

Valley New School
**Performance
Project Forms**

Project Proposal Guide
Project Checklist
Project Rubric



Performance-Based Project Proposal Guide

Name _____

Project _____

Most commonly, performance-based projects take the form of art projects, music projects, and physical education projects. These projects tend to differ from traditional VNS investigations because they have less emphasis on research and more time put into practice and training in the skill area. Students and advisors have contributed several ideas that better define how performance-based projects should run.

1. Write a Rationale in narrative style that includes the following items:
 - a. A description of the project activities(s) and your reasons for exploring them.
 - b. Specific goals you are trying to accomplish in this area of performance.
 - c. Pre- and post- assessments in the skill area that will be completed before the proposal and before the project conclusion. Mid-year assessments are also recommended.
 - d. A schedule that will be established in the proposal and followed throughout the project. Effective schedules should not overlap with other student’s projects and should balance school time vs. non-school time.
 - e. Optional: Areas of research you plan to explore. Straight performance projects (music lessons & practice, fitness,...) can earn no more than 0.75 credits unless a substantial research and production phase is included in the project.

I have read and discussed with my child the Rationale behind this project topic, and I approve further study.

Parent Signature _____ Date _____

2. Create a project binder that includes the following:
 - a. Performance-based project forms & completed project rationale
 - b. Evidence of your pre-assessment
 - c. Project rubric with completed focus skill(s)
 - d. Performance Journal & log

3. Schedule a Proposal Meeting with your project team.

Project Title _____

Credit proposed _____ Proposed length of project _____

Student Signature _____ Date _____

Project Team _____, Advisor

Guidelines:


1. Goals will be clearly established during the proposal phase.
2. Pre and post assessments in the skill area will be completed before the proposal and before the assessments. Mid-year assessments are also recommended.
3. A schedule will be established in the proposal and followed throughout the project. Effective schedules should not overlap with other student's projects and should balance school time vs. non-school time.
4. Performance journal and log will be essential components in assessment.

Performance-based Project Checklist

1. PROPOSAL PHASE

- ___/___/___ Create Project Binder;
begin to log time
*(*Refer to Project Binder Table of Contents form in VNS binder)*
- ___/___/___ Create Project Journal

Design Proposal:


-  1. ___/___/___ Write Rationale including Standards & Focus Skills; get parent & advisor approval
2. ___/___/___ Complete Preliminary Research
3. ___/___/___ Create a practice schedule

___/___/___ **Proposal Meeting**

Comments:

Due: ___/___/___

2. Research Phase (Optional)

- ___/___/___ Find a program that focuses on performance skills
- ___/___/___ Contact expert/primary source 
Who can answer questions, guide practice, evaluate progress; schedule appointment(s)
- ___/___/___ Read and take notes on all sources; note source information & page number
- ___ Encyclopedia
 - ___ Interviews
 - ___ Field trips
 - ___ Books
 - ___ Magazine/journal articles
 - ___ Websites
 - ___ Video/DVD
 - ___ Pamphlets
 - ___ Government documents
 - ___ TV/Radio programs
 - ___ CD-ROMs
 - ___ Music recordings
 - ___ Works of art
 - ___ Other: _____
- ___/___/___ Complete Works Cited (MLA format)
- ___/___/___ Organize notes according to Research Questions

Due: ___/___/___

3. Planning Phase

___/___/___ **Advisor Review**

- Determine products/ performance material that displays progress

Comments:

- ___/___/___ Create sketches, outlines, plans, storyboards, etc.
- ___/___/___ Complete supply list

Due: ___/___/___

4. Production Phase

- ___/___/___ Create & number first drafts of all products
- Prepare final performance
- Complete post assessment, Analyze results

Revision:

Repeat until quality is achieved!

- ___/___/___ Self-revise all products
 - Read & revise idea/content
 - Read & revise structure/organization
 - Read & revise for Communication & Focus Skills

___/___/___ Advisor Review

Comments:

Editing:


Repeat until quality is achieved!

