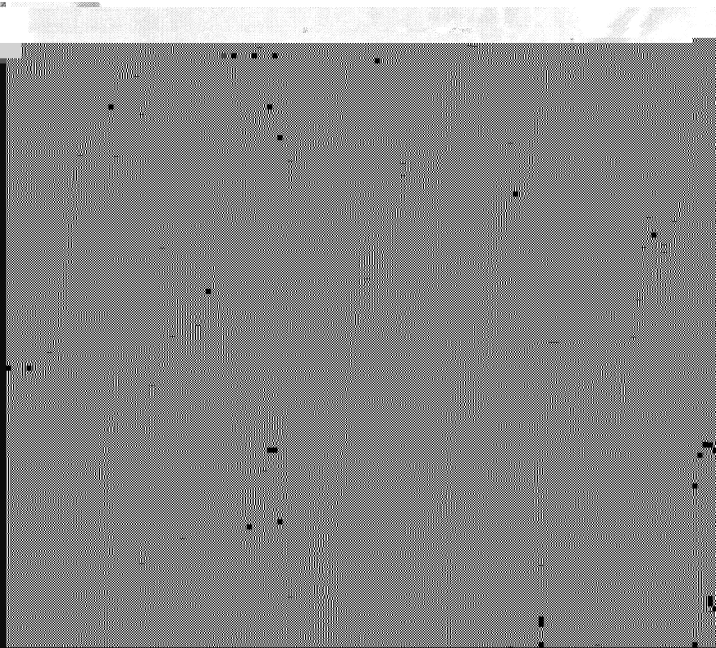
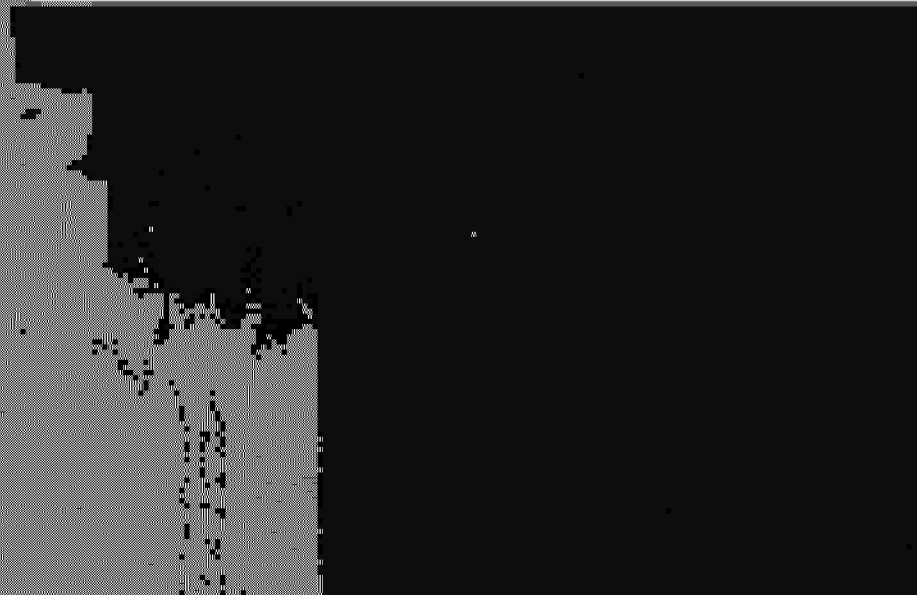
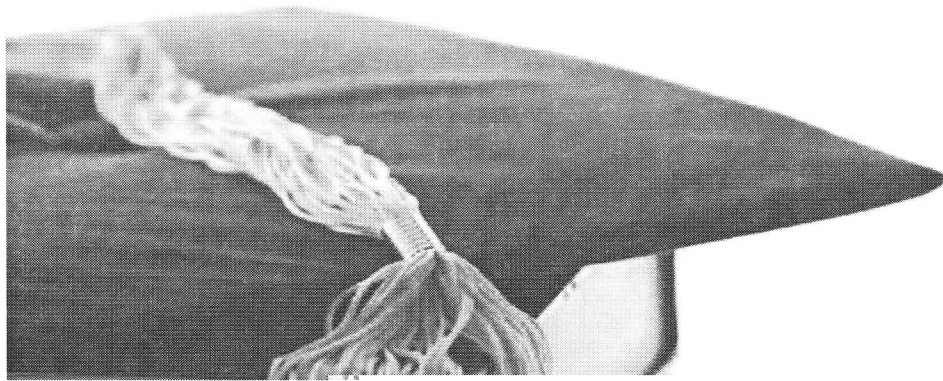




GRADUATION PROJECT

Service Learning Experience



GUIDELINES FOR SERVICE LEARNING/PRODUCT

1. The service learning experience and product must be student-generated. Students must identify/ design and participate in a suitable, related service learning experience that connects to their community issue. For example, students may conduct a food drive for a local food bank. The service learning experience should reflect SIGNIFICANT EFFORT by the student to make a positive impact on the chosen community issue.
2. The product is tangible evidence of the effort and time invested in the endeavor to meet the criteria established for the service learning experience. The student should be able to show that the service learning experience is an application, extension, and synthesis of the research and has practical applications in the real world.
3. The product should be tangible evidence that reflects applications of learning, critical thinking skills, problem-solving skills, and personal employability skills, such as responsibility, determination, and independence.
4. This phase of the graduation project offers students an opportunity to connect their educational aspirations with real world career or community service opportunities.
5. The product artifacts should reflect a MINIMUM of fifteen (15) hours of work on the student's identified community issue.
6. The process of working on the service learning experience must be adequately documented with photographs, logs, letters, reflective journal entries, and other forms of documentation.
7. A parent and the senior English teacher must approve the Service Learning Experience Description and Approval Form.
8. Students should avoid selecting/completing service learning experience/ products that might require excessive expenses, as the school/district does not provide funding for student graduation projects. Successful completion of a graduation project is not dependent upon the amount of money invested in the graduation project.

Service Learning Experience (SLE) Description/ Approval Form

Student _____ Date _____

Topic of Service Learning Experience _____

1. What type of SLE will you complete?

2. What materials will you need?

3. What expenses do you anticipate?

4. What timeline will you follow to complete this project?

5. How does the SLE demonstrate application of research and synthesis of new knowledge?

6. What artifacts do you plan to use in your portfolio and present to judges?

_____ Student _____ Date _____

Approved
Not Approved

_____ Teacher _____ Date _____

Approved
Not Approved

_____ Parent/Guardian _____ Date _____

Approved
Not Approved

_____ Mentor _____ Date _____

Graduation Project

**Service Learning Experience
Requirements Checklist**

- _____ 1. Related to the thesis of the research-based paper
- _____ 2. Is an academic stretch or challenge
- _____ 3. Connected to chosen global or community issue
- _____ 4. Demonstrates creative problem-solving
- _____ 5. Implements a variety of sources
- _____ 6. Shows evidence of technical skills
- _____ 7. Aesthetically pleasing/ creative
- _____ 8. Shows thoughtful use of detail
- _____ 9. Represents a minimum of 15 hours of work
- _____ 10. Artifacts include evidence of work (journal, time log)

Student's Signature

Date

THE GRADUATION PROJECT SERVICE LEARNING EXPERIENCE LOG

Student _____ English Teacher _____
 Topic _____ Mentor _____

You will keep a record of your work on your Graduation Project SLE on this form. It will help you pace yourself. This is your documentation of the time that you spend working on your project. This log should be included in your portfolio. If you meet with a mentor, ask your mentor to initial in the Date/Time Spent column.
 NOTE: You may choose to maintain a product journal in addition to or in place of the product log.

Date/Time Spent	Description of What You Did	Resources Used	Next Step in Plan

GRADUATION PROJECT PROGRESS CHECK: After Service Learning Experience Completion

Student _____ Date _____

Topic of Project _____

What problems did you encounter? How did you resolve them?

What success have you experienced?

What assistance have you sought/received?

What are your next steps to prepare for the presentation?

English Teacher/academic advisor's Signature: _____ Date: _____

English Teacher/academic adviser's comments:

Parent's Signature: _____ Date: _____

Parent's comments:

Mentor's Signature: _____ Date: _____

Mentor's comments:

Self-Evaluation

Service Learning Product

This self-evaluation is intended to help you be aware of your development as you worked through the service learning process. Your answers should reflect your skill development and your impact on the community. A summary of your experiences would not be an appropriate response!

What impact did this experience make on your life?

How did you solve problems that came up?

What will you take away from this experience that will help you in the future?

Advisor/ Mentor: Please answer the following questions, if possible.

How has this student demonstrated growth?

Strengths:

Future Recommendations:

Signature _____ Date _____

Service Learning Experience Evaluation Form

Graduation Project

After you complete your service learning experience, you must obtain at least one evaluation from someone with whom you worked or a site administrator. This evaluation MUST be included in the portfolio.

Student Name _____

Service Learning Experience _____

To the Evaluator: By completing this evaluation, you attest to having first-hand knowledge of the work and leadership skills of the student during their chosen service learning experience.

This student demonstrated the following skills related to the completion of the service learning experience. (Please add specific details. Use N/A for skills not demonstrated.)

Organization:

Problem-solving:

Critical Thinking:

Creativity:

Enthusiasm:

Leadership:

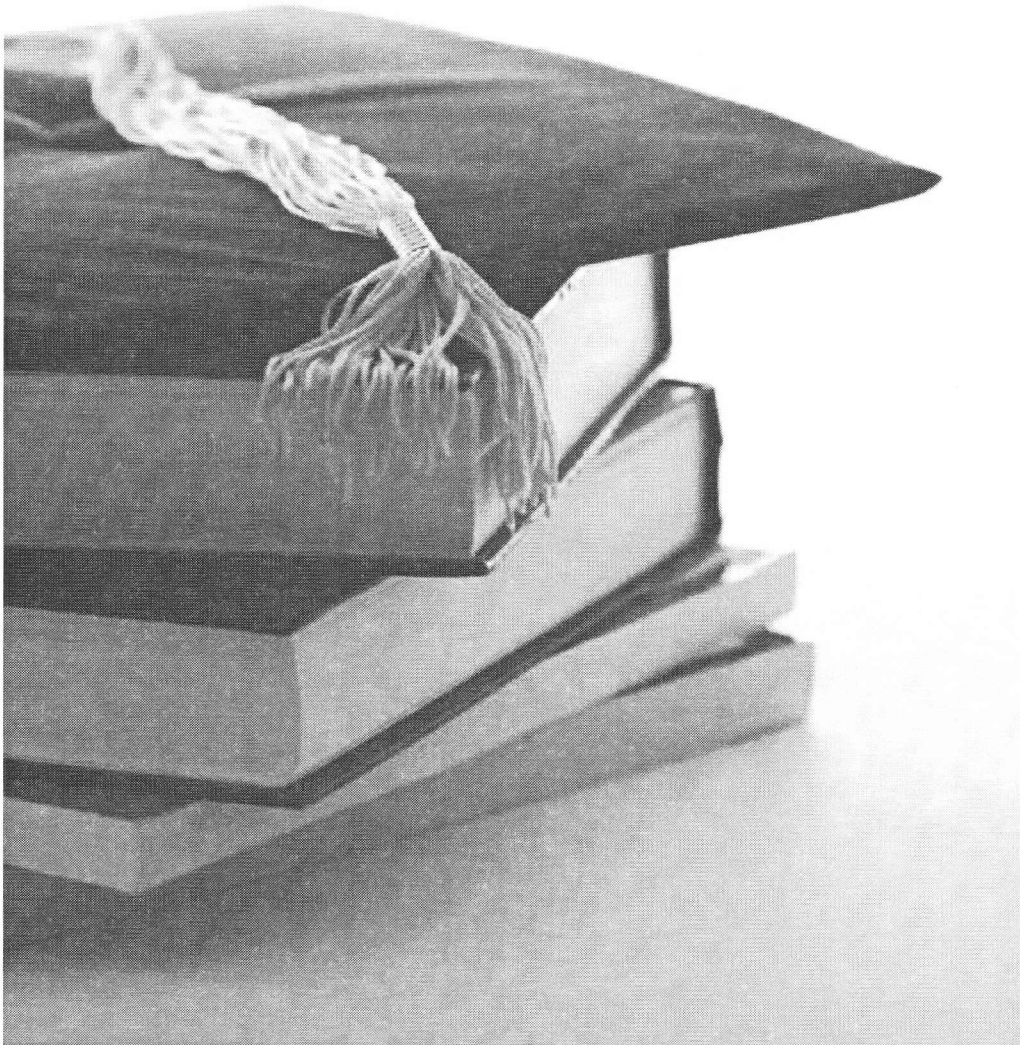
Thoroughness:

Engagement:

Experience/ Product Rubric

		Insufficient 2	Unsatisfactory 1	No Submission 0
Learning Over Time	Demonstrates exemplary creative thinking, decision-making, reasoning, and/or problem-solving	Chooses a community/ global issue but demonstrates limited problem-solving skills	Does not focus on a community/ global issue Does not demonstrate problem-solving skills	No Submission
	Demonstrates extensive connection to real world situations	Artifacts demonstrate a minimal link to the service learning experience	Artifacts show little link to the service learning experience	
Quality of Work Effort	Exhibits creative and exceptional results using talents, abilities, and varied resources Displays extensive use of leadership skills	Demonstrates limited understanding of researched issue in developing the service learning experience	Demonstrates unacceptable understanding of researched issue in developing the service learning experience	No Submission
	Displays evidence of exceptional technical, creative, and/or organizational skills	Demonstrates insufficient creative thinking, decision-making, reasoning, and/or problem-solving	Demonstrates unacceptable creative thinking, decision-making, reasoning, and/or problem-solving	
Total Points	Service Learning Experience demonstrates exceptional quality that exceeds 15 hours of time and effort	Demonstrates limited connection to real world situations	Demonstrates unacceptable connection to real world situations	No Submission
	Service Learning Experience demonstrates exceptional quality that exceeds 15 hours of time and effort	Exhibits insufficient results using talents, abilities, and varied resources Displays minimum use of leadership skills	Exhibits unacceptable or no results using talents, abilities, and varied resources Lacks use of leadership skills	
<p><i>Each dimension can receive between 1-4 points. The maximum score a submitted product is 8. Products can receive a combination of points may receive a score of 0.</i></p>		Displays evidence of minimal technical, creative, and/or organizational skills	Displays no evidence of technical, creative, and/or organizational skills	No Submission
<p>Graduation Project</p>		Service Learning Experience demonstrates insufficient quality resulting from minimal time and effort (less than 15 hours)	Service Learning Experience demonstrates unacceptable evidence of time and effort	
Total Points		<p>Scale: 32-28 = 4 27-20 = 3 19-12 = 2 11-8 = 1 0 = 0</p>		
<p>Graduation Project</p>		<p>Overall SLE/Product Score 4, 3, 2, 1, 0</p>		

Presentation



Making Your Presentation Extraordinary

If you want your audience to remember your presentation, if you want to convince them of your knowledge and expertise, if you want them to pay attention to you, here are some tips you can incorporate into your talk.

TEDtalks are brief speeches given by experts in many fields. TEDtalks are considered to be a prestigious platform for promoting information, ideas, and innovation. Steve Farnsworth, an advisor to the TEDxSanJoseCA events, shares these tips with people who are developing, practicing, and delivering TEDtalks.

1. “Tell a story. A story takes people on a journey of challenge, discovery, and emotion with salient sights, sounds, tastes, textures, and even smells. Think of the opening as a mini story. It gives the listener a place to start.”
2. “You need a middle and an end.” The opening story propels your listener into the topic. “The middle is where we learn the challenges and how they were overcome.” Then share the resolution, flourishing with rich detail so that your audience is carried on your words to the conclusion.
3. Your audience cares more about what you are saying than reading slides. The technology is there to support your talk, not be the focus for the audience. Use your technology wisely, as a help to visualize the story. Just a clean representation or picture is best, using very few words per slide. It is easy to distract the audience from what you are saying by making them read too much for themselves, or by noises that do not add to the story you are telling.
4. “Be Passionate. Passion is conveyed by going on an emotional journey. The speaker needs to share how key events touched and changed them. When obstacles seem insurmountable, passion drives the hero forward. Many speakers just share the facts believing the audience will just ‘get it’. That never works”.
5. “Edit Mercilessly. Have nine key points? Cross out three. Usually people try to talk faster and touch on too many ideas or points for the audience to consider. Keep your story simple, truthful, and create a clear vision of how good it can be and you just might inspire others to help change the world, too.”

Tips for the Graduation Project presentation:

1. Reference your research. What about your research influenced your choices for the presentation? Why are you choosing to focus attention on the things you are?

STUDENT GUIDELINES FOR ORAL PRESENTATIONS

1. Write a letter of introduction for the Review Board members (one copy of this letter must be included in the portfolio). Review Board members will read this letter before listening to your presentation.
2. Practice your presentation several times until you feel comfortable with its format and content. Also, time your presentation to be sure that you do not exceed the school time limit.
3. Anticipate questions that your Review Board might ask you (or ask a parent or a friend to compose questions for you) and plan the answers you would give. Your board may not ask these exact questions, but this will give you an opportunity to practice answering questions. Remember that questions should address an aspect or an extension of your chosen issue. Review Boards will be trained regarding the nature of appropriate questions. However, if you are asked a question that you feel is not appropriate, you have the right to reply politely that the question does not relate to your research.
4. Wait for a signal from the Review Board before you begin your presentation.
5. Introduce yourself to the Review Board.
6. Remember that you will be making a formal presentation. Dress appropriately. If you are not sure what constitutes appropriate dress, consult your English teacher.
7. Exhibit a professional and mature demeanor throughout your presentation..
8. Be aware of your body language. Avoid nervous gestures that may negatively affect your presentation.
9. Maintain eye contact with the Review Board members.
10. Do not read your presentation. You may refer to notes occasionally.

Sample Questions for Review Board Preparation

- Why did you choose this research topic?
- What interested you in this issue?
- What was the most interesting aspect of your research?
- What insight/experience did you gain from working with your mentor?
- How does your chosen issue relate to your future goals?
- What did you learn about yourself through completing this project?
- How has what you learned in school prepared you for completing this project?
- How have you grown through completing the Graduation Project?
- If you could change something about your service learning experience, what would it be?

Graduation Project
Presentation Practice Checklist

Student _____

- _____ 1. Presentation meets school guidelines for length.
- _____ 2. Presentation includes the use of at least one visual aid and your portfolio.
- _____ 3. Speaker maintains eye contact, uses appropriate language and speaks clearly with good volume.
- _____ 4. Speaker responds accurately and effectively to questions.

(Circle one) Student has rehearsed presentation, and I find it is **ACCEPTABLE/ UNACCEPTABLE**.

Comments, suggestions, or concerns:

Teacher's Signature _____ Date _____

(Circle one) Student has rehearsed presentation, and I find it is **ACCEPTABLE/ UNACCEPTABLE**.

Comments, suggestions, or concerns:

Mentor's Signature _____ Date _____
(Signature required if using a mentor.)

Self-Evaluation

Presentation

This self-evaluation is intended to help you be aware of your development as you worked through the presentation process. Your answers should reflect your skill development. A summary of your presentation would not be an appropriate response!

What impact did this experience make on your life?

How did you solve problems that came up?

What will you take away from this experience that will help you in the future?

Advisor/ Mentor: Please answer the following questions, if possible.

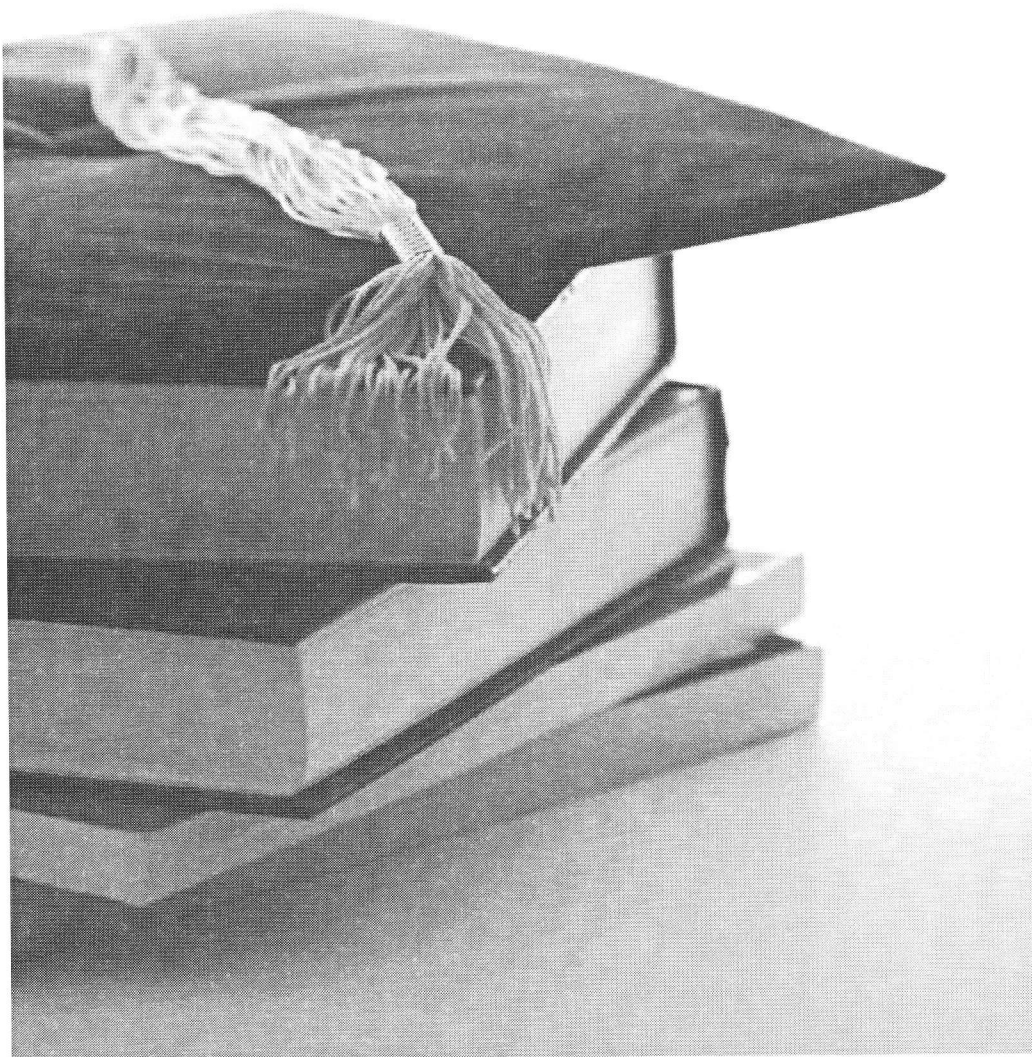
How has this student demonstrated growth?

Strengths:

Future Recommendations:

Signature _____ Date _____

Portfolio



STUDENT GUIDELINES FOR PORTFOLIO

The portfolio serves as a record of the process and progress of the graduation project and includes periodic reflections. This physical record will help you keep track of your work. Additionally, this record will help your teacher, academic advisor, and mentor (optional) monitor your progress.

Portfolio Requirements

The Graduation Project Portfolio must meet the following guidelines:

1. The appearance and format should be neat and orderly.
2. The portfolio **must** be organized and contain a table of contents.
3. All forms and content **must** meet the requirements of the portfolio.
4. The portfolio should demonstrate depth in academic and personal growth.
5. The portfolio **must** contain reflections that provide insight into how the student has anticipated and dealt with challenges and changes through the project.
6. The portfolio **must** include three self-evaluations from the student, and at least one evaluation from someone directly involved with the service learning experience.
6. Technology should be used to construct the portfolio.

The following are REQUIRED documents:

Title page (including the Graduation Project topic, school and student's name)
Graduation Project proposal and approval form
Research paper (Final Draft)
Progress checklists for paper, SLE/ product, presentation and portfolio
SLE approval form
Letter to the review board
SLE/ Product log and artifacts (may include photos, samples, testimonials, etc.)
Self-evaluations (three: paper, SLE, and presentation)
Evaluation from someone directly involved with the service learning experience
Reflection on the overall graduation project (minimum of three: paper, SLE, and overall process)

The following are OPTIONAL documents (*required to receive mentor credit):

- Mentor confirmation form*
- Mentor log*
- Mentor reflection*
- Communications (letters, emails, thank-you notes)
- Additional time logs/journals

Portfolio Checklist

Student _____

English Teacher _____

Items to Be Placed in Portfolio

- Graduation Project proposal and approval form
- Research paper
- Progress checklists for paper, SLE/ product, presentation
- Product/SLE approval form
- Signed permissions
- Letter to the review board
- Product/SLE time log and artifacts
- Evidence of planning for presentation (may include outline, note cards, and copy of PowerPoint, if used)
- Reflections on the graduation project (minimum of three: paper, product, and overall process)
- SLE Evaluation

Optional Documents:

- Mentor log*
- Mentor confirmation form*
- Mentor reflection*
- Communications (letters, emails, thank-you notes)
- Work samples, pictures, sketches during product completion
- Additional time logs/journals

* Mentor forms are required for students who want to earn mentor credit points.

Student's Signature _____

Portfolio Rubric

Graduation Project

Total Points	Evaluation Criteria	Distinguished 4	Effective 3	Insufficient 2	Unsatisfactory 1	No Submission 0
X2	Student Reflections	Reveals mature and critical insight into how student anticipated changes and dealt with contingencies	Reveals sufficient insight into how student anticipated changes and dealt with contingencies	Reveals insufficient insight into how student anticipated changes and dealt with contingencies	Reveals no insight into how student anticipated changes and dealt with contingencies	No Portfolio
	Student Growth	Demonstrates significant ongoing academic and/or personal growth	Demonstrates adequate academic and/or personal growth	Demonstrates insufficient academic and/or personal growth	Does not demonstrate academic and/or personal growth	
	Technology	Technology used skillfully to enhance construction of portfolio	Technology used adequately to construct portfolio	Technology used minimally in construction of portfolio	Uses no technology in construction of portfolio	
	Format and Appearance	Portfolio appearance is professional	Portfolio appearance is adequate	Portfolio appearance is inappropriate or insufficient	Does not adhere to guidelines for portfolio appearance	
	Organization	Exhibits effective organizational skills in compilation of portfolio	Exhibits adequate organizational skills in compilation of portfolio	Exhibits insufficient organizational skills in compilation of portfolio	Exhibits no clear organizational skills in compilation of portfolio	
	Completeness	Exceeds requirements for portfolio contents in thoughtful ways to enhance meaning	Meets requirements for portfolio contents	Meets some requirements for portfolio contents	Does not meet requirements for portfolio contents	
	Total Points	<p><i>Each dimension can receive between 1-4 points. The maximum score for a Distinguished level portfolio is 32. The minimum score for a portfolio is 7. Portfolios can receive a combination of points from all categories. If students do not submit a portfolio, they may receive a score of 0.</i></p> <p>Scale: 28-25 = 4 24-18 = 3 17-11 = 2 10-7 = 1 0 = 0</p> <p style="text-align: center;">Overall Presentation Score 4, 3, 2, 1, 0</p>				





FINAL Graduation Project Grade Calculation

CMS School Board policy states: In order to receive credit for the Graduation Project as part of the English IV grade, students must complete all three required components (product, presentation, and portfolio) and have demonstrated that they completed the required research paper. The product, presentation, and portfolio will count as 20% of the second quarter grade in 18 week English IV courses and 40% of the fourth quarter grade in 36 week English IV courses.

The student's overall project score will be calculated by adding the scores for the service learning experience/product, presentation, and portfolio. For example, if a student earns a score of "2" on the presentation, a score of "3" on the SLE/product, and a score of "3" on the portfolio, then the final composite score would be calculated as follows:

$$2 + 3 + 3 = 8$$

The following conversion table will be used to convert the student's overall score to a numerical equivalent that can be averaged into the student's grade (see above) on a 100 point scale.

Overall Service Learning/ Product Score (4, 3, 2, 1, 0)		
Overall Presentation Score (4, 3, 2, 1, 0)		
Overall Portfolio Score (4, 3, 2, 1, 0)		
Optional Bonus Mentor Points Score (2, 1, 0)		
Total Composite Score (Total Product, Presentation, Portfolio, Mentor Scores)		
FINAL Graduation Project Score (Numerical Conversion of Composite Score – See Conversion Table to right)		

Composite Score	Numerical Conversion
1	NS – Student must resubmit
2	NS – Student must resubmit
3	65
4	69
5	73
6	77
7	81
8	85
9	88
10	92
11	96
12	100
13* (mentor bonus point)	101
14* (mentor bonus point(s))	102

* Students can receive an extra 2 points for obtaining a mentor, if the following guidelines are met:

- The student must have a completed mentor confirmation form contained in the portfolio.
- The student must have a completed mentor contact log contained in the portfolio, documenting on-going contact with the mentor. The contact can be face-to-face, via email, or phone.
- The student must have a written reflection (suggested length 1½ pages) discussing how the mentor has enhanced his or her overall project, contained in the portfolio.