

Valley New School
Project Forms

Core Project Forms
Performance Project Forms
Senior Project Forms
Guided Project Forms



Valley New School
Core Project Forms

Project Proposal Guide
Project Checklist
Project Rubric



Project Proposal Guide

Name _____

Project _____

Follow this guide as you write the proposal for your next project. Remember that a thorough, detailed proposal will lead not only to approval by the advisors but to a successful project!

1. Write a **Rationale** in a narrative style explaining your project topic and why you want to study it. Include how this topic benefits you: How does it help to achieve short-term and/or long-term goals? What standards will it meet? On what skill(s) will you focus during the process (see Rubric)?
 - 50-100 words, 12-point font (such as Times New Roman or Helvetica) and double-spaced
 - Submit for parent and advisor approval

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

Parent Signature _____ Date _____

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

Advisor Signature _____ Date _____

2. Complete five to ten hours of **Preliminary Research**.
 - a. Read at least one general overview of your topic to gain broad-scale understanding. (Try an encyclopedia.)
 - b. Create a web of subtopics, related issues, causes/effects, etc.
 - c. Generate a list of open-ended questions that will guide further research.
 - d. Gather relevant sources.

3. Schedule and prepare for a **Proposal Meeting** with your project team.
 - a. Have all project forms in binder: Proposal Guide, Rationale, Project Checklist, Performance Rubric, and project time log.
 - b. Organize Preliminary Research; bring gathered sources.
 - c. Bring ideas for primary resources (experts, field trips, etc.).
 - d. Bring ideas for activities that might be a part of your project process.

Project Title _____

Credit proposed _____ Proposed length of project _____

Student Signature _____ Date _____

Project Team _____, Advisor

Project Checklist

Name _____

Project _____

1. Proposal Phase

___/___/___ Create Project Binder; begin to log time (*Refer to Project Binder Components form in VNS Binder*)

Design Proposal:

___/___/___ Write Rationale including Standards & Focus Skills; get parent & advisor approval

___/___/___ Complete Preliminary Research

___/___/___ **Proposal Meeting/Comments:**

2. Research Phase

___/___/___ Contact expert/primary source; 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

3. Planning Phase

___/___/___ **Advisor Review/Comments:**

Determine Products:

___/___/___ Create sketches, outlines, plans, storyboards, etc.

___/___/___ Complete supply list

Project Checklist *(Continued)*

4. Production Phase

___/___/___ Create & number first drafts of all products

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
_____ Read & edit fluency/transitions
_____ Read & edit word choice
_____ Read & edit conventions

___/___/___ Peer Review: Have reviewer sign, date & write suggestions on draft; make changes

___/___/___ Parent/Adult Review: Have reviewer sign, date & write suggestions on draft; make changes

5. Pre-assessment Phase

___/___/___ 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:**

6. Assessment Phase

___/___/___ Fill out Progress Chart

___/___/___ Make copy of rubric & standards for your advisor

___/___/___ Display product(s) with your name, title & typed summary of project

Project Rubric

Name _____

Project _____

Process	<i>Thoroughly completes all items on Project Checklist All components present</i>	<i>Completes all items on Project Checklist</i>	<i>Missing items on Project Checklist</i>	<i>Minimal use of Project Checklist</i>
Time Management	<i>Uses time constructively and efficiently; meets all deadlines & stays on task with no prompting</i>	<i>Satisfactory use of time; meets most deadlines & stays on task with little prompting</i>	<i>Adequate but Inconsistent use of time; meets some deadlines & requires frequent prompting</i>	<i>Uses time unproductively; meets few or no deadlines & completes few tasks independently</i>
Documentation	<i>Keeps consistent, detailed log of time spent, including thorough analysis of all processes and learning</i>	<i>Keeps consistent log of time spent, including analysis of process and learning</i>	<i>Keeps inconsistent log of time spent, lacking analysis of process and learning</i>	<i>Keeps minimal documentation</i>
Research	<ul style="list-style-type: none"> • Uses & cites variety of resources, including effective use of live expert • Keeps & organizes notes • Demonstrates critical analysis of sources 	<ul style="list-style-type: none"> • Uses & cites multiple resources, including live expert • Keeps & organizes notes 	<ul style="list-style-type: none"> • Uses limited resources with inconsistent citation • Keeps notes 	<ul style="list-style-type: none"> • Uses minimal resources • Keeps few or no notes
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>
Communication <i>(Circle one; write skill below)</i> Writing Reading Speaking	<i>Project demonstrates advanced skill:</i>	<i>Project demonstrates proficient skill:</i>	<i>Project demonstrates basic skill:</i>	<i>Project demonstrates minimal skill:</i>
Product Quality	<i>Product(s):</i> <ul style="list-style-type: none"> • Displays professional craftsmanship • Shows creativity • Reveals examination/analysis of research • Shows intention 	<i>Product(s):</i> <ul style="list-style-type: none"> • Displays quality craftsmanship • Satisfactorily expresses ideas and research 	<i>Product(s):</i> <ul style="list-style-type: none"> • Displays developing craftsmanship • Adequately expresses ideas 	<i>Product(s):</i> <ul style="list-style-type: none"> • Displays poor craftsmanship • Expresses few or no ideas
Community Membership	<ul style="list-style-type: none"> • Participates successfully & enthusiastically in VNS program • Models & encourages successful behaviors 	<ul style="list-style-type: none"> • Participates successfully in VNS program 	<ul style="list-style-type: none"> • Developing skills for successful participation in VNS program 	<ul style="list-style-type: none"> • Negatively impacts self & VNS program
Focus Skill <i>(Write specific skill below)</i>				

Valley New School
Guided Project Forms

Instructions/Calendar
Boot Camp Schedule





Dear Parent,

As you know, Valley New School focuses on successful education through project-based learning. Students at VNS follow a prescribed process for completing their projects, which includes following a checklist, managing their time, and documenting all research, planning, and production. Understanding and utilizing these steps/tools allows students to achieve quality work and earn credits. To that end, all new students will begin the year by participating in an advisor-directed project class.

For the next six weeks (September 6 – October 10, 2011), your child will spend afternoon work time (12:30-2:20 p.m.) learning the project process as he/she completes a half-credit project. In addition to the 44 hours spent in class completing research, planning, and the written product, a formal paper, your child will be required to spend a minimum of 10 hours outside class completing a non-written component that complements the paper and further explores his/her chosen topic. Thus, your child will spend approximately 54 hours on this project. Successful completion of the course will earn .50 credit.

Students will be expected to meet the deadlines listed on the enclosