard”, a Portfolio that “Meets Standard” and a Project product/performance that “Meets Standard” at the First Project Checkpoint will be required to revise the component(s) that “Doesn’t Meet Standard” and resubmit it. When submitting the revised component(s), the student is to also include the original component(s). The revised component(s) will be due at the Second Project Checkpoint.

At the time of the Second Project Checkpoint, students who still have scores of “Doesn’t Meet Standard” will be required to revise the component(s), have parents/guardians sign the appropriate scoring guide(s), type a letter describing what revisions have been made and what the student learned as a result of revising the work and attend Advisory Class sessions until all of the components receive a score of “Meets Standard” or the Project Deadline has passed.

At the Project Deadline, the student must submit the revised component(s), the previous versions of the component(s), parent signed scoring guide(s) and the letter from the student describing the revisions made and what the student learned as a result of revising the work.

At the time of the Project Deadline, students who have any components receiving a “Doesn’t Meet Standard” score will not be allowed to schedule an oral presentation, will receive a “Doesn’t Meet Standard” grade for the Graduate Project Course and will be ineligible for participation in extra-curricular activities until the student completes the Graduate Project Course. The student will need to enroll in either the Graduate Project Night School Class, the Graduate Project Summer School Class or in the regular Graduate Project Course in a future trimester in order to attempt to receive graduation credit for the course. Information regarding the registration for the Night School Class and/or the Summer School Class may be obtained from the school counselors.

Visual Recording
A student whose project involves the participation of anyone under the age of 18 must receive written permission from the participant’s parent/guardian before taking photographs or making
video recordings that include the participant. Photographs and/or video recordings that include participants under the age of 18 must be kept confidential and may not be distributed. The purpose of the photographs and/or visual recordings is only for the documentation of the student’s Graduate Project. No other use is allowed. Please use the Visual Recording Permission Form to obtain permission for participants under the age of 18.

Advisory Periods
Students are responsible for organizing their time and work for the Graduate Project. Monthly Advisory Class periods will be the formal check-ins with Project Advisors. These will be scheduled once a month from September through April. Advisors will remind students of upcoming deadlines, monitor progress and provide assistance.

Students Receiving Special Services
Students receiving Special Services may require accommodations and/or adaptations to complete their Graduate Project. Accommodations required for students on IEP, 504, or ELP Plan will be discussed with the appropriate Special Services Case Manager and will be described in the student’s Graduate Project Proposal.

Transfer Students
Students transferring into an Idaho Falls School District #91 high school from another high school will be required to complete a Graduate Project. A student must make a formal project proposal to the school’s Graduate Project Committee. The proposal may be for a project that the student has not yet begun or had approved at another high school. If a student has already begun a project in another high school, he/she must submit a project proposal that includes details regarding how the previous work meets Idaho Falls School District #91’s Graduate Project Requirements and any modifications the student plans to make in order to meet those requirements.

Students transferring into an Idaho Falls School District #91 high school after the start of their senior year may propose modifications to the project in consideration of the shortened time frame. Formal Graduate Project proposals, with or without modifications, must be approved by the school’s Graduate Project Committee.

Appeals Protocol
A student participating in the Graduate Project may formally appeal the decisions of the Graduate Project Advisor by following the procedure described in the Appeals Protocol found in the Appendix. If the procedure is not followed, via the protocols established, the appeal will be summarily dismissed. A student may appeal “Doesn’t Meet Standard” scores for project components, missed deadlines, not attending his/her Presentation, allegations of plagiarism/misrepresentation and to change his/her Graduate Project Mentor.

Project Costs
Students are responsible for any and all costs associated with the project.

Losing or Damaging the Graduate Project Student Handbook
Each student will be issued one copy of the Graduate Project Handbook. An electronic copy of the handbook is available online at http://www.d91.k12.id.us/graduateproject/handbook.pdf.
Plagiarism and Misrepresentation
(Adapted from “Columbia County Senior Project Student Manual”. Columbia County, GA.)

The most important part of any educational experience is academic honesty. For the most part, students control what they learn, and their ethics, or lack thereof, can shape their academic decisions. Students are responsible for ensuring that they do not plagiarize or misrepresent themselves in any way.

What constitutes plagiarism?
• Directly copying from another source without using quotation marks and/or without giving credit to the author by citing the sources.
• Not paraphrasing the information completely or correctly.
• Using another person’s work, in part or as a whole, as the student’s own.
• Using work completed for another teacher without approval. (Students may expand on previous research, but must have approval first.)
• Using research that is not included in the Annotated Bibliography or that the teacher cannot verify with the material in the Annotated Bibliography.
• Passing on work to another student in another class and/or in another school.

What constitutes misrepresentation?
• Claiming no previous experience or knowledge in a given area when the student actually has had experience or knowledge.
• Falsifying documents and assignments.
• Using a family member as a mentor or interview subject without prior approval.
• Allowing other people to complete portions of assignments.
• Committing any other breach of the project assignments.
Appendix A

(Scoring Guides and Samples)

Idaho Common Core State Standards ................................................................. 22-23
Graduate Project Grading Guide ................................................................. 24
Graduate Project Proposal Sample ................................................................. 25
Graduate Project Proposal Feedback Form .................................................... 26-27
Tips for Contacting and Working with a Mentor ........................................ 28-29
Thank You Letter to Mentor and Sample ....................................................... 30-31
Criteria for Specific Projects ................................................................. 32-34
Project Scoring Guide .............................................................................. 35
What is an Annotated Bibliography? ............................................................ 36
Sample Citation Entries for Annotated Bibliography ................................ 37-41
Annotated Bibliography Sample ............................................................... 42-43
Graduate Project Activity Log Sample ....................................................... 44-45
Outline for Reflective Essay ................................................................. 46-47
Reflective Essay Scoring Guide ............................................................... 48-49
Letter of Introduction .............................................................................. 50
Letter of Introduction Sample ............................................................... 51
Portfolio Scoring Guide .......................................................................... 52-53
Presentation Preparation Guide ............................................................ 54-55
Suggested Outline for Presentation .......................................................... 56
Presentation Questions You May be Asked .............................................. 57
Presentation Scoring Guide .................................................................... 58
Idaho Common Core State Standards

The Graduate Project and its various components directly correspond with many of the Idaho Common Core State Standards for English Language Arts for grade 12. In addition to the standards listed below, many other reading skills and general skills, such as organization, are also addressed.

**Reading**
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Writing**
W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection and research.
**Speaking and Listening**
SL.11-12.4 Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Language**
L.11-12.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.11-12.2 Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
The Graduate Project Grading Guide

The Project
All Rubric Descriptors are Meets Standard = “Meets Standard”

The Portfolio
All Rubric Descriptors are Meets Standard = “Meets Standard”

The Reflective Essay
All Rubric Descriptors are Meets Standard = “Meets Standard”

The Presentation
All Rubric Descriptors are Meets Standard = “Meets Standard”

Grading Guidelines
Students will receive a “Meets Standard”/“Doesn’t Meet Standard” grade for the Graduate Project Course on the Third Trimester Report Card. To earn a “Meets Standard” grade, a student must receive a “Meets Standard” score for each component: Project, Portfolio, Reflective Essay and Presentation.

When students complete their presentations, they will be awarded one of the following grades.
   All Components receive a Meets Standard score = “Meets Standard”
   Any Component receives a Doesn’t Meet Standard score = “Doesn’t Meet Standard”

**A student receiving a “Doesn’t Meet Standard” grade for the Graduate Project Course will not receive credit for the course and will not graduate.** Students may make a formal appeal, in writing, to the Graduate Project Committee for any “Doesn’t Meet Standard” grade. See the Appeals Protocol in the Appendix.
The Graduate Project Proposal
(Adapted from “Columbia County Senior Project Student Manual”. Columbia County, GA.)

Formally declare your project in a business letter addressed to your Graduate Project Advisor. Once your Graduate Project Advisor has approved this letter, he/she will submit it to the Graduate Project Committee. You are now committed to your topic and product. Your letter must follow block format (1” side-margins and centered top-to-bottom on page) according to the instructions below. Your letter must be no longer than one page. Use proper organizational strategies and transition words in your writing.

111 Belair Road (Your address)
Idaho Falls, ID 83402
September 15, 2012 (Press enter three times)

Mrs. Graduate Project Advisor (Your Advisor’s name and school address)
High School Name
533 Blue Ridge Drive
Idaho Falls, ID 83402 (Press enter two times)

Dear Mrs. Advisor: (Press enter two times)

Paragraph 1: Describe the general area of interest and your background, if any, in this area. Discuss how the project relates to your post high school plans. Describe how this topic is a learning stretch for you. (Enter two times)

Paragraph 2: Describe the topic of your research and any available sources that you might have. Include your mentor's name and qualifications. (Enter two times)

Paragraph 3: Describe your step-by-step plans for your project including how you will demonstrate your work. Address major concerns such as finances or time constraints. (Enter two times)

Paragraph 4: Conclude your letter by explaining at least three learning goals for the project that demonstrate how this project will challenge you. (Enter two times)

Sincerely, (Student must sign name in ink on line below)

Ex: Johnny A. Goodstudent (Your name is typed exactly as you sign)
The Graduate Project Proposal Feedback Form

<table>
<thead>
<tr>
<th></th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
<th>Changes Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Choice and Current Knowledge</strong></td>
<td>Meets Standard</td>
<td>Doesn’t Meet Standard</td>
<td>Changes Required</td>
</tr>
<tr>
<td>Topic choice represents a legitimate stretch for the student; interest and prior knowledge are described</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Relevance to Post-High School Goals</strong></td>
<td>Meets Standard</td>
<td>Doesn’t Meet Standard</td>
<td>Changes Required</td>
</tr>
<tr>
<td>Explains the significance of the project to the student’s future plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Meets Standard</td>
<td>Doesn’t Meet Standard</td>
<td>Changes Required</td>
</tr>
<tr>
<td>Identifies specific potential resources for the project; establishes mentor’s expertise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project Plans</strong></td>
<td>Meets Standard</td>
<td>Doesn’t Meet Standard</td>
<td>Changes Required</td>
</tr>
<tr>
<td>Steps to be taken and end product are clearly defined; potential concerns are addressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project Goals</strong></td>
<td>Meets Standard</td>
<td>Doesn’t Meet Standard</td>
<td>Changes Required</td>
</tr>
<tr>
<td>Identifies at least three goals that represent a challenge for the student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effective Communication of Ideas</strong></td>
<td>Meets Standard</td>
<td>Doesn’t Meet Standard</td>
<td>Changes Required</td>
</tr>
<tr>
<td>Moves the reader through the text in a logical manner with smooth transitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics and Format</strong></td>
<td>Meets Standard</td>
<td>Doesn’t Meet Standard</td>
<td>Changes Required</td>
</tr>
<tr>
<td>Writing shows evidence of close editing; only a couple of mechanical errors are present; correctly uses block style business letter format</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reviewer comments:

__________________________________________________________________________

__________________________________________________________________________

26
Questions for the student to consider? Remaining steps that need to be taken?

Advisor Signature (indicates approval of project):

Graduate Project Committee Representative Signature (indicates approval of project):
Tips for Contacting and Working with Mentors
(Adapted from “Emmett School District Senior Project Manual”. Emmett, ID.)

Mentors are experts who have agreed to help you with your project. Most people really enjoy helping, so be sure to use them. Much of the value of the Graduate Project will come from contact with these experts. The mentor is the one person who should know exactly what you are doing for your project. In order to make the most of this opportunity, you need to understand how to work with an adult who is doing you a favor.

Finding a Mentor
You may be lucky and already know a person who would make a perfect mentor. If not, you will have to take the initiative to find a qualified person who is willing to work with you. Finding a mentor is somewhat like finding a job. Your best chance is by networking with people you know. Talk to people — your friends, your parents, your parents’ friends, your teachers, your acquaintances from church, your advisor, your neighbors, your grandparents, your co-workers. Retired people could be great mentors. Someone is likely to know someone. . . . Think about likely connections. For example, if you want to do a project related to a health field, it would make sense to look for a mentor at the hospital, etc. Also, check the Mentor Database on the Student Graduate Project Page.

When approaching a prospective mentor for the first time, be sure to begin by introducing yourself by stating your name and that you are a high school senior. Explain that a requirement for graduation is the Graduate Project and briefly describe your project idea. Mention that a requirement of the project is to work with an adult mentor. Briefly describe the mentor’s role (see The Graduate Project Mentor Letter) and ask if he/she would be interested in being your mentor. If the person agrees, arrange a time and place to meet to further discuss your project.

Contacts with your Mentor
Remember that these people do not owe you anything. They are taking time from their own lives in order to give you a boost. In return for this favor, you owe them respect and courtesy.

The first time you meet with your mentor, give him or her a card with your name, parents’ names, your advisor’s name and contact information — phone numbers and email addresses.

The first few times you call, remind your mentor who you are, for example, “Hello, Mr. Jones. This is Mickey, the person whose Graduate Project you have agreed to mentor.”

Address your mentor by title and last name (“Mr. Jones”) unless asked to be less formal.

Consideration of Time
Your mentor is probably a busy person. Helping you is adding one more responsibility in his/her life. So, don’t waste your mentor’s time.

On the other hand, you need to keep in contact with your mentor. You will need to meet in person at least a couple of times and talk on the phone at least that much. If you do not have a close connection with your mentor, he or she cannot help you and will be unable to fill out favorable Mentor Reports.
Do not wait until the last minute before a deadline to get signatures, reports, etc. Let your mentor know about your schedule and your project deadlines. Don’t expect your mentor to miss a trip or an occasion because you have a deadline.

Be considerate of your mentor’s personal values. If your mentor spends Sunday with family, respect that. If your mentor feels it is more important to go to a daughter’s soccer match than to meet with you for a last-minute-touch-up on your painting, respect that.

**Appreciation**
The best way you can show your appreciation for the help your mentor is giving you is by being nice and having good manners. When you have an appointment, be there on time (or early!). Don’t miss appointments!

When you ask for a favor say, “Please.” Say, “Thank you,” for the slightest bit of help. When your Graduate Project is complete, please send your mentor a thank you note with a picture of you and your project.

The general idea is to make the experience rewarding for the mentors as well as for the students. We need you to help us to have mentors available for future students by making the mentors feel that their help has been valuable and has been appreciated.

**More Guidelines for Working with Mentors**
(Adapted from “Carey High School Senior Project Handbook”. Carey, ID)

Ask your parents/guardians to approve your plans for meeting with your mentor. Always tell them:
- where you are meeting (a public place or place of business is advised)
- with whom you are meeting
- how long you plan to meet
- your purpose for your meeting

Set up meetings well ahead of time and then call to confirm immediately before the planned date. When requesting a meeting date/time, remember to clearly state your purpose and always respect others’ busy schedules.

When communicating by email or voice mail, be sure to leave complete information, especially your full name, your school’s name and how to reach you.

Give people time to respond to your messages. However, do not hesitate to send or leave another message if the initial message is not acknowledged within a reasonable time frame.

*If you find it necessary to change mentors (due to inappropriate behavior or lack of engagement with your project—despite your efforts), you may submit a formal, written appeal (requesting a change in mentors) to the Graduate Project Committee. See the Appeals Protocol in the Appendix.

*For safety reasons, stay alert to inappropriate behaviors or communications. A useful guideline is to discontinue contact immediately if you are uncomfortable with ANYTHING being said, done, suggested or implied.
THANK YOU LETTER TO MENTOR
(Adapted from “Westmont High School Senior Project Handbook”. Campbell, CA.)

Salutation: Address the letter to your project mentor. Follow the name with a colon.

Paragraph #1: Thank your mentor for the time he/she spent helping you with your project.

Paragraph #2: Add specific details about what you learned because of your mentor’s involvement. Specifically address how working with your mentor has helped you build your collaboration skills.

Paragraph #3: Conclude by restating your thanks for your mentor’s time commitment and expressing an expectation that you will continue to benefit from this experience.

Signature: You must sign your name above your typed name and below the word “Sincerely.”

Follow the directions for Block Form Business Letter Format.

It is appropriate to write thank you letters to all of the individuals who helped you with your project, even though you need only show the mentor letter to your Graduate Project Advisor.
**Sample Mentor Thank You Letter**

Wanda Full Student  
5 Hill Street  
Idaho Falls, ID 83402  
April 22, 2010  

Mr. James Voltz  
Red Cross, Idaho Falls Chapter  
2731 North First Street  
Idaho Falls, ID 83402  

Dear Mr. Voltz:

Thank you for agreeing to mentor me in my Graduate Project. I appreciate both your time and expertise.

I specifically want to thank you for being such an effective CPR teacher. I enjoyed all the classes I took at the Red Cross, but I probably had the most fun and learned the most from the one that you taught. In addition, you worked with me on both the research for my project and the project itself, which shows that I can be a collaborator (relate specific examples).

I want to thank you again for the time you spent with me, for your patience, and for all of your good advice. I know that the lessons I learned in completing this project will stay with me for a lifetime.

Sincerely,

Wanda Full Student (sign your name here)  
Wanda Full Student
Criteria for Specific Projects
(Adapted from “Columbia County Senior Project Student Manual”. Columbia County, GA.)

The product must meet the following criteria. If you have a product that does not fit one of these categories, you will need to submit a plan that outlines your intentions.