- ___/___/___ Self-edit all products/performances
 - Read & edit fluency/transitions
 - Read & edit word choice
 - Read & edit conventions
- Peer Review: Practice performance for a peer have reviewer sign, date, & write suggestions on draft
- Edit products
- Parent/adult Review: Practice performance for an adult. Have reviewer sign, date, & write suggestions on draft
- Edit products

Due: ___/___/___

5. Pre-Assessment Phase

Allow 1 week before Assessment Date to complete these steps!

- ___/___/___ Send thank-you note to primary resource
- ___/___/___ Calculate total project hours
- ___/___/___ Revise standards, if necessary 
- ___/___/___ Create project slide in electronic portfolio; save related work and create hyperlinks
- ___/___/___ Organize all project components in project binder
- ___/___/___ Write End-of-Project Analysis (*refer to guide in VNS binder)
- ___/___/___ Plan & practice presentation (*refer to Assessment Preparation Guide in VNS binder)


___/___/___ Advisor Review

Comments:

Assessment Meeting: ___/___/___

6. Assessment Phase



- ___/___/___ Complete final performance
- ___/___/___ Fill out Progress Chart
- ___/___/___ Make copy of rubric & standards for your advisor
- ___/___/___ Display product(s) with your name, title, & typed summary of project
-  Share your success with your parents!

Performance-Based Rubric

Name _____

Project _____

Process	<i>Thoroughly completes all items on Performance-based Checklist</i>	<i>Completes all items on Performance-based Checklist</i>	<i>Missing items on Performance-based Checklist</i>	<i>Minimal use of Performance-based Checklist</i>
Practice Time	<i>Practice time is abundant and consistent on a daily/weekly basis throughout the project.</i>	<i>Practice time is consistent on a daily/weekly basis throughout the project.</i>	<i>Practice time is inconsistent.</i>	<i>Practice time is unproductive.</i>
Documentation The performance journal	<i>Performance journal includes dates/times, tasks, extent of completion, revisions, analysis with rating scale for efforts for all sessions</i>	<i>Project journal includes dates/times, tasks, extent of completion, challenges, analysis for most sessions</i>	<i>Project journal includes dates/times, tasks for most sessions</i>	<i>Keeps minimal documentation</i>
Research	<ul style="list-style-type: none"> • <i>Uses & cites variety of resources, including effective use of live expert</i> • <i>Preset plan for learning and practice is evident</i> • <i>Optional research component is included</i> 	<ul style="list-style-type: none"> • <i>Uses & cites multiple resources, including live expert</i> • <i>Preset plan for learning and practice is evident</i> 	<ul style="list-style-type: none"> • <i>Uses resource for learning skill</i> 	<ul style="list-style-type: none"> • <i>Uses minimal resources</i> • <i>Learns by trial and error</i>
Thinking	<i>Project demonstrates analysis, synthesis, and/or evaluation</i>	<i>Project demonstrates application</i>	<i>Project demonstrates knowledge & comprehension</i>	<i>Project demonstrates minimal thought</i>
Growth Results	<i>Project demonstrates advanced progress.</i> <ul style="list-style-type: none"> • <i>Final performance expresses results</i> • <i>Pre and post assessment with analysis is included.</i> 	<i>Project demonstrates proficient progress.</i> <ul style="list-style-type: none"> • <i>Final performance included</i> • <i>Pre or post assessment included.</i> 	<i>Project demonstrates basic progress.</i>	<i>Project demonstrates minimal progress.</i>
Community Membership	<ul style="list-style-type: none"> • <i>Participates successfully & enthusiastically in VNS program</i> • <i>Models & encourages successful behaviors</i> 	<ul style="list-style-type: none"> • <i>Participates successfully in VNS program</i> 	<ul style="list-style-type: none"> • <i>Developing skills for successful participation in VNS program</i> 	<ul style="list-style-type: none"> • <i>Negatively impacts self & VNS program</i>
Focus Skill: <i>(Write specific skill below)</i>				

