SECTION 1
GENERAL INFORMATION

• Graduation Project Due Dates
• Graduation Project Overview
GRADUATION PROJECT DUE DATES
2016-2017

Graduation Project due dates are uniform for the entire Senior Class. All Graduation Project assignments are due on or before the scheduled due date whether or not a student is in attendance that day.

Graduation Project assignments are due no later than the END of the class on the specified due date.

October 19 Project Proposal (with Mentor Commitment and Parent Consent forms)
January 4 Log and Evidence Check #1
February 22 Log and Evidence Check #2
February 27-March 6 Register for Senior Boards
April 7 Portfolios and Projects Due (must contain Log Check #3 and ALL verification of project)
May 12 Senior Boards

Due Date Policy

Graduation Project assignments are due no later than the end of the class period on the specified due dates. If a student is late with his or her work, the following deductions will occur:
*If a student turns in work by 2:31 of the DAY it is due, a 5% deduction will occur
*If a student turns in work by 2:31 of the NEXT day, a 10% deduction will occur.
*There will be no credit given after the second day
GRADUATION PROJECT OVERVIEW

Graduation Project is a requirement of Senior English class and is a graduation requirement of the Seneca Valley School District. A student must complete all three phases of the project and receive a minimum of 60% overall on the Graduation Project to receive a Seneca Valley diploma. A student's transcript will indicate a "Pass" or "Fail" of the Graduation Project. The three components in the Graduation Project process are:

I. **Project – Assessment:** Judges’ scores to be averaged.
   
   A. Express a clear and definable purpose
   B. Represent a stretch, challenge, and/or risk to the student
   C. Produce a product and/or clear record of verification
   D. Utilize at least one **adult** (age 21 or older) mentor to guide, advise, and verify
   E. Verify a **minimum of twenty hours** **OUTSIDE** of school hours
   F. Project starts and finishes within designated time frame

II. **Portfolio – Assessment:** Judges’ scores to be averaged.

   A. Contain all required components
   B. Present a clear record of verification of student project

III. **Board Presentation – Assessment:** Judges’ scores to be averaged.

   A. Present and support the project in a ten to fifteen-minute interview
   B. Respond to questions throughout the session from board judges
Senior English Point Distribution

A student MUST COMPLETE ALL THREE COMPONENTS of the project and achieve a final average of 60% or higher to successfully pass Senior English. If the combined final average is below 60%, the student must repeat Graduation Project.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Proposal</td>
<td>Log/Evidence Check</td>
<td>Logs/Evidence Check</td>
<td>Log/Evidence Check</td>
</tr>
<tr>
<td></td>
<td>150 pts</td>
<td>125 pts</td>
<td>125 pts</td>
<td>125 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Portfolio Rubric 200 pts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 2
PROJECT

- Project Policy Review & Frequently Asked Questions
- Graduation Project Pathways
- Project Proposal
- Required Forms
  - Parent Consent
  - Mentor Letter
  - Mentor Commitment
- Additional Forms
  - Building Access
  - Fund Raising Policy
- Project Proposal Rubric
- Project Verification Form
- Project Log
Graduation Project Policy Review
& Frequently Asked Questions

Which pathway should I choose?

Consider the purpose of your project to determine which pathway to choose. For example, if your goal is to learn piano, then the appropriate pathway is Self-Development. If you have previously trained in piano and want to challenge yourself by performing a piano concerto with a local symphony, then your pathway would be The Arts. Similarly, if you want to someday become a geneticist to research autism and decide to hold a fundraiser for a local charity benefitting Autism research, then your pathway would be Community Service/Help SV. If you want to shadow a geneticist and participate in lab based research on Autism, then your project would fit best in the Job Shadowing/Career Exploration pathway.

What is verification?

Verification is the proof that you did a project. It shows the Board that your project was completed and demonstrates the quality of your project. Each graduation project will have verification specific to that project. Verification may be in the form of emails, letters, notes, pictures, videos or other media, but it may also be in the form of a physical object, performance, or product. The Graduation Project is always a process, and you should document each stage of the process with items that fit your particular project. When in doubt, always provide more documentation than you believe is necessary.

Can I use a school building or facility to host my project?

District facilities and properties are NOT available for private use. Students are not permitted to “rent” fields, auditoriums, gymnasiums, or classrooms for their graduation projects. Students working on an event sponsored by the school or school affiliated organization must have a copy of the approved “Limited Facilities/Equipment Use Form” submitted by the school employee or organization in order to obtain the approval of their project. Students completing graduation projects that require the use of specialized equipment (such as science lab/lab materials, editing software, or woodworking tools) may work during after-school hours with the permission and constant supervision of a faculty member. The “Limited Facilities/Equipment Use Form” must be completed and submitted with the project proposal for classroom teacher approval. Projects will be denied approval until the form is properly completed and submitted to the classroom teacher.
Can I advertise my Graduation Project in the school?

All advertisements must be approved by the building administration before posting. When creating fliers and posters for promoting your project, be sure to include the important details: when and where it will take place, who people should contact if they are interested in attending and a means by which to contact you, and what (if any) programs your project benefits.

Can I put out collection boxes or send out mailers at SV schools?

All collection boxes and/or fliers must be approved by the building administration before placement within any school building.

