

Columbia High School Culminating Project Manual for the Class of 2017

THE FOUR PHASES OF THE CULMINATING PROJECT

The Columbia High School Culminating project is made up of four connected pieces:

1 Writing Expectation #7 – Senior Exit paper

2 The Project

3 The Portfolio

4 The Presentation

Each of these is described in more detail following. If you have any questions or comments regarding the culminating project please speak to a CHS English teacher, the CHS Guidance Counselor or Principal.

1 Writing Expectation #7 – the Senior Exit paper

Each graduating senior will have completed the seven required writing expectations that are outlined in the CSD Graduation policy and procedure, 2410/2410p. The final writing expectation, “The Senior Exit Paper” needs to be included in the senior’s portfolio as well.

SENIOR EXIT PAPER

- Students will connect this exit to their Senior Project, discussing what they learned and how their project has impacted their lives.
- Must be 3 paragraphs in length.
- Is included in the senior’s portfolio

2 The Project

Students should choose a project which allows them to explore and attempt skills they have not previously mastered, but it should also relate to an interest the student has or connect to possible career applications. Students will spend a minimum of 15 hours on the project. In reality, many students are likely to spend more than the required time. Students should keep a log of their hours and have a mentor verify the time. The log will be included in the portfolio. Projects may take the form of a product, a performance, a demonstration, or a presentation.

CHOOSING A PROJECT

- Physical project – you can see and touch your project
- Performance – you will act, sing, play an original composition, conduct, teach, coach, direct, organize an event, etc.
- Shadowing – you will learn a skill through job shadowing or being mentored.

EXAMPLES OF 15 HOUR PROJECTS

- Physical – build a telescope, rebuild an engine, sew a quilt...
- Performance – organize a blood drive, perform an interpretive dance, learn to fly fish, act out a scene...
- Shadow – after observing a mentor create a physical product or a performance product or a combination

DEADLINES AND PENALTIES

- The culminating project calendar requires strict adherence. Incomplete required work or major deadlines missed will lower your grade and may result in failure. Such failure to meet the requirements will jeopardize your graduation.

IT IS YOUR RESPONSIBILITY TO MEET ALL REQUIREMENTS AND DEADLINES.

CULMINATING PROJECT PARENT/GUARDIAN CONSENT FORM

As parent or guardian I am aware that my student must complete a culminating project in order to be eligible for graduation from Columbia High School (in addition to passing the required 24 credits and passing all state required tests). For the physical/performance aspect of the project my student has decided to:

The project selection process is a collaboration between the student, his/her parent or guardian, and his/her teacher. However, I fully understand that completing this project is independent of the staff and administration of Columbia High School. Projects which pose a potential risk of physical injury to the student must not be undertaken. I recognize and agree that the district is not responsible for any possible risks that might exist for the student participating in such activity or any cost that might be incurred.

Parent or guardian signature _____

Please print your name here _____

Student's signature _____

Print student's name here _____

Date _____

Phone _____

MENTOR GUIDELINES

- The mentor should act as a guide for the student in pursuit of his/her culminating project.
- The mentor cannot do the work – this is the student’s responsibility.
- The mentor should be committed to helping the student overcome difficulties that arise while the student is completing their project.
- Mentor must approve the student’s project and work.
- Mentor must evaluate student’s final product.
- Mentors are able and encouraged to attend the presentation of their student’s project.

MENTOR EVALUATION FOR CULMINATING PROJECT

Student _____ Project Title _____



SCORE– please circle corresponding score

Purpose of Project	Excellent	Acceptable	Below Standard	Failure	NA
Quality of Project	Excellent	Acceptable	Below Standard	Failure	NA
Use of Resources	Excellent	Acceptable	Below Standard	Failure	NA
Use of Technology	Excellent	Acceptable	Below Standard	Failure	NA
Interest Level	Excellent	Acceptable	Below Standard	Failure	NA
Maturity Level	Excellent	Acceptable	Below Standard	Failure	NA
Knowledge Level	Excellent	Acceptable	Below Standard	Failure	NA
Appropriate Behavior	Excellent	Acceptable	Below Standard	Failure	NA

Comments: _____

MENTOR’S SIGNATURE _____

3 The Portfolio

All paperwork connected with the culminating project should be kept in a clean presentation binder. This will include the required paperwork, all logs, the writing expectation, and any fliers, brochures, photographs, etc. documenting the work by the student. The portfolio will be submitted by the student at the time of his/her presentation. The portfolio should be in a clean, labeled binder and should include the following sections:

- Cover page
- Table of Contents
- Exit paper
- Parental consent form (page 3)
- Mentor Evaluation form (page 4)
- Hours log (page 5)
- Speech rubric (page 7/8)
- Scoring guide (page 9)

4 The Presentation

In late May, all seniors will present their portfolios and make an eight to ten minute speech about their project to a panel of judges. The judges will ask the student questions at the end of the speech and give the student a written evaluation. Students enrolled in an on-campus senior English course will be offered school time to write and rehearse the speeches. Students not enrolled in an on-campus English course may request rehearsal times through the CHS office if desired.

The project presentation will take place in May, typically the third Friday, check the dates with the Columbia School District calendar or CHS office staff. A panel including staff and possibly parents, mentors or community members will view the presentations. It should consist of an eight to ten minute speech about their project. The staff judges will ask the student questions at the end of the speech and give the student a written evaluation.

Failure to show at your designated presentation time will result in a failed culminating project. Any student who fails the presentation or the overall culminating project will be expected to make reparations and will have a chance to present a second time.

Successful completion of the full culminating project is a requirement for graduation.

Culminating Project Presentation/Speech Rubric

Name: _____

Topic: _____

Aspect	Excellent 4	Good 3	Satisfactory 2	Poor 1	Score
Introduction	(1) Gains the attention of the Audience, (2) Clearly identifies the topic, (3) Establishes credibility, (4) Previews the rest of the speech	Meets any three of the four criteria	Meets any two of the four criteria	Meets only one of the four criteria	
Preparation	Completely prepared, has obviously rehearsed the speech	Prepared, but could use additional rehearsals	Somewhat prepared, but it seems that the speech was not rehearsed	Unprepared	
Enthusiasm	Facial expression and body language convey strong enthusiasm and interest	Facial expression and body language sometimes convey strong enthusiasm and interest	Facial expression and body language seem contrived	Apparent disinterest in the topic	
Eye Contact	Eye contact with audience virtually all the time (except for brief glances at notes)	Eye contact with audience less than 75% of the time	Eye contact with audience less than 50% of the time	Little or no eye contact	
Use of Language	Use of language contributes to effectiveness of the speech, and vocalized pauses (um uh er etc.) not distracting	Use of language does not have negative impact, and vocalized pauses (um uh er etc.) not distracting	Use of language causes potential confusion, and/or vocalized pauses (um uh er etc.) are distracting	Use of language is inappropriate	
Confidence	Speaks neither too quickly nor too slowly	Speaks either slightly too quickly or too slowly	Speaks either too quickly or too slowly	Tempo of speech is inappropriate	
Clarity	Speaks clearly and distinctly all the time, no mispronounced words	Speaks clearly and distinctly nearly all the time, no more than one mispronounced word	Speaks clearly and distinctly most of the time, no more than one mispronounced word	Often mumbles or can not be understood, more than one mispronounced word	
Topic	Well focused, creative and appropriate	Appropriate and reasonably focused	Topic is appropriate but lacks some focus or strays a bit	Inappropriate topic	

Visual Aids	Visual aids well chosen and presented	Minor problems with visual aids	Significant problems with visual aids	No visual aids	
Conclusion	(1) Cues the audience that the end of the speech is at hand (2) Brings closure (3) Memorable	Cues the audience and brings closure	Brings closure	Does not bring closure; the audience is left hanging	
Time	8-10 minutes	7 or 11 minutes	5-6 minutes or 12-14 minutes	Too short or too long	
Questions	Able to answer all questions	Able to answer most questions	Able to answer some questions	Unable to answer most questions	
Overall Impression	Great Presentation	Good Presentation	Decent Presentation	Poor Presentation	
(13 categories @ 4 pts max per = 52 pts max score)				Total Score:	

Comments

Culminating Project Scoring Rubric

	Excellent	Passable	Fail/none	
Cover Page	5	3	0	= _____
Table of contents	5	3	0	= _____
Senior Exit Paper (approval status will be checked in office)	10	6	0	= _____

	Present	Not Present	
Parental consent form present & complete	5	0	= _____
Mentor evaluation form present & complete	5	0	= _____

Hours log: >15 = 18 points, 15 = 15, below 15 = 5, none/not present = 0 = _____

Presentation rubric overall score (copy from presentation rubric, p 8/9) = _____

Total points = _____ /100

Comments: _____