**Technical products** (please note – all content included in the products below must be entirely appropriate for the school environment):

**Video:**
*The student must…*
- create a video or documentary film demonstrating mastery of all the elements of production, including music (if appropriate) and text (title, credits, etc.)
- provide documentation that details all phases of production, including planning, scripting, filming, editing and final production
- keep a typed log with a thorough description of all activities
- work with a mentor and have times, dates and activities verified by the mentor

**CD:**
*The student must…*
- create a CD of an original song or performance demonstrating mastery of all the elements of production
- provide documentation that details all phases of production, including planning, recording, editing and final production
- create a CD cover with a description of the music to accompany the CD
- keep a typed log with a thorough description of all activities
- work with a mentor and have times, dates and activities verified by the mentor

**Website:**
*The student must…*
- extend beyond classroom work or his/her current level of expertise
- create a website that is appropriate for his/her topic
- show mastery of graphics and text
- use information that relates to the research and presents ideas in a new and useful manner
- use text that is original with appropriate documentation of sources
- use text that is grammatically correct and worthy of review in the community
- create a website that is well developed and includes different pages as well as links to other useful sites
- keep a typed log with a thorough description of all activities
- work with a mentor and have times, dates and activities verified by the mentor

**Computer programming:**
*The student must…*
- extend beyond classroom work or current level of expertise
- keep a typed log with a thorough description of all activities
- work with a mentor and have times, dates and activities verified by the mentor
Job shadowing/Internships:
The student must…
• job-shadow with a mentor for at least 15 hours
• be responsible for all the arrangements related to the job shadowing experience
• document work (through video, photographs, audiotapes, etc.)
• keep a typed log with a thorough description of all activities
• work with a mentor and have times, dates and activities verified by the mentor
• create a tangible, concrete visual that demonstrates what you have learned during the required 15 hours. This “physical evidence” should demonstrate or extend your learning experience and be informational, educational and professional in quality. (Job shadow a dentist: make a mold of your teeth and create sealants for them; job shadow a neo-natal nurse: create a handbook teaching parents how to care for their newborns…)

Community service/Volunteer work:
The student must…
• provide service or volunteer for at least 15 hours
• work with a mentor and have times, dates and activities verified by the mentor
• be responsible for all the arrangements related to the service/volunteer experience
• document his/her work (i.e. video, photographs or audiotapes)
• keep a typed log with a thorough description of all his/her activities
• create a tangible, concrete visual that demonstrates what you have learned during the required 15 hours. This “physical evidence” should demonstrate or extend your learning experience and be informational, educational and professional in quality.

Building a product: paintings, models, costumes, computer programs, set designs
The student must…
• create a log and pictorial account of the steps in creating the invention or product
• create a product that reflects attention to detail and application of research
• create a product that is of greater quality than just a model or superficial design
• keep a typed log with a thorough description of all activities
• work with a mentor and have times, dates and activities verified by the mentor

Teaching experiences, group presentations or performances:
The student must…
• teach a class, clinic or workshop; this also includes organizing and conducting assemblies, seminars or shows
• submit a typed log detailing the planning and organization of the product and include a video of the product. If no video is provided, the teacher must be present during the product
• be responsible for ensuring that he/she has an audience
• keep a typed log with a thorough description of all activities
• work with a mentor and have times, dates and activities verified by the mentor

The student must...
• show a substantial mastery of graphics and text
• follow the publication guidelines that relate to the genre of his/her product
• include original writing and not just copies of existing materials in the product
• discuss specific guidelines with his/her teacher before starting work
• keep a typed log with a thorough description of all his/her activities
• work with a mentor/expert/supervisor and have times, dates, and activities verified by the mentor/expert/supervisor

Learning a new skill:
The student must...
• have a learning experience that adds up to at least 15 hours
• work with a mentor/expert/supervisor and have times, dates and activities verified by the mentor/expert/supervisor
• keep a typed log with a thorough description of all activities and details of meeting dates
• create a tangible, concrete visual that demonstrates what you have learned during the required 15 hours. This “physical evidence” should demonstrate or extend your learning experience and be informational, educational and professional in quality.

Research Paper:
The student must...
• turn in all work used to write the paper, including notes, previously revised drafts, copies of articles, etc. Failure to submit material in the folder that is cited in the paper constitutes plagiarism and will result in a score of “Doesn’t Meet Standard”
• write a paper of eight pages (minimum) or longer (not including Works Cited page)
• double space everything within the paper; use 12 point font (Times New Roman font); use 1” margins on all sides of paper
• include a Works Cited page that properly follows MLA format
• include at least seven in-text citations for quoted and paraphrased material
• only use charts and graphs when appropriate, but not clip-art and drawings merely for the sake of decoration
• have a controlling central idea (thesis) with clear specific thesis statement with an effective introduction
• include supporting details, specifics, quotations and explanations that inform and/or persuade
• write fully developed, unified paragraphs with effective transitions and sentences that provide a consistent logical focus throughout the paper on the idea established in the thesis statement
• use correct punctuation, spelling and grammar
• show control of language and writing techniques, such as varied sentence structure, use of vocabulary, limited use of passive voice and avoidance of redundancy, vague language and wordiness
• work with a mentor/expert/supervisor and have times, dates and activities verified by the mentor/expert/supervisor
• keep a typed log with a thorough description of all activities and details of meeting date
## Project Scoring Guide

<table>
<thead>
<tr>
<th>Product/Performance</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Product/performance clearly demonstrates the acquisition of new knowledge and/or skill; product/performance is complete, rich, and deep and shows good craftsmanship and attention to detail; demonstrates clear growth in a new skill; meets all criteria for given product type (see Criteria for Specific Projects)</td>
<td>Product/performance does not demonstrate the acquisition of new knowledge and/or skill; product/performance is poorly done; little to no growth in a new skill is evidenced; does not meet all criteria for given product type (see Criteria for Specific Projects)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor Evaluation</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.A.</td>
<td></td>
<td>The final Mentor Evaluation confirms that the student has made satisfactory progress toward achieving the stated learning goals; all signatures are present</td>
<td>Missing or incomplete evaluation; mentor evaluation indicates student did not achieve agreed upon learning goals; not all signatures are present</td>
</tr>
</tbody>
</table>

Advisor Signature: ________________________________

Parent Signature if Doesn’t Meet Standard: ________________________________
What is an Annotated Bibliography?
(Adapted from “Carey High School Senior Project Handbook”. Carey, ID)

As you are preparing and doing your Graduate Project, you need to learn how to do it correctly. As you stated in your project proposal, this will be a learning stretch. So, how do you learn what you need to know? Research. Research can be conducted in many ways including, but not limited to: reading articles, books (sections and chapters of books count), manuals and documents; viewing videos or documentaries; and questioning people with experience in the field of your project (including your mentor).

An annotated bibliography documents your research in a very precise way. Each citation is followed by an annotation. The citation is how you let your panel know where the information came from. It is the first thing you see when you look at an annotated bibliography (it has the author’s name, title of the work, etc.). The annotation is the paragraph that summarizes the source and explains how it was useful.

An Annotation:
• Summarizes the source
• Explains what was useful about the source when doing the project

Citations
• Refer to the MLA Citation Entry Sample pages and the Annotated Bibliography Sample for format guidelines.
• Only list sources that were helpful with your project.
• List your 5+ varied sources alphabetically. You must use at least three different types of sources.
• Double space if the citation is two or more lines and indent the second line a half inch.

Annotations
• Leave one blank line after the citation
• Type a single-spaced summary and description of the usefulness of your source. Be sure to left indent the summary a half-inch as the sample shows.
• Use size 12 font, Times New Roman font and 1” margins
Sample Citation Entries for Annotated Bibliography


Books: When citing books, provide the following general categories of information. Author’s last name, first name. Book title. City of publication: Publishing company, publication date. Print. Entries illustrating variations on this basic format appear below.

**A Book by One Author**

**Two or More Books by the Same Author**


**A Book by Two or Three Authors or Editors**


**A Book by Four or More Authors or Editors**


**A Book with an Author and an Editor**

**A Book by a Corporate Author**
A Single Work in an Anthology

A Complete Anthology or Compilation (use abbreviations ed. or comp. for editor or compiler)

An Article in a Reference Book


Articles in Periodicals (magazines, journals, newspapers) When citing articles in periodicals, provide the following general categories of information:


Entries illustrating variations on this basic format appear below.

An Article from a Daily Newspaper

An Article from a Magazine

An Article in a Journal (in general, after the title of the article, give the journal title (italicized), the volume number, the year of publication (in parentheses), a colon, the inclusive page numbers, period and the medium of publication.)

An Editorial – No Author Given

A Letter to the Editor

A Review

Other Sources
Films: Radio and Television Programs; Songs


A Pamphlet or Bulletin (treat a pamphlet as you would a book)


Interview Conducted by Researcher (give the name of the person interviewed, the kind of interview – personal, telephone, email and the date or dates.)


Interview that was Published or Broadcast

Television. Television.
**Letter Received by the Author (yourself)** (MS for handwritten letter manuscript or TS for typed transcript)


**Maps and Charts** (In general, treat a map or chart like an anonymous book but add the appropriate descriptive label.)


**Citing Electronic Publications**

Electronic texts are not as fixed and stable as print texts, so citations for electronic sources must provide more information than print sources. In general, a citation for an electronic publication will have:

Author’s last name, first name. “Title of the document.” *Name of Website.* Publication date.

Site manager. Medium of Publication and Access date (day, month, year).

**Various Samples of electronic/Internet sources:**


8 May 2002.


The above examples follow formatting rules found in the *MLA Handbook for Writers of Research Papers* Seventh Edition. When creating your Annotated Bibliography, be sure to use the most current MLA guidelines. Several less common references have been omitted and can be found in the

For more help with MLA, use the following web sites:
http://owl.english.purdue.edu/owl/resource/557/01

www.easybib.com
Annotated Bibliography Sample
(Adapted from “Carey High School Senior Project Handbook”. Carey, ID)

(MLA)

Johnny Goodstudent

Mrs. Graduate Project Advisor

23 October 2009

Annotated Bibliography

For my graduate project, I am interested in performing the role of Susanna in the opera, The Marriage of Figaro. To do so, I will research the historical importance of the opera. I am specifically interested in researching how others have portrayed Susanna. Moreover, I would like to learn how my specific voice can portray Susanna in a method that will best fit the context of the opera. Specifically, I think that women suffer from social phobias more than men because of the pressure our society puts on women to be “perfect.”

Edison, Katherine. Personal interview. 12 Oct. 2005. (Mentor example)

Katherine is my voice teacher. With a successful professional career to back her up, she has always been a good source of information for me. After lots of research, I still had several questions I needed her help with. During one of our rehearsal sessions, I asked her several questions regarding my voice, the opera I’m studying and how to analyze recordings and performances of the opera. Katherine helped me understand my voice in context to the aria I’m singing; she also put me in the right direction in regards to my research. She suggested the recordings I should listen to and the performances I should view, including those of Mirella Freni and Anna Moffo. Finally, she gave me specific instructions on how to analyze different recordings of arias and entire operas. I feel so fortunate to have such a knowledgeable mentor and voice teacher.


This article was about Anna Storace. A British soprano, Storace was only twenty years old when the role of Susanna was specifically written for her voice. What probably helped me most about the article was that it suggested that she was an excellent actress who specialized in portraying servants or common-class girls. Some of the descriptions of her acting abilities have helped me incorporate a spunky, flirtatious attitude of a witty servant in the aria. The article also taught me about the historical importance of the opera, as it also described other pieces and operas that Storace performed in at the time and how they related to history.

I read this book in its entirety very quickly – I couldn’t help it; I simply soaked up every bit of knowledge that Renée Fleming has put down on paper. Although Fleming is a lyric soprano who has performed everywhere and has a defined and successful career, I was surprised to find that she described many of her insecurities. Her words really helped me realize that I wasn’t crazy – her insecurities and doubts as a singer are ones that I too experience. Accepting the fact that sopranos-of-steel – as my voice teacher calls them, referring to the fact that they are singers who seem to handle any opera, any opera house, and any bad review – have issues with how they sing and question their abilities just as often as I do really helped with my confidence. I now know that I can pursue this project without constantly worrying about my singing technique. Fleming also describes how to add originality to acting and singing styles. When most people sit down to watch an opera, they often don’t realize that a hundred other sopranos have sung the same role; a singer must therefore put her own individual fingerprint on her singing.


The conductor (Carlo Maria Giulini) of this recording has definitely paid attention to details, especially with the dynamics and recitatives, both of which add enormous effect to the opera. The recitatives express emotion and are lively – one can easily imagine what is occurring by simply listening to the attitude in the singers’ voices during the recitatives. Moffò also adds to this and makes Susanna sound like a spunky and flirtatious girl. The tempo of the aria is quick, and her voice makes Susanna sound young and witty. She has a true soubrette voice, and her interpretation of the recitatives is exceptional. Her voice gives them character and enables the listener to understand what is happening in between the major arias, duets, and act finales. This is an all-round brilliant recording. Elizabeth Schwarzkopf’s voice compliments Moffò’s well. “Cruel! Perché finora farmi languir così?” Susanna’s duet with the Count (Eberhard Wächter), is very comical and at the same time a moving and emotional piece of music. I really feel, however, that Moffò truly shines during “Deh vieni.” I will hopefully be able to incorporate some of her techniques into my own interpretation, as she has achieved the message in this piece that I have been aiming for.
**Graduate Project Activity Log Sample**
(Adapted from “Rosemont Senior High School Senior Project Handbook”. Sacramento, CA.)

Project Log Form (use this format for your logs)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Advisor</th>
</tr>
</thead>
</table>

Project Topic

Mentor: Name ______________________________ Telephone __________________________

Directions: Your log should include what you have accomplished and the time you spent each day completing it (i.e. writing, designing, constructing, planning, taking classes or lessons, contacting sources, volunteering, etc.). You should also reflect on what you did and what you learned. Your commentary will help you remember what you did and what you thought when you begin to prepare for your presentation. This is the place to show all your effort, hard work and progress on your project. *You must document at least 15 hours on the project itself (not counting research).*

Sample Log

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Activity &amp; Commentary</th>
</tr>
</thead>
</table>
| Thursday, 3/1/01 1 & 1/2 hours | Activity: Went to Falls Print & Image Graphic Design on Laguna Blvd. to talk to Mr. Russell about designs for my poster advertising my project
Commentary: The cost for printing the poster was more than I had planned due to the size of the poster and the four colors I had planned to use. However, I don’t want to compromise my design, and my parents have agreed to the additional cost. Mr. Warren explained that I could economize a little if I were to use two colors instead of the original four, so it’s back to the drawing board! |
| Monday, 3/5/01 1 hour | Activity: Went back to Falls Print with my new poster design. Mr. Warren liked my revisions and said this design would be more sophisticated.
Commentary: I’m so glad I revised my design; it looks so much more stylish with the two colors . . . |
| Total time this page: 2 1/2 hours | |
Project Log Form (create as many second sheets as necessary)

Name_________________________________ Advisor_________________________________

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Activity &amp; Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

Total time this page:
Outline for Reflective Essay


Any learning experience will have a more lasting effect if you take some time to think about it. Now that you have finished your project and while you are preparing your portfolio and getting ready for your presentation, you need to spend some time thinking about your Graduate Project experience.

Write a Reflective Essay and place it in your portfolio. The essay should be two to three pages in length and follow MLA formatting (see below). Please store it in your portfolio. The panel will look at it at the time of your presentation. Your essay should elaborate on the following topics.

I. Project Proposal
   a. Project Description and reasons for choice
      i. What did you do? How did you do it? Did it work? Remember that this is a reflective essay, so you should put thought into the “what” and “how” of your project.
   b. Learning Goals for Project and how this represented a stretch
      i. Focus on explaining and defending your goals for the project. This section is the “why” of your project. How does the project relate to your life after high school and how was this project a stretch for you?

II. Steps Taken to Complete Project thoroughly described so that there is no doubt about the authenticity of the project and the knowledge acquired
   a. Use your Activity Log to help you remember what you did to complete the project

III. Skills and Knowledge
   a. Previous skills and knowledge related to the project
      i. If you had no knowledge/skill but a lot of interest in the topic, be honest and explain that
   b. New skills and knowledge acquired through project
      i. What have you learned about the topic

IV. Experiences
   a. Predicted experiences
      i. Focus on your thoughts and feelings before the project began
   b. Actual experiences
      i. Focus on your actual experience while completing the project. Did you enjoy completing the project? Why?
   c. Explanation for differences and/or similarities between predicted and actual experiences
      i. How were your expectations different from your actual experiences? Be sure to explain why your experiences were similar to or different from your expectations.

46
V. Mentors and Instructors
   a. Mentor
      i. How did your mentor help you? How was your project influenced by your mentor? What advice and recommendations did your mentor give you? How did your mentor feel about your project?
   b. Role of Advisors
      i. How did your Graduate Project Advisor help you throughout the process (proposal to project completion)?
   c. Other significant contributors
      i. Who else helped you complete your project? What help did they provide?

VI. Impact of Having Done the Project on Future Learning
   a. Connection to future plans
      i. How has your project affected your interest in the topic? How do you see this project affecting your life after high school?
   b. What has been learned about self
      i. What have you learned about yourself? Did you learn of any personal strengths or weaknesses? Have you discovered something about how you learn? Did you discover any learning strategies that will help you in the future?

MLA Formatting
• First page includes your first and last name, Instructor’s Name, Course Number and Date
• Title is centered, but not bold or underlined
• One inch margins all around
• Each page has a header of last name and page number
• Paper is double-spaced throughout with no extra space between paragraphs
• Size 12 font using Times/Times New Roman

Sample First Page

Firstname Lastname

Instructor’s Name

Course Number

15 June 2013

Center Title; Do Not Bold or Underline
## Reflective Essay Scoring Guide

In this component of the Graduate Project, students summarize their individual projects, analyze the process they followed and report what they have learned from the project itself. Students discuss predictions, conclusions and recommendations, and in so doing, they reflect on themselves as independent, lifelong learners. Finally, students discuss the importance of their work and anticipate how their performance, effort and decisions will directly affect their future career and educational opportunities.