Can I work with other students to complete a project?

In general, it is recommended that you work independently on a project. However, there are some exceptions to this rule. For example, multiple students have worked on large scale events in the past provided that their particular portion or responsibility towards the event was worthy of twenty or more hours. Students should proceed with caution when choosing a project that depends upon the work of others. If you have questions as to whether your project might fall into this exception, please see the Graduation Project coordinators.
The 5 Pathways of Graduation Project

1. **Career Exploration** - provides students with the opportunity to investigate a specific career or profession. The student will be able to identify and evaluate the abilities necessary to be successful in the chosen career and research the educational requirements of the career and the job market possibilities.

2. **The Arts** - Students may choose a project in the performing arts, music, literature, or the fine arts. Some examples of projects in The Arts Pathway might include: singing an opera, sculpture, songwriting, directing a play, photography, recording an album, organizing an art show, or writing a book.

3. **Self-Development** – Students may choose a project that enriches their personal education and development. These projects encourage lifelong learning and personal growth. Self-development projects might include academic research in a specific field, learning to play an instrument, learning a martial art, running a marathon, or gaining EMT certification.

4. **Community Service/Help SV** – Students may choose a project that benefits the community or Seneca Valley. These projects may include fundraisers, sports camps, planning school events, building projects for local parks, and charitable donation projects. Students must plan to meet the $500 minimum for fundraisers.

5. **Engineering Certification Program (ECP)** - Students may choose a project in the sciences under the ECP program. These projects must meet both the requirements of Graduation Project and the ECP standards. Students must receive approval from their Graduation Project teacher and the ECP coordinators to qualify.
Career Exploration/Job Shadowing Pathway

The career/job shadowing pathway provides students with the opportunity to investigate a specific career or profession. The student will be able to identify and evaluate the abilities necessary to be successful in the chosen career and research the educational requirements of the career and the job market possibilities.

The Career/Job Shadowing Pathway verification must include, but is not limited to:

- Documented interviews with no less than 3 individuals currently working in the career of choice

- Job Shadowing of 1-5 individuals currently working in the career of choice. Students will produce the appropriate documentation for each individual they follow. Students must spend a minimum of 15 hours job shadowing their chosen professionals.

- Investigation of the educational/training requirements for the career of choice to include time/cost factor, specific schools, colleges or universities offering appropriate programs of study and include the research in the portfolio.

- Completion of 3-5 page written statement evaluating the experience.
Students should have a project/responsibility while they are job shadowing. Students should not job shadow family members. Student should spend a minimum of 15 hours shadowing the individual listed above.

**DESCRIPTION**

Describe the duties of the job:

Areas you found most interesting during the experience:

Duties that you did not like about the job:

Do you believe you would like to pursue a career/vocation in this area? Explain.
The Arts Pathway

Seneca Valley is a proud supporter of the creative and performing arts. The Graduation Project is an excellent opportunity to showcase and develop these talents. Students may choose a project in the performing arts, music, literature, or the fine arts. Some examples of projects in the Arts Pathway might include: singing an opera, creating a sculpture, songwriting, directing a play, shooting photography, recording an album, organizing an art show, producing/directing a movie, or writing a book.

The Arts Pathway verification may include, but is not limited to the following:

- Audience response forms
- Critical press reviews
- Step-by-step documentation of the creative process through photographs or journals
- Performance/video clips – running time of video must not exceed 4 minutes for your board presentation *(this extension of time is for this pathway only)*
- The work of art itself- the painting, sculpture, book, etc.
- Advertising from the event – playbills, posters, newspaper/television ads
- Production notes/story boards/trailer
Self- Development Pathway

Students may choose a project that enriches their personal education and development. These projects encourage lifelong learning and personal growth. The Self-Development Pathway is wonderfully diverse in its options. Students should carefully choose mentors in this pathway that can guide their specific pursuits and goals due to the varied skills necessary to complete the projects. The verification will also be project specific. Students should consider the project to be a continual work in progress, and should provide documentation, photos, or other evidence of the process at each step of the way in achieving their end goal.

Self-development projects might include:

- Academic research in a specific field, such as history, literature, archaeology or psychology, sociology, mathematics or sciences
- Learning to play an instrument
- Achieving a specific belt level in a martial art
- Training for and running a marathon,
- Gaining EMT certification
- Authoring an article in an academic journal or trade publication

Verification will come in many forms for these types of projects. A self-development project is most often a process. Please be prepared to show documentation of the process, as well as the end goal. When in doubt, document everything!
Community Service/Help SV Pathway

Students may choose a project that benefits the community or Seneca Valley. Seneca Valley prides itself on being a community, and these projects can be both worthwhile and personally rewarding.

Building a community service project requires planning and students should document the planning stages through emails, notes of meetings, photos, and other correspondence with the charity or organization.

Students must plan to meet the $500 minimum for monetary fundraisers. For fundraisers and donation projects of goods and services, students must provide verification of the exact amounts received by the charity or organization in signed documentation from the charity’s leadership.

These projects might include:

- Fundraisers
- Sports camps
- Planning school events
- Building projects for local parks
- Charitable donation projects for goods or services
- Training to volunteer and volunteering with special needs populations
- Becoming an active leader in a charity or church based mission trip
Engineering Certification Program (ECP)

Students may choose a project in the sciences under the ECP program. These projects must meet both the requirements of Graduation Project and the ECP standards. Students must receive approval from their Graduation Project teacher and the ECP coordinators to qualify. These projects can be a valuable experience to transition students from high school to collegiate level research and development.

Exemplary ECP projects are ones that can clearly demonstrate how the student has gone through each of the steps of the engineering design process, which include:

1. Identify a problem, need and constraints
2. Research the problem
3. Brainstorm solutions
4. Select a solution
5. Build a prototype
6. Test/evaluate the prototype
7. Redesign solution based on results

Examples of these projects might include:
- Converting a gasoline engine into a pneumatic engine
- Building and programming a prosthetic hand
- Designing a computer program
Seneca Valley Graduation Project
Project Proposal

All parts of this proposal must be completed BEFORE work may begin on the project. Hours involved or work done before this proposal is completed and approved will not count toward the minimum 20 hours required.

When the project proposal and mentor commitment/parent consent forms are complete and turned in, a conference will be scheduled with the Graduation Project teacher before final approval. The proposal and mentor commitment/parent consent forms must be turned in on or before the due date listed in this manual. A proposal may be completed and approved before the due date, if work on the project needs to begin earlier than the due date. However, the student must complete 20 hours for Graduation Projects.

Putting the proposal together:

Read through the directions carefully. There are four main sections, each comprised of several planning, writing or organizational tasks. Approaching these tasks seriously and deliberately will establish the framework for an excellent project. The success of the project component will be based on this initial effort and preparation. The Project Proposal is a required Portfolio item. Please use the form in this manual as a rough draft, but also complete a typed copy using the online form from SHS website.
Part 1: Laying the Foundation

Answer all questions in complete sentences and as thoroughly as possible.

1. Explain your project idea:

2. What is your purpose in completing this project?

3. How is this project a challenge for you?

4. What finished projects/verifications can you show your teacher and judges to prove what you have done?

5. Which Pathway best describes the research and project? (Career Exploration, The Arts, Self-Development, Community Service/Help SV, Engineer Certification Program (ECP))

6. Name a mentor (at least 21 years of age and not a parent or relative) whose expertise could help guide you through this project. Briefly explain how this person’s knowledge can help you. (This should be the same person who completes the Mentor Commitment Form.)

7. What, if any, expenses are involved with this project? How will you be able to pay for these expenses?
Part II: Providing Verification

Beyond the required Project Verification Form and Project Log, list specifically how the process and final project will be verified for judges and classroom teacher. As verification of the Project component is a student’s responsibility, list specific examples of verification that will be supplied.

Examples of verification are: physical product, emails, certificates, letters written and received, permission slips, photographs, videos, receipts, programs, audience feedback forms, etc. *(If a project involves fundraising for a charity or organization, please read Fund Raising Policy for specific requirements regarding the Project Proposal and completion of Project component.)*

List all types of verification that may be provided throughout the project.

1.
2.
3.
4.
5.

Part III. Support

Attach your completed Mentor Commitment and Parent Consent forms.

If the project requires the approval and/or assistance of a business, club, agency, or church specific contact information must be provided, including the agreed upon course of action, and any additional information that explains the arrangements made to complete the project. If this does not apply to your project, write “Not Applicable” in the space provided.

Business/Building:

Name(s) of Contacts:

Phone/Email:

Tentative Arrangements:
Part IV. Project Task Analysis

On a separate sheet of paper, brainstorm any and all tasks that need to be completed before the project can be successful. Be sure to break larger tasks into smaller steps. (For example: It is not enough to list as a task, “Set up rehearsal schedule.” What do you need to get done to set up a rehearsal schedule? Develop a contact system, construct a calendar of rehearsal dates, set up a place to rehearse, etc.) You may include any tasks already completed. Consider ALL aspects of the project and product including materials, mentor meetings, interviews, phone calls, emails, classes, construction, research, etc.

Review, organize, and prioritize the brainstormed tasks. List each task below in anticipated order of completion and estimate the time you will need to complete the task. Be sure to refer to the calendar of Graduation Project due dates and any personal commitments.

<table>
<thead>
<tr>
<th>Task</th>
<th>Estimated Time to Complete</th>
<th>Estimated Date to Begin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Add more rows as necessary by placing your cursor in the last row and pressing tab.)
Part V. Approval

Student signature: ____________________________________________

Parent/guardian signature: ______________________________________

Project Conference Date: __________________________

Teacher Comments or Questions:

_____ Project Approved  

_____ Project Approved with Reservation

_____ Project Revision Requested  Suggested date for re-submission ____________

Teacher Signature ____________________________________________ Date ____________
As parent/guardian of ________________________________________, I am aware that my son/daughter must complete all three components of the Graduation Project with an average grade of 60% or higher to meet Seneca Valley School District’s requirements for graduation. After reviewing your child’s Project Proposal, please respond to the following:

For the project, my son/daughter has decided to
______________________________________________________________________________
______________________________________________________________________________

Briefly describe what your son or daughter needs to do in order to complete the project described above:
______________________________________________________________________________
______________________________________________________________________________

Although the student has discussed the Graduation Project with teachers and staff, I fully understand that the selection of the project component and the student’s mentor(s) are decisions made independently of the staff and the administration of the high school. All consequences of the project choice, cost, production, or experience, unless otherwise stated, rest solely with the student and parent. I am also aware of the due date policy for all assignments relating to the senior project stating that assignments are due on or before the scheduled due date printed in the Student Manual and that late work may be penalized and may receive no credit. Students who are absent from school on a scheduled due date and who have not turned in an assignment will be required to present a doctor’s excuse to receive the opportunity for credit.

Senior Boards will be held on May 12, 2017. Transportation will not be provided for students on this day. Please plan ahead to make arrangements for your student to be at the Senior High School 15 minutes prior to the time of his/her scheduled presentation.

Name of Mentor______________________________________________________________

Relationship to student ________________________________________________________
(Family members are not to serve as mentors unless a written request has received prior approval.)

Mentors must be at least 21 years of age.

Parent/Guardian Signature __________________________________________ Date__________

Student Signature __________________________________________ Date__________
Dear Mentor,

Graduation Project is a graduation requirement of the Seneca Valley High School. The Graduation Project is a student-chosen area of study that is developed through three components: Project, Portfolio, and Presentation. You have been asked to mentor a high school senior in the Project phase of this process. To better understand your role as mentor, the following are minimum requirements for the project. Each student project must:

- express a clear and definable purpose
- represent a learning stretch or challenge to the student
- produce a product and/or clear record of verification, partially provided by you, the mentor
- utilize a mentor (Mentors must be at least 21 years of age and should not be a relative of the student.)
- represent a minimum of twenty hours OUTSIDE of school hours
- start and finish in the designated time frame

The student must master time management and task analysis skills in order to meet the various due dates of different phases of this process. The project phase is completed over a period of several months where students will be working on the project itself, logging progress in a journal, and meeting with you for advice and guidance. Students MUST meet with their mentors AT LEAST THREE TIMES during this phase. Students will ask you to review their project logs and time cards completed. Please initial the time cards and log entries at each of the three meetings. Mentors are also encouraged to comment directly on the student’s logs. At least one written comment on each log is required during the mentoring process. Guidelines for mentoring a student are listed below; however, it is understandable, due to the various projects students develop, that each mentoring experience may be a bit different.

Sometime in late April the student will ask you to verify and comment on the development, execution, and completion of his/her project by completing a Project Verification Form. This form is attached so that you may be prepared to accurately comment at the end of the project.

Thank you for helping an SV student!
MENTOR GUIDELINES

• Meet with the student at least three times preferably at the initial, developing, and concluding stages of the project.
• Complete a “Project Verification Form”
• Initial the time card and student’s log entry at each of the three meetings
• After reading the student’s project logs, please provide a comment with your signature on the log
• Offer advice, guidance, and expertise but allow the responsibility of the project to remain with student
• Allow the student to solve problems as they may arise
• Encourage during rough spots; praise each success
• Ask to look through the Student Manual if a student appears unsure or unclear about requirements, due dates, etc.

Call the High School at 724-452-6041 Ext. 1255 or Ext. 1284 with any questions you may have.

Please note: Due to the nature of a student's project, he/she may require more than one mentor. Each mentor must complete a “Mentoring Commitment” and a Project Verification Form. Unless a student has submitted a special request and has been approved, a mentor must be at least 21 years of age and not a family member. Please keep this copy of the mentor guidelines to remind you of your responsibilities.
(Please print clearly)

Student’s Name: ___________________________________________

Mentor’s Name: ___________________________________________

Mentor’s Address: ___________________________________________
_________________________________________

Email Address: ___________________________________________

Phone: ________________________________

Profession/Relationship to Student: ___________________________

I will mentor the student by: (please check appropriate lines)

_____ giving the student specific information related to his/her project
_____ helping the student define his/her project’s focus
_____ helping the students attempt and accomplish a reasonable learning “stretch.”
_____ verifying that the project has been completed and meets and/or exceeds quality and time requirements.
_____ confirming the number of hours the student has invested in this project.

_____ Other (please explain)

My understanding of this student’s project is:

Comments/Concerns:

I have read and understand the mentor guidelines provided for me by the student.
Yes   No

I have read and understand the draft of the student’s Project Proposal.
Yes   No

Though I have expertise within the student’s project area, am willing to mentor him/her, and will exert every reasonable precaution to see that injury is avoided, I will assume no financial or moral obligation for any accident that may occur to the student through his/her participation in this activity.

I realize that a minimum of three meetings with the student is required during this process.

Mentor Signature: ___________________________________________

Date: ____________________
LIMITED FACILITY/EQUIPMENT USE FORM

GRADUATION PROJECT

STUDENT IDENTIFICATION AND PERMISSION FORM

This form must be complete and all arrangements must be made before the classroom teacher grants final approval of the project.

Student Name ________________________________________ Date ____________________

Graduation Project Teacher ______________________________________________________________

Faculty Sponsor ________________________________________________________________

Purpose for visit:

(Specify purpose of visit and explain role of faculty sponsor)

Date(s):

______________________ ______________________ ______________________

______________________ ______________________  ______________________

______________________ ______________________ ______________________

Student signature ______________________________________ Date______________

Faculty Sponsor signature _______________________________  Date______________

Building Principal signature ________________ ______________ Date______________

Conditions/remarks: _____________________________________________________________

A copy of this form must be with the student when accessing facilities. In addition, it is the student’s responsibility to provide the classroom teacher and building principal with a copy of this form if requested.

Classroom teacher signature _______________________________ Date______________

(Classroom teacher signature indicates approval of request as related to approval of project. The entire project proposal packet must be appropriately completed and reviewed before the classroom teacher can endorse this form.)
Seneca Valley Graduation Project
Fund Raising Projects Policy

Students who develop projects that involve fundraising for a charitable organization must follow the guidelines outlined below:

- The student must submit with the Project Proposal a copy of the original letter written to the organization outlining the plan for the fundraising.
- The student must have a letter from the organization that acknowledges that the student is raising money for the organization. The letter must be on the official stationery of the organization and signed by the head of the local chapter, if it is a national group. This letter must accompany the student’s Project Proposal.
- The student must provide an accounting procedure for funds collected including but not limited to name of donor, time and place collected, and amount of each donation. Due to the varying approaches developed for fundraising, students’ accounting procedures may also vary. Each student must raise a minimum amount of $500.
- An Accounts Receivable Log will be a required Portfolio item for students completing fundraising projects.
- Before the Project due date, students must submit a letter from the organization acknowledging receipt and amount of the monies collected.
- A Receipt of Funds letter will also become a required Portfolio item for students completing fundraising projects.

Students who do not provide proof that the monies have been received by the organization will receive an Incomplete on the Project portion of the Graduation Project. This will also affect the grades received on the Portfolio and Presentation components of the Graduation Project.

In addition, the names of these students will be forwarded to the administration for further action. If fraud is suspected, the administration may contact the proper authorities.
Project Proposal Rubric
Required Portfolio Items
150 Points

Name ___________________________________________________________ Period _______

Part I: Laying the Foundation
A. All parts of questions are answered completely and thoroughly _____/35
   (5 points per question)
B. All answers are written in complete sentences _____/10
C. Answers contain zero grammatical errors _____/10

Part II: Providing Verification
A. Detailed and thorough list of verification for project included _____/20
B. For Fundraising projects only:
   a. Copy of letter written to organization outlining fundraising plan
   b. Copy of letter received from organization approving student fundraising project

Part III: Building Supports
A. Mentor Commitment and Parent Consent Form attached _____/20
   a. Contact information and signature
   b. Form complete and accurate
B. Additional support for project arrangements, if applicable
   a. Contacts
   b. Names
   c. Phone/email
   d. Tentative arrangements

Part IV: Project Task Analysis
A. Lists all tasks that need to be completed for the project _____/10
B. Attention to detail evident _____/10
C. Accurate, organized planning _____/10
D. Total estimated time is at least 20 hours _____/10

Part V: Approval (2 signatures, 5 pts each) _____/10
A. Student signature
B. Parent signature

Part VI: Format _____/5
A. 12 pt., Times New Roman font
B. Correct form
C. Neatness

TOTAL POINTS _____/150
Project Verification Form
This form must be completed by project’s mentor

Student Name _________________________ Mentor Name ____________________

The Project component of Seneca Valley’s Graduation Project requires that each student choose a mentor who advises and guides the project to completion. The project must be complex enough to require a MINIMUM OF TWENTY HOURS beyond the school day. Because the Project component is completed outside of school, the mentor is asked to verify the Project by completing the following questions and by initialing the time card and initialing or commenting after each student reflective entry in the project log. After reading the student’s entire project log, please provide at least one comment with your signature in the log.

1. Have you met or talked with the student at least three different times during the Project process?    YES    NO

2. Please list the date, purpose, and time length of each meeting with the student. (If exact dates are not know, please approximate.)

<table>
<thead>
<tr>
<th>Dates of Meetings</th>
<th>Purpose of Meetings</th>
<th>Method of Contact</th>
<th>Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Did the project challenge the student in any way?    YES    NO
   Please explain:

4. Was the student able to break the project into smaller steps working toward completion?    YES    NO
   Please explain how the student managed the task.

5. What problems or obstacles occurred during the process? How did the student address these obstacles?

6. Describe the successes or accomplishments of this student’s project.

   Mentor’s Signature _______________________________ Date ____________
   Student’s Signature _______________________________ Date ____________
   Parent/Guardian’s Signature ________________________ Date ____________
**Project Log & Verification Checks**

On three separate due dates during the Project phase of Graduation Project, students will turn in a **project log, time card and verification materials** (evidence) pertaining to their work accomplished on the project. These materials track the progress of each student’s project and should reflect work completed at the beginning, middle, and end of each project.

**TIME CARD:** Students are required to keep a Time Card throughout the Project phase. The Time Card will list dates on which work is completed, tasks accomplished on each date, time spent on each task, and a running total of hours spent on the Project. The template for the time card is available through the Graduation Project link on the SHS webpage.

**Time Card Requirements:**
- Turn in a new time card at each Log & Verification Check due date
- Type time card entries (see above paragraph for content details)
- Obtain mentor’s initials and comments on each completed time card

**Example Time Card:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Task Completed</th>
<th>Time Spent</th>
<th>Total Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/18</td>
<td>Developed rehearsal schedule and made 15 copies for participants</td>
<td>1.5 hours</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>11/20</td>
<td>Contacted Kinkos and Hucksteins to compare printing costs</td>
<td>30 minutes</td>
<td>2 hours</td>
</tr>
</tbody>
</table>
PROJECT LOG: A reflective log is a required component of the Portfolio and is one more piece of evidence for the Project component. At EACH evidence check, students will compose a reflective log entry detailing the Project’s progress. In this log, not only will you document and discuss what you did during that time period, but you will also look back and assess what went well, what didn’t, what could you have done differently, etc.

Log Requirements:

- Typed (Times New Roman, 12 pt. font), double spaced
- Compose at least 500 words in the reflective entry
- Comment on resources used (materials, people, print/online sources).
- Elaborate or explain tasks listed on time card.
- Reflect on problems, solutions, and successes.
- Reflect on the tasks accomplished and tasks ahead.
- Project what needs to happen next and when it will happen. (Logs 1 and 2 only)
- Turn in a time card and one reflective entry at each log check.
- Obtain mentor’s initials and written comments on EACH log entry.

VERIFICATION CHECK: At each Log and Verification Check due date, students are required to bring ALL materials they have collected to prove ALL of their work listed on the time card entry for the same due date.

Examples of verification: physical product, emails, certificates, letters written and received, permission slips, photographs, videos, receipts, programs, audience feedback forms, etc. Please refer back to the Pathways descriptions to see a more detailed list of possible verification items that are more tailored to your project area.

Students may be asked to explain their verification items to their Graduation Project teachers at the time of Log & Verification Check due dates. Verification items will be returned to students as quickly as possible, as some verification items may be works in progress.
Project Log & Verification Check Rubric

The following rubric will be used at each Log & Verification Check due date. The mentor must comment on the log as well as initial the time cards.

<table>
<thead>
<tr>
<th>Name ________________________________</th>
<th>Date __________</th>
<th>TOTAL ________/125</th>
</tr>
</thead>
</table>

**Project Log & Verification Check Rubric**

**Log Entry – 55 pts**

- _____/ 5 Typed (Times New Roman, 12 pt font), double spaced
- _____/ 5 At least 500 words in reflective entry
- _____/ 5 Free of spelling and grammatical errors
- _____/ 10 **Discusses** resources used (materials, people, print/online sources) **AND projects** what steps need to come next and when they will occur
- _____/ 10 **Elaborates** or explains all tasks listed on time card (discusses when, where and how work was accomplished)
- _____/ 10 **Reflects** on problems, solutions, and successes experienced **AND reflects** on the tasks accomplished and tasks ahead
- _____/ 10 Mentor’s initials and comments on reflective entry

**Time Card – 30 pts**

- _____/ 5 Clearly identifies dates, time spent on each task, and total hours accumulated
- _____/ 10 Informative listing of tasks accomplished
- _____/ 10 Mentor’s initials on time card
- _____/ 5 Free of spelling and grammatical errors

**Verification – 40 pts**

- _____/ 40 Significant evidence of work accomplished
  - All items correspond with current time card tasks
  - Various types of artifacts collected, as appropriate to individual projects
SECTION 3
PORTFOLIO

• Instructions
  o Purpose
  o Tips
  o Checklist

• Rubric
**Portfolio Purpose**

A portfolio is an organized collection of required and supplemental documents that clearly illustrates for the judges the complete Graduation Project process. Each portfolio will be reviewed and assessed by the same judges who will hear the student’s Graduation Board presentation. Not only does the Portfolio Component document the Graduation Project learning journey, but it also serves several other purposes:

1. It provides the judges with a firsthand look at a student’s Graduation Project work while establishing a first impression of that student as a person.

2. It enables the judges to ask pertinent questions during the question/answer portion of Graduation Boards.

3. It offers the student an overall perspective of his/her Graduation Project allowing the student to plan a purposeful and powerful Graduation Project speech with plenty of support.

4. It provides students with items they may use in college or the work force. (For example: Letters of introduction and/or recommendation, a resume, documentation of completion of a long-term process, etc.)

5. It allows students a place to keep their work together and organized. A portfolio and 3-ring binder will be provided.

**Portfolio Tips:**  *Always keep “QUALITY” in mind while preparing your portfolio!*

- All required forms for the portfolio are available on the Graduation Project section of the SHS website.
- Do not attempt to complete a required form directly from the web page. Right click on the form and select “save as”. Rename the form and save directly to individual account on the SHS server.
- Delete any extra spaces or unnecessary directions from forms before printing them for the portfolio.
- All portfolio documents should be neat, clean, typed and professional.

**Students will be supplied a portfolio folder and a 3-ring binder with divider pages to assist in the portfolio development.**
Portfolio Checklist

_____ Letter to the Judges – *Business letter format*, autobiographical content

_____ Project Proposal – *Original copy with signatures, dates and teacher comments*

_____ Graduation Project Logs and Time Cards – *With mentor signatures and comments*

_____ Project Verification Form – *Must be completed by mentor and signed by parent/guardian*

_____ Project Verification Items – *Proof of all work completed and time spent on the project*
   Emails, receipts, awards, certificates, letter of commendation, original work, interviews, charts, photos with explanatory caption sheets, etc.