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.A.</td>
<td>Effectively describes the Project Proposal; connects personal interest(s) to choice of project; effectively introduces goals of the project</td>
<td>Omits key portions of the Project Proposal; fails to connect personal interest(s) to choice of project; not an effective introduction to project goals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details provide elaboration</td>
<td>In a logical and clear manner, thoroughly describes how each step of the project was accomplished</td>
<td>Omits key steps of the process; too detailed; not detailed enough; does not supply needed definitions; not a logical sequence; confusing; unclear</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge &amp; Skills</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details provide elaboration</td>
<td>Identifies previous knowledge/skills and the new knowledge/skills acquired through the project</td>
<td>Does not establish previous knowledge/skills; does not discuss new knowledge and/or new skills; digresses from project focus; concentrates on superficial aspects of the experience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiences</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details elaborate the differences and provides rationale for the differences</td>
<td>Discusses the differences between predicted and actual project experiences</td>
<td>Fails to identify predictions and/or experiences; no comparison; fails to analyze the reasons for the differences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contributions of Others</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details elaborate on contributions</td>
<td>Evaluates the contributions of the mentor and others</td>
<td>Makes too few references to mentor’s role; does not communicate the value of the mentor and/or others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection to Post-Secondary Plans</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details elaborate on the impact of the project upon future plans</td>
<td>Speculates about the importance of this learning process and its impact on future learning; reflects on self as a learner</td>
<td>Does not connect learning experiences to the future; importance not identified; reflection about self as a learner not clear; too much emphasis on project activities or product</td>
<td></td>
</tr>
<tr>
<td>Logical Progression</td>
<td>Exceeds Standard</td>
<td>Meets Standard</td>
<td>Doesn’t Meet Standard</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------------</td>
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</tr>
<tr>
<td>Thoughtful transitions clearly show how ideas (paragraphs) connect; pacing is well controlled</td>
<td>Moves the reader through the text in a logical manner with smooth transitions</td>
<td>Moves abruptly from one idea to another; paragraphs do not flow logically; poor use of transitions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Choice</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary is striking, powerful and engaging; it catches the reader’s eye and lingers in mind</td>
<td>Uses language that is precise, engaging and well suited to the project and the audience</td>
<td>Limited or vague word choice; too many passive verbs and/or over-used/dead words and clichés; inconsistent use of language; repetitive; weak descriptors; slang.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence Fluency</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentences have flow, rhythm, and cadence; are well built with strong, varied structure</td>
<td>Correctly forms sentences of varying length and structure</td>
<td>Sentences are choppy, incomplete, rambling, awkward, run-on, begin the same way, have repetitive length or structure, lack transitional words</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formatting</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.A.</td>
<td>Word processed 2-3 page paper, double-spaced in size 12 standard (Times/Times New Roman) font</td>
<td>Text is not between 2-3 full pages, has incorrect spacing, font, type size</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only one or two minor errors are evident; successfully manipulates conventions for stylistic effect</td>
<td>Writing shows evidence of close editing; few if any mechanical errors are present</td>
<td>Writing does not show evidence of editing; run-on and fragment sentences are evident; spelling, punctuation and grammatical errors prevent a professional appearance to the paper</td>
<td></td>
</tr>
</tbody>
</table>

Advisor Signature: ________________________________

Parent Signature if Doesn’t Meet Standard: ________________________________
Letter of Introduction
(Adapted from “Rosemont Senior High School Senior Project Handbook”. Sacramento, CA.)

One of the first impressions the judges will have of you will come from this letter. The purpose of this writing is to give the judges an introduction to you as a whole person beyond the work you have done on the Graduate Project. They will be able to see you as a young adult with goals, interests and opinions. When they hear you speak at the Graduate Project Presentation, they will bring these insights into their understanding and consequent assessment of your presentation. This letter, therefore, must be in your best writing and must be a sincere expression of how you perceive certain aspects of yourself. Use a full block style formal business letter format. The letter should be approximately one page in length.

This letter may include any of the following topics:
• Family background
• Schooling
• Hobbies
• Goals
• Driving principles or passions
• Individual talent
• Challenges, obstacles or any unusual circumstances
• Experiences with the Graduate Project or other intense learning activities
• Reflections on your high school years
• Expressions of regret or gratitude
• Views on any subject you think will give the judges useful information about you as a graduate

The preceding list is only intended to give you some suggestions. You can write on other topics or choose one or two from the list above to develop in detail. Type this letter using a formal business letter format. Use the “Sample Letter” on the following page as a model.
Sample Letter of Introduction
(Adapted from “Rosemont Senior High School Senior Project Handbook”. Sacramento, CA.)

111 Belair Road
Idaho Falls, ID 83402
March 1, 2005

Judges, Senior Project Board
District 91 High School
690 John Adams Pkwy.
Idaho Falls, ID 83402

Dear Judges:

As a soon-to-be graduate of High School, I want to take this opportunity to tell you about myself and some of the things I learned this year. I learned the following: procrastination did not help me write an essay, graduation is earned (not just given as an automatic ticket at the end of the senior year) and an accomplishment means more when you work hard and stay with it. These lessons will be very useful to me when I leave here and go on to further training and into the workforce.

I was not sure if I could make it through four years of high school and graduate. My family has moved around a lot because of my dad’s job, and I never could seem to achieve what I wanted to in school. Whenever we moved into a new area, I was very frustrated. Often I had to repeat something I had already learned or be confused because I came in during the middle of a unit. But it has always been important to me to complete my education because I want my family to be proud of me, and I want to go on to college. My parents have always had a lot of faith in me and my abilities, and I want to prove to myself that I can achieve something important.

The choice of my Graduate Project on carpentry relates to my career goal. I want to be a master carpenter. I love wood and working with it. I can see myself making beautiful pieces of furniture and cabinets for new homes. Too many people these days do not appreciate the time and skill it takes to make quality furniture. I would like to draw their attention to the art involved in carpentry. My family really appreciates my work in this area. In fact, my parents and grandparents are currently negotiating over who will keep the walnut coffee table I made for my project. I want to leave something with my family when I move on to college, so I decided that they should keep it.

Although I had to cut back on my hours of work at Starbucks coffee shop to work on school assignments and Graduate Project this year, I am now very happy that I did. I found that I enjoyed researching Victorian styles of furniture, and I gained a lot of satisfaction from making my walnut coffee table.

Sincerely,

Joe Student

Joe Student
Portfolio Scoring Guide

The portfolio must be placed in a 3-ring binder with tabbed dividers for each section. See below for organization and required pieces.

- Cover Page (first and last name, year of graduation, project title)
- Table of Contents
- Introduction Section
  - Letter of Introduction to Panel
- Proposal Section
  - Graduate Project Approval Form* and Project Proposal Letter
- Forms Section
  - Contact Information Sheet*
  - Signed Parent Permission Form*
- Mentor Section
  - Graduate Project Mentor Agreement Form*
  - Graduate Project Mentor Mid-Project Report Form*
  - Graduate Project Mentor Final Evaluation Form*
  - Copy of Mentor Thank You Letter
- Evidence Section
  - Letters and other communications relevant to the Graduate Project
  - Photos of project work (at least 5) or a video clip of at least 5 minutes length
  - Project Log* (15 hr. minimum on the project itself, not the research)
- Research Section
  - Annotated Bibliography (at least 5 sources including your mentor)
- Reflection Section
  - Reflective Essay

<table>
<thead>
<tr>
<th>Organization</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Doesn’t Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N.A.</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td>Cover Page</td>
<td>Professional quality; business-like or artistic</td>
<td>Portfolio is organized according to the sections given above; divider tabs are labeled as given above</td>
<td>Portfolio is not organized according to the sections given above; divider tabs are not labeled as given above</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>Professional quality; business-like or artistic</td>
<td>All items in the portfolio are referenced in the Table of Contents; all spelling is correct</td>
<td>Not all portfolio items are listed; some spelling errors are contained in the Table of Contents</td>
</tr>
<tr>
<td>Letter of Introduction to Panel</td>
<td>Provides insight into the student as a person</td>
<td>Provides a clear description of the student; properly formatted; contains few mechanical errors</td>
<td>Redundant or unclear descriptions of student; not properly formatted; contains many mechanical errors</td>
</tr>
<tr>
<td>Forms</td>
<td>Exceeds Standard N.A.</td>
<td>Meets Standard</td>
<td>Doesn’t Meet Standard</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All required forms and letters are present and properly signed (see list above)</td>
<td>Not all required forms are present; not all required signatures are present on the required forms</td>
</tr>
<tr>
<td>Evidence</td>
<td>Exceeds Standard</td>
<td>Meets Standard</td>
<td>Doesn’t Meet Standard</td>
</tr>
<tr>
<td></td>
<td>Additional evidence</td>
<td>Five or more high quality photos (or 5 minute video clip) clearly</td>
<td>Fewer than five high quality photos or other pieces of evidence are included; photos or other evidence do not adequately demonstrate the progress/topic of the project</td>
</tr>
<tr>
<td></td>
<td>is of high quality and provides detailed elaboration of the process</td>
<td>demonstrate the progress/topic of the project; letters, emails, other communications or other evidence relevant to the project may be used in place of visual evidence</td>
<td></td>
</tr>
<tr>
<td>Annotated</td>
<td>Exceeds Standard</td>
<td>Meets Standard</td>
<td>Doesn’t Meet Standard</td>
</tr>
<tr>
<td>Bibliography</td>
<td>N.A.</td>
<td>The Annotated Bibliography includes a summary of five or more varied (at least three different types), credible, and relevant project resources and an explanation of how each source contributed to the project; primary sources have been used if applicable; research is sufficiently deep and rigorous; all formatting is correct</td>
<td>Too few or similar sources; not all sources have been summarized; the relevance of each resource has not always been given; applicable primary sources not used; fails to elaborate on source’s value to the project; improper or incorrect formatting</td>
</tr>
<tr>
<td>Project Log</td>
<td>Exceeds Standard</td>
<td>Meets Standard</td>
<td>Doesn’t Meet Standard</td>
</tr>
<tr>
<td></td>
<td>Entries are regular and written with detailed elaboration</td>
<td>Complete description of tasks and learning; lists names, dates, times, activities and expenses throughout the project; times are totaled on each page with overall time totaled on last page; time is adequate (at least 15 hrs. on project itself not counting research)</td>
<td>Only a fair description of tasks and learning; lacks necessary or specific information; inconsistent activity reporting; time logged doesn’t match reported activity; times not totaled; too few hours logged</td>
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<td>The Reflective Essay is scored on a separate scoring guide but is included in the portfolio</td>
<td>The Reflective Essay has not been included in the portfolio</td>
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Advisor Signature: ________________________________________________

Parent Signature if Doesn’t Meet Standard: ________________________________________________
Presentation Preparation and General Guidelines
(Adapted from “Columbia County Senior Project Manual”. Columbia County, GA.)

The presentation, otherwise known as the Graduate Project Presentation Panel, is the final step in the process. In your presentation, you will describe what you have learned from the project through the process of the research, the product and the overall preparation. It is also a time for self-evaluation and reflection by you of all that you have accomplished. Students are evaluated on their preparedness, their ability to communicate, their ability to think on their feet and the overall quality of their presentation. The members of the panel will view the essay, portfolio and project before the presentation to obtain an understanding of what has been accomplished. The panel will also evaluate the presentation. The individual judge’s scores will be averaged to determine the grade on each component. If there is a significant discrepancy in the grades, the case will be reviewed.

Requirements: An eight to ten minute presentation, with the use of high quality visuals and/or audio aids, followed by a five-minute question and answer period. You must speak for approximately 70% or more of the time. You may play a recorded product that is no longer than two (2) minutes.

Appearance: Treat your presentation like you would a job interview. You want your appearance to be the best possible so as to leave a favorable impression. You should have a clean, neatly groomed appearance. Dress shoes are preferable, but neat tennis shoes would be acceptable. If you are a gentleman, appropriate clothing would be a neat polo shirt or collared shirt with neat slacks (no jeans). For a professional appearance, a tie and a jacket are appropriate. If you are a lady, appropriate clothing would include a neat blouse and skirt/slacks or a dress. For a professional appearance, a dress/pant suit is appropriate. An appropriate uniform or costume is also acceptable.

Preparing for Presentation
Note cards. Write your presentation notes on separate 3x5 cards. The cards are to help you remember what to say. Don’t read from them, but use them for reference if necessary. It helps to number the cards as well, in case you accidentally drop them.

Test all technology before the time of presentation. Check to make sure that whatever programs you are using are compatible with the ones provided by the school. Do not learn how to use something for the first time during your presentation. Don’t wait until the night of your presentation to test any technology you may be using. Practice with the overhead, slide projector, computer, etc. If you have questions about technology, check with the technology specialist as soon as you discover that you have special needs.

Practice, practice, and practice before the date of your final presentation! Know your facts and be natural. Remember the audience is on your side; they want you to do well. Look comfortable and confident, even if you aren’t. Smile! Greet each judge, one at a time. Look each judge in the eye as you shake hands. Decide on the exact words you will use to start and close your presentation. If something bad happens, laugh and recover. Don’t let one thing ruin your presentation. Treat the situation with a sense of grace and humor, and the audience will respect you.
Practice by saying the words aloud so you are sure of the pronunciation, the speed to use in saying the words and the words and phrases you want to stress. Practice until your presentation becomes smooth. Be sure to practice using your audio/visual aid in the presentation.

Visual and Audio Aids
• The visual should be something that helps the audience understand the content of your presentation as well as a device to keep your speech organized and on track.
• The visual should focus on “substance,” not show. Since it functions to help guide both you and the audience, it should not in itself be distracting, nor should it take attention away from you.
• The visual should be an outline of your talking points (NOT your entire speech) and could be in any number of forms including (but not limited to) the following:

  Posters: If you use posters or blackboards, make sure that you can read the fonts and see the pictures from the back of the room. Do not handwrite anything on the poster. Print out headings and mat your pictures. Use the clips attached to the blackboard to hold up the poster or figure out another suitable method.

  PowerPoint: Make sure that your presentation does not rely exclusively on PowerPoint. Make sure that you use fonts large enough to be seen from the back of the room. Make sure that your graphics are clear. If you have too much information to load on one disk, consider using a CD or web page.

  Web pages: Some students use web pages to house a large amount of information that otherwise cannot be brought to school. If you use a web page, make sure your audience can read it from the back of the room.

  Brochures or handouts: These work well for information that you want everyone to have. You can make your own or distribute previously published materials.

• If you created an original video/audio recording as a product, you may play a clip of the product that lasts no longer than two (2) minutes during the allowed time. You should narrate the video, if appropriate, or comment occasionally to continue the flow of the speech.
• You may also want to consider models, costumes, in class demonstrations, photographs or a tangible product.
• We strongly suggest that you use three (3) aids. With three, you will have two alternatives to carry you through the presentation if one should fail.

Delivery
• Body language: How you conduct yourself sends nonverbal messages to your audience. Avoid sitting, leaning on the lectern, moving too much, moving too little, chewing gum, etc. You want your audience to feel that you are not afraid and that you know your material.
• Eye contact: Make sure that you try to make eye contact with as many people in the room as possible. Avoid focusing on one specific person or on one side of the room.
• Pacing of time: Make sure that you have practiced so that you meet time limits and do not appear rushed.
• Don’t fidget.
Suggested Outline for Presentation

(Adapted from “Carey High School Senior Project Handbook”. Carey, ID.)

I. Introduction (Be brief: 1-2 minutes) The Introduction should do the following:
   a. Introduce yourself and your project
   b. Hook audience
      i. Some possible creative ways to begin the introduction:
         1. Use an interesting quote, tell a joke which fits the topic, get the judges involved by having them do something, use your audio/visual aid, demonstrate something or pose questions about your subject that you will then answer in your presentation
   c. Should lead naturally to your presentation

II. Your Project (4-5 minutes) Address some of the following:
   a. Explain how and why you selected your project
   b. Prior knowledge about your topic
   c. Sources of research you used?
      i. Mentor
         1. How did you choose your mentor?
         2. How helpful was he/she?
      ii. Other people who helped and what they did
      iii. Resources listed in your Annotated Bibliography
   d. Steps taken to complete the project? (Be brief)
   e. Anything unique or creative about your project

III. Self-Reflection (2-3 minutes) Address the following:
   a. Learning goals you had for the project
      i. Explain whether or not you met them and how the project represented a stretch for you
   b. New skills and knowledge gained which could include what you learned about yourself
   c. Problems encountered and how you dealt with them
   d. Significance of the project to you and others
   e. What you would do differently (if applicable)
   f. What you are most proud of in completing the project

IV. Conclusion (About 1-2 minutes)
   a. Summarize main points of presentation
   b. Link learning experience with future goals and plans
   c. Thank the panel for their time
   d. Offer to answer questions

V. Provide a visual or demonstration to support your presentation
Presentation Questions You May Be Asked
(Adapted from “Carey High School Senior Project Handbook”, Carey, ID.)

Be ready to fully respond!
You should be covering most, if not all of this during your presentation, but you may be asked for clarification or for more details. If you become nervous and omit something that is required, the panelists are instructed to prompt you for the information. All of the panelists will be doing their part to help you meet standard on the presentation. If you cannot answer a question, offer related information that you do know. Take time before the presentation to prepare your answers. Be prepared to discuss the details of your Reflective Essay and your project. Community members are very interested in what you have done. Remember that some of them have expertise in your area of study, so know your details!

• How did you plan and direct your work?
• What new skills and knowledge did you gain?
• What was your best source of information and why?
• What plans do you have for the future that relate to your project?
• How many hours did you spend on your project and when/how did you spend them?
• What was the most valuable part of working on your project? Why?
• What was the most difficult part of working on your project? Why?
• Would you recommend other students do a similar project? Why?
• Describe how you best learn and give an example.
• Explain in more detail the incident or person that influenced you the most as a student—the pivotal experience.
• What was the most difficult thing about writing your Reflective Essay?
• How did you deal with time management while doing all the parts of this Graduate Project work?
• What would you do differently if given the opportunity and why?
• What advice do you have for next year’s students?
• What do you plan to do after high school?
## Presentation Scoring Guide

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Panel Member Signatures:________________________________________________________

____________________________

Parent Signature if Doesn’t Meet Standard:______________________________________

58
<table>
<thead>
<tr>
<th>Appendix B</th>
<th>(Forms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Information</td>
<td>..................................................................60</td>
</tr>
<tr>
<td>Graduate Project Parent Letter</td>
<td>..................................................................61</td>
</tr>
<tr>
<td>Plagiarism/Misrepresentation Pledge</td>
<td>..................................................................62</td>
</tr>
<tr>
<td>Parent Permission Form</td>
<td>..................................................................63</td>
</tr>
<tr>
<td>Graduate Project Mentor Letter</td>
<td>..................................................................64</td>
</tr>
<tr>
<td>Graduate Project Mentor Agreement Form</td>
<td>..................................................................65</td>
</tr>
<tr>
<td>Graduate Project Mentor Mid-Term Report</td>
<td>..................................................................66</td>
</tr>
<tr>
<td>Graduate Project Mentor Final Evaluation Report</td>
<td>..................................................................67-68</td>
</tr>
<tr>
<td>Visual Recording Permission Form</td>
<td>..................................................................69</td>
</tr>
<tr>
<td>Presentation Needs Survey</td>
<td>..................................................................70</td>
</tr>
<tr>
<td>Appeal Protocol</td>
<td>..................................................................71-72</td>
</tr>
<tr>
<td>Petition for Appeals Form</td>
<td>..................................................................73-74</td>
</tr>
</tbody>
</table>
CONTACT INFORMATION FORM
(Adapted from “Emmett School District Senior Project Manual”. Emmett, ID.)

Student ____________________________________________
(printed name)

Project topic ________________________________

Student’s phone _____________________________

Student’s email ______________________________

Parent ____________________________________________
(printed name)

Parent’s phone _____________________________

Parent’s email ______________________________

Mentor ____________________________________________
(printed name)

Mentor’s phone _____________________________

Mentor’s email ______________________________

Advisor ____________________________________________
(printed name)

Advisor’s Phone _____________________________

Advisor’s email ______________________________
Dear Parents/Guardians:

The purpose of this letter is to inform you of a major project that is being assigned to all seniors through the Graduate Project Course. This assignment, the Graduate Project, has far-reaching potential for positively affecting students, not only while in high school, but well into the future. The objective is to bring together all of the skills that students have developed throughout their education, offer them an opportunity to expand that learning through a project which they choose and develop, and to assist them in a presentation to the larger community beyond high school.

The Graduate Project has four components: the Project, the Reflective Essay, the Portfolio and the Presentation. The first component is the Project. The student begins by researching a topic related to his/her project. The purpose is to give the student solid background knowledge needed in completing the project. The student will create an Annotated Bibliography summarizing his/her sources and explaining how the sources will aide in the project. The student will take advantage of the information gained during research, choose someone who is highly knowledgeable in that particular field to serve as a mentor and then spend a minimum of 15 hours pursuing some activity for which there will be a final result or product. There is a broad range of topics that may be pursued, ranging from volunteering at a Crisis Center, coaching a youth team, volunteering in a shelter or the Mayor’s office and many, many more. The student’s own desire and interest determines the topic.

The second component is the Reflective Essay. Here the student reflects on the goals of the project, describes the experiences and their impact and discusses the impact of the project on the student.

The third component is the Portfolio. The student collects and records evidence of his/her efforts related to the project. All related forms, project related communications, photos and the Reflective Essay will be kept here.

The fourth component is the Presentation. This is a multi-media oral report of eight to ten minutes before a panel of teachers and community members. These volunteer panelists are the student’s Graduate Project Advisor, Graduate Project Mentor, a community member and another teacher or community member. We welcome you to serve as a panelist for our Graduate Project Panels.

All of the guidelines for the Graduate Project will be distributed through the Graduate Project Handbook and the Idaho Falls School District 91 website. One of the most important features of the Graduate Project is the lesson it teaches in self-discipline, responsibility, integrity and time management. Your son or daughter has already been given access to the handbook that includes all due dates, as well as advice, directions and examples. We expect this to be a challenging yet extremely rewarding project, one which will be a crowning culmination of your teen’s entire school experience. We invite your involvement.

Sincerely,

Idaho Falls School District 91
Plagiarism and Misrepresentation Pledge
(Adapted from “Columbia County Senior Project Student Manual”. Columbia County, GA.)

The most important part of any educational experience is academic honesty. For the most part, you control what you learn, and your ethics, or lack thereof, can shape your academic decisions. You are responsible for ensuring that you do not plagiarize or misrepresent yourself in any way.

What constitutes plagiarism?
• Directly copying from another source without using quotation marks and/or without giving credit to the author by citing your sources.
• Not paraphrasing the information completely or correctly.
• Using another person’s work, in part or as a whole, as your own.
• Using work that you have completed for another teacher without approval. (You may expand on previous research, but you must have approval first.)
• Using research that you do not include in your Annotated Bibliography or that the teacher cannot verify with the material in your Annotated Bibliography.
• Passing on your work to another student in another class and/or in another school.

What constitutes misrepresentation?
• Claiming you have had no previous experience or knowledge in a given area when you actually have.
• Falsifying documents and assignments.
• Using a family member as a mentor or interview subject.
• Allowing other people to complete portions of your assignments.
• Committing any other breach of the project assignments.

I have read the plagiarism and misrepresentation policy. I understand that if I am caught cheating in any way during this process, I will receive a score of Doesn’t Meet Standard for the Graduate Project Course. I will need to redo the Graduate Project process again for a new project. I give my word that I will be honest during the entire process.
Parent Permission Form
(Adapted from “Rosemont Senior High School Senior Project Handbook”, Sacramento, CA.)

Student’s Name__________________________________________________________

Parent’s Name________________________________________________________________

Address____________________________________________________________________

Parent’s Phone: Home__________________________ Work________________________

As a parent/guardian of ____________________________, I am aware that my son/daughter must participate in the Graduate Project activities as the Graduate Project is a graduation requirement.

For the project, my son/daughter has chosen to:
________________________________________________________________________
________________________________________________________________________

He/she has my permission to complete this project, and I agree to release Idaho Falls School District 91 and its employees from all claims arising from financial obligation incurred or damage, injury or accident suffered while my son/daughter participates in the project that he/she has chosen. My son/daughter has chosen ____________________________ to be his/her Graduate Project Mentor for the Graduate Project. The above named Mentor has agreed to the responsibilities outlined in the Graduate Project Mentor Agreement form and letter.

Parent/Guardian Signature:_________________________________________________

Student Signature:________________________________________________________________

Date:________________________________________________________________________

Parents, please sign your initials if you have read each of the following:

_________ Letter regarding the Graduate Project

_________ Plagiarism and Misrepresentation Pledge

Students, please sign your initials if you have read the Plagiarism and Misrepresentation Pledge

_________
The Graduate Project Mentor Letter

(Adapted from “Rosemont Senior High School Senior Project Handbook”, Sacramento, CA.)

Students should deliver this letter to their Mentor.

Dear Graduate Project Mentor:

Seniors in Idaho Falls School District 91 are required to complete a Graduate Project prior to graduating. The Graduate Project is comprised of four components: a project, a reflective essay, a portfolio, and a presentation. The purpose of the Graduate Project is to challenge students to expand their horizons, stretch and challenge their abilities and showcase their achievements.

They began this process by selecting a project and having it approved. Because they have chosen a project which will require them to take a topic further than they have ever done before, an essential component in their success is a Graduate Project Mentor – an adult who has experience or knowledge in the student’s chosen field of study. Mentors may be teachers, community members or business professionals who are willing to guide students through each phase of project completion. In this role, mentors are asked to assist, encourage and support the student in completing the project, gaining information and planning the oral presentation. Mentors serve in an advisory capacity only. It is the student who is responsible for completing required work. Additionally, mentors assist in verifying the progress of a project at two checkpoints during the year.

A Graduate Project Mentor’s commitment of time will vary depending upon the complexity of the student’s project. Since there is no specific amount of time that a student will be required to spend with his/her mentor, the mentor and student will establish a meeting schedule. Meetings between the mentor and the student must occur on the school campus or by phone, unless written permission is given by the student’s parents to allow meetings off campus. Mentors will also be asked to participate on the student’s Graduate Project Presentation Panel.

Thank you for taking the time to share your experience and expertise with our students. The Graduate Project depends upon the generosity of people like you.

Sincerely,

Idaho Falls School District 91
The Graduate Project Mentor Agreement Form
(Adapted from “Rosemont Senior High School Senior Project Handbook”, Sacramento, CA.)

Student’s Name__________________________________________________________

Mentor’s Name___________________________________________________________

Address_________________________________________________________________
________________________________________________________________________

Mentor’s Phone: Home_________________________ Work________________________
Email___________________________________________________________

I, the undersigned, have met with the above named student and have discussed his/her plans for
the Graduate Project. I acknowledge that the student will work on his/her project and that I will
offer assistance in completing the project phase of the Graduate Project during that time.

I understand that I will be a resource and consultant for the student and will be asked to verify
the student’s progress and hours spent and I will attend his/her Presentation. I also understand
that the Graduate Project is the sole responsibility of the student and that I am not to complete
the project for the student.

I understand that I will work with the student only by phone or on site at his/her high school
unless given express written permission by the parents of the student to meet off campus.

I verify that I am at least 21 years of age and that I am not related to the student. (Under certain
circumstances, exceptions may be granted. The student must submit a written request explaining
why no other qualified mentor is available.)

Qualifications/Experience in the field relating to the project________________________
________________________________________________________________________

Signature______________________________________________ Date____________________

Thank you for your support of Idaho Falls School District 91.

I hereby DO_____ DO NOT_____ (check one) authorize my son/daughter to meet his/her
Graduate Project Mentor off-campus for the purpose of working on the Graduate Project.

Parent/Guardian Signature________________________________________________________
(I give permission for my son/daughter to work with the above mentor.)
The Graduate Project Mid-Term Mentor Report
(Adapted from “Jerome High School Senior Project Handbook”. Jerome, ID.)

Student Name___________________________________________
Mentor Name____________________________________________

Thank you very much for the time and effort you are contributing to our student and his/her Graduate Project. We very much appreciate your time and energy.

Have you seen the student’s Activity Log Yes____ No____

Please respond to the following:

The student has conferred with me about his/her project Yes____ No____

How many times have you met with your student thus far? ______________________

In what ways have you worked with the student?

The student is making satisfactory progress at this point and should be able to successfully complete the Project component by the first checkpoint. Yes _____ No _____

Comment:

Please give a brief explanation of any concerns or questions you may have about the student’s progress toward completion of his/her project.

Mentor Signature________________________________________ Date____________________
Graduate Project Mentor Final Evaluation Report
Adapted from “Jerome High School Senior Project Handbook”. Jerome, ID.)

Student Name__________________________________________________________

Graduate Project Mentor Name (please print)________________________________

Address_______________________________________________________________

Daytime Phone_________________________________________________________

Student’s Advisor________________________________________________________

Project_______________________________________________________________

To the Graduate Project Mentor: You have been chosen to verify this student’s efforts on his/her Graduate Project. Since most of the time spent on the project component of this assignment has been out of class, verification of the student’s efforts is necessary before he/she will be allowed to present to the Graduate Project Panel. Please answer the following questions to help us evaluate his/her project. Please feel free to attach additional paper as needed.

Thank you for your cooperation and your support of Idaho Falls School District 91’s Graduate Project. It is appreciated.

1. Can you verify that he/she spent at least 15 hours creating this project?
   Yes____ No____
   Comments:

2. Have you seen this project at different stages of completion, not just the final phase?
   Yes____ No____
   Comments:
3. What specific problems did this student encounter and overcome?

4. What successes have you seen this student achieve?

Mentor Signature ____________________________ Date ____________
Visual Recording Permission Form

Dear Parent/Guardian:

As part of my Graduate Project, I am required to submit visual evidence of my work on the project. My project involves

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The primary focus of the visual recording is on my efforts and not on the children involved. This recording will only be shared with my Project Advisor (teacher) and my Graduate Project Presentation Panel (my Project Advisor, my Project Mentor, and two at-large community members). The recording will be kept confidential.

During the course of visual recording, your child may be recorded. I am requesting your permission to allow your child to participate as part of the visual recording of my Graduate Project.

If you have any questions about my project, please feel free to contact me, my Advisor or my Mentor.

Sincerely,

________________________________________________________________________

Project Advisor __________________________ Phone _______________

Project Mentor __________________________ Phone _______________

Student name (printed) __________________________

Parent Name (printed) __________________________

I am the parent/legal guardian of the student named above. I have received and read this form regarding the visual recording for a Graduate Project.

____ I give permission to you to include my child’s image in a visual recording as he or she participates in your project.

____ I do not give permission to visually record my child.

Parent Signature __________________________ Date _______________

70
Presentation Needs Survey

The Graduate Project Presentation is the culminating event of your Graduate Project class. In order to be successful with your presentation, the school will make available certain technological devices. Please take a few minutes to check off what you will need for your presentation. Your room assignment may be determined based on your technology needs. If you need technological devices not listed here, you will be responsible for them yourself. Additionally, you will be expected to do at least one practice run using the devices you plan to use for the real presentation.

See the Project Timeline for the deadline concerning the completion of this survey.

_____ Overhead Projector   _____ Podium

_____ Projector            _____ Other (please explain)

_____ Computer

_____ Smart board          _____ Clothing (please types and sizes)

_____ TV/VCR/DVD/CD Player

Student Name: _______________________________________

Student Signature: ___________________________________

Advisor: ____________________________________________
Appeals Protocol for Graduate Project

A student participating in the Graduate Project may formally appeal the decisions of the Graduate Project Advisor by following the procedure described below. If the procedure is not followed, via the protocols established, the appeal will be summarily dismissed.

Issues that may be appealed

A. “Doesn’t Meet Standard” Scores
   a. Project Proposals not receiving approval
   b. Project components
   c. Missed deadline
   d. Not attending Presentation
   e. Plagiarism and Misrepresentation

B. Change in Graduate Project Mentor

Procedure

1. Informal Reconsideration

   A student may meet informally with his/her Advisor to appeal a decision regarding the following:

   a. “Doesn’t Meet Standard” Scores
      i. Project Proposals not receiving approval
      ii. Project Components
      iii. Missed deadline (does not apply to Project Deadline or not attending Presentation)
      iv. Plagiarism and Misrepresentation

   b. Change in Graduate Project Mentor
      i. If approved by Advisor, the student will need to complete a new Graduate Project Mentor Agreement Form and Contact Information Form

   c. Change Scheduled Presentation
      i. Within three school days of notification of his/her scheduled presentation, a student may request a schedule change by contacting the school’s Graduate Project Community Coordinator to arrange a possible rescheduling of the Presentation.

2. Formal Appeal

   A student may formally appeal an Advisor’s decision after meeting for an Informal Reconsideration. Students must make a formal appeal for missing the Project Deadline or Graduate Project Presentation. To make a formal appeal, a student must follow the procedure below:

   a. Submit a completed Petition for Appeals Form (copies available at the school’s office) to Graduate Project Advisor. The Advisor is responsible for submitting the Petition for Appeals Form to the school’s Graduate Project Committee within three school days. Within ten school days of receiving the Petition for Appeals Form, the Graduate Project Committee shall convene for an Appeal Review. Attendance by a simple majority of the Committee is necessary for an Appeal

   b. After the Appeal Review, the Committee shall notify the student of the decision. The Committee's decision is final.
Review to be held. The Committee will elect an attending member to serve as the Chairperson for the Appeal Review. The student will be contacted to make an appointment to attend the Appeal Review. The student will be allowed ten minutes to present his/her case before the Committee. The student presentation of the appeal will be followed by ten minutes of clarifications as needed. A parent/guardian, Project Advisor, and/or Project Mentor may attend the Appeal Review with the student. After the case is presented, the Graduate Project Committee will go into executive session and a decision will be rendered which will include written documentation of the decision. A file of all written documentation will be maintained by the school’s principal. The appeals process is confidential. The decision will be rendered no later than one day after the Appeal Review. The Committee will decide one of the following:

i. If the appeal is granted, the student will be given an opportunity to fulfill the requirements of the component. All new deadlines (if necessary) will be determined by the Graduate Project Committee

ii. If the appeal is not granted, the student is subject to Graduate Project protocols described in the Graduate Project Student Handbook
Petition for Appeals Form

For Official Use Only

Received by _______________________________ Date __________________

Date and Time of the Appeal Review _______________________________

Approved __________________ Disapproved __________________ Date of Notification ________________

Comments:

Graduate Project Committee Chair Signature ________________________ Date __________________

Student Name ______________________________

Mailing Address ______________________________

Email ______________________________

Phone # ______________________________

Title of Project ______________________________

Graduate Project Advisor ______________________________

Graduate Project Mentor ______________________________

Component Appeal Requested (circle all that apply)

Proposal Project Essay Portfolio Presentation

I have discussed this Petition for Appeals Form with my child and understand that the Graduate Project Committee will decide one of the following:

1. If the appeal is granted, the student will be given an opportunity to fulfill the requirements of the component. All new deadlines (if necessary) will be determined by the Graduate Project Committee.

2. If the appeal is not granted, the student is subject to Graduate Project protocols described in the Graduate Project Student Handbook

Parent/Guardian Signature ______________________________ Date __________________
(Please comment on each question and clearly print or type your answers.)

1. What do you understand to be the general reasons for the decision/score given?

2. What are the reasons for submitting your appeal? Please be specific. Cite pages, illustrations, scoring guide, etc. Please explain. Use additional pages if necessary.

3. In your opinion, how can the situation be resolved?

4. Detail any applicable extenuating circumstances that should be considered.

5. Do you have any other comments concerning this request?

Signature of Student ________________________________ Date ______________