_____ Resume – *To format, check MS Word Template or Family Connections*

_____ Optional Items – photo of self (strongly recommended), dedication page, table of contents

This list presents a reasonable organizational method for your portfolio. Individual students may choose to arrange their portfolios in a different manner.

This form must be completed, signed and turned in with your Portfolio.

I have checked and all portfolio checklist items are in my portfolio.
   Student Signature ___________________________  Date ____________

OR

The following portfolio checklist items are missing from my portfolio:

_____ This portfolio includes all portfolio checklist items.

_____ This portfolio is missing the following portfolio checklist items:

Comments:

Teacher Signature ___________________________  Date ____________

Student Signature ___________________________  Date ____________

OR

The following portfolio checklist items are missing from my portfolio:
SVSHS GRADUATION PROJECT PORTFOLIO ASSESSMENT

Student Name _________________________________  COMMENTS:
Graduation Project Teacher _________________________
Graduation Board Judge ____________________________
Rubric Score ______ /24 = ______%  

The students and classroom teacher have examined portfolios to assure that each includes the **MINIMUM** requirements for assessment. Minimum requirements include:

- Project proposal (signed and approved)
- Project Time Card and Logs (signed by mentor)
- Project Verification Form (signed by mentor)
- Evidence of project (see manual for examples of evidence)

<table>
<thead>
<tr>
<th>COMPLETENESS</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use “Portfolio Checklist” provided in the library to assess this category.</td>
<td>All items are included and completed in full.</td>
<td>One item other than minimum components is missing/ incomplete.</td>
<td>Two items other than minimum components are missing/ incomplete.</td>
<td>Three items other than minimum components missing/ incomplete</td>
<td>Many items are missing.</td>
<td></td>
</tr>
<tr>
<td><strong>APPEARANCE</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Assessing professional appearance: neatness, legibility, and organization.</td>
<td>Excellent appearance.</td>
<td>Commendable appearance.</td>
<td>Competent appearance.</td>
<td>Adequate appearance.</td>
<td>Little time or effort given to appearance</td>
<td></td>
</tr>
<tr>
<td><strong>QUALITY</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Assessing time, effort, and commitment given to each piece.</td>
<td>All pieces exhibit the highest quality.</td>
<td>Most pieces exhibit high quality.</td>
<td>Most pieces exhibit competent quality.</td>
<td>Adequate quality is exhibited in most pieces.</td>
<td>Quality has been overlooked.</td>
<td></td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Assessing coherency, organization, and sophistication of style, individual voice, standard language usage, mechanics, and spelling.</td>
<td>All pieces extremely well written.</td>
<td>Most pieces are well written.</td>
<td>Writing quality varies but is mostly competent.</td>
<td>Writing is adequate.</td>
<td>Writing is below standard expectations</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**  24 = 100%  23 = 97%  22 = 94%  21 = 91%  20 = 88%  19 = 85%  18 = 82%  17 = 79%  16 = 76%  15 = 73%  14 = 70%  13 = 67%  12 = 64%  11 = 61%  10 - 0 = 50%  9 = 45%  8 = 35%  7 = 29%  6 = 17%  5 = 10%  4 = 6.2%  3 = 4.1%  2 = 2.5%  1 = 0.8%  0 = 0.0%  

Conversions 

- 24 = 100%  
- 23 = 97%  
- 22 = 94%  
- 21 = 91%  
- 20 = 88%  
- 19 = 85%  
- 18 = 82%  
- 17 = 79%  
- 16 = 76%  
- 15 = 73%  
- 14 = 70%  
- 13 = 67%  
- 12 = 64%  
- 11 = 61%  
- 10 = 50%
SECTION 4

PRESENTATION

• Board Presentation Tips

• Board Assessment Rubric
Board Presentation

All students will present their Graduation Projects to a Board comprised of Seneca Valley teachers and community members. Each presentation will last between 10-15 minutes. The Board will evaluate and grade the projects assessing the quality through an active dialogue with each student. Students should prepare a short introductory speech of 1-2 minutes to present an overview of their project to the Board.

The Board will use the remaining time to ask the student to respond to questions relevant to their particular project and experience. If a student is utilizing a video clip within their presentation, it cannot exceed 2 minutes. The only exception to this rule is if the student’s project resides in The Arts Pathway the video clip may not exceed 4 minutes.

**Step 1:** Prepare a short **1-2 minute introduction** to your project. Do not exceed 2 minutes.

**Step 2:** Prepare to answer questions about your project for the remaining portion of the 10-15 minutes. Brainstorm some anticipated questions to practice your responses. The Board may ask general questions about the process of your project, or they may ask questions that are specific to your project.

*What would YOU want to know about your project?*

**Examples:**
- Why did you choose your particular mentor?
- How did you become interested in your project?
- What obstacles did you face during the process?
- How did you overcome those obstacles?
- What skills or talents did you gain from your project?
- How do you see your project helping your future education or career?
- What would you change about your project in retrospect?
- What personal qualities did you discover within yourself throughout the project?

*Each student will register for a Board based on their Graduation Project pathway. Students will then be given a time to report on Graduation Project Boards Day at the end of the year. Please plan to arrive 15 minutes early at your designated location to be ready to present to your board.*
Graduation Board Presentation Tips

➢ The final interview performed at Graduation Boards is a formal presentation.

➢ Students should be well-prepared, which will add to their confidence level.

➢ Because this is a formal presentation, students must think carefully about proper attire. The judges are professional adults who will have formed an image of the presenting students from reviewing their Portfolios. Think of the presentation like a job or college interview; first impressions are extremely important. Avoid skimpy, provocative, gaudy, or unusual clothing. In some cases, a specific uniform or costume may enhance the presentation.

➢ It is the student’s responsibility to know the day, room, and time of his/her Graduation Project Presentation.

➢ Students should prepare for their interviews, so that they are ready and are able to make confident eye contact.

➢ Anticipate judges’ questions and plan a response.

➢ Avoid slang in the presentation; practice using Standard English.

➢ If using handouts, make sure they are ready ahead of time.

➢ Check that any equipment needed for the presentation is available in the scheduled presentation room. Stop by the room and be familiar with the arrangement of the room and placement of equipment.

➢ Arrange work and personal schedules so that the evening before the presentation can be relaxing with time for adequate sleep.

➢ Transportation will not be provided for students on Senior Boards day. Make arrangements to be at the Senior High School 15 minutes prior to the time of your scheduled presentation.

TAKE TIME NOW TO WRITE THANK-YOU NOTES TO ALL THE PEOPLE WHO HELPED YOU COMPLETE THIS PROCESS
JUDGES: Please fully complete this section

Student Name ________________________________________
Project Teacher ______________________________ Board Judge ____________________________

Total Project Rubric /24 or _____% 

<table>
<thead>
<tr>
<th>PROJECT:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessing clarity of purpose, and purpose achieved as explained in Project Proposal.</td>
<td>Project’s purpose is exceptionally clear and exceeds original Proposal.</td>
<td>Project’s purpose is clear and meets original Proposal.</td>
<td>Project’s purpose is somewhat clear and differs from original Proposal.</td>
<td>Project’s purpose is not clear and does not reflect original Proposal.</td>
<td>Project has limited or no purpose and does not resemble original Proposal.</td>
<td></td>
</tr>
<tr>
<td>Quality</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Assessing accomplishment of project’s purpose and student’s attention to pride, detail, skill, and/or craftsmanship in its completion.</td>
<td>Project succeeds in its purpose at an exceptional level of quality.</td>
<td>Project succeeds in its purpose at a high level of quality.</td>
<td>Project meets its purpose at an adequate level of quality.</td>
<td>Project may meet its purpose in a limited way and quality may be overlooked.</td>
<td>Project does not meet purpose and quality has been disregarded.</td>
<td></td>
</tr>
<tr>
<td>Challenge/Personal Growth</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Full Documentation &amp; Verification of Project</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Assessing thoroughness of verification and documentation as they relate to tasks accomplished.</td>
<td>Exceptionally thorough verification &amp; documentation of work. Most tasks confirmed with artifacts.</td>
<td>Substantial verification &amp; documentation of work. Most tasks confirmed with artifacts.</td>
<td>Some verification &amp; documentation of work. Artifacts somewhat confirm tasks.</td>
<td>Limited verification and documentation of work. Loose connection between artifacts and tasks.</td>
<td>No verification or documentation of tasks or no connection between artifacts and tasks.</td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Assessing eye contact, natural gesturing, facial expressions, poise, dress, voice, volume, pitch, projection, enunciation, and rate of delivery</td>
<td>Excellent nonverbal and verbal techniques</td>
<td>Commendable nonverbal and verbal techniques</td>
<td>Adequate nonverbal and verbal techniques</td>
<td>Limited to poor nonverbal and verbal techniques</td>
<td>Nonverbal techniques are distracting; difficult to hear</td>
<td></td>
</tr>
<tr>
<td>Question/Answers</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Assessing ability to answer question asked in a knowledgeable manner and level of knowledge in responses</td>
<td>Answers directly and confidently; demonstrates exceptional knowledge</td>
<td>Answers appropriately; demonstrates knowledge of subject</td>
<td>Some hesitation when answering; demonstrates some knowledge of subject</td>
<td>No clear response to several questions; vague knowledge of subject</td>
<td>Cannot answer reasonable questions</td>
<td></td>
</tr>
</tbody>
</table>

Conversion Chart

<table>
<thead>
<tr>
<th>Conversion Chart</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 = 100%</td>
<td></td>
</tr>
<tr>
<td>23 = 97%</td>
<td></td>
</tr>
<tr>
<td>22 = 94%</td>
<td></td>
</tr>
<tr>
<td>21 = 91%</td>
<td></td>
</tr>
<tr>
<td>20 = 88%</td>
<td></td>
</tr>
<tr>
<td>19= 85%</td>
<td></td>
</tr>
<tr>
<td>18= 82%</td>
<td></td>
</tr>
<tr>
<td>17= 79%</td>
<td></td>
</tr>
<tr>
<td>16= 76%</td>
<td></td>
</tr>
<tr>
<td>15= 73%</td>
<td></td>
</tr>
<tr>
<td>14= 70%</td>
<td></td>
</tr>
<tr>
<td>13= 67%</td>
<td></td>
</tr>
<tr>
<td>12= 64%</td>
<td></td>
</tr>
<tr>
<td>11= 61%</td>
<td></td>
</tr>
</tbody>
</table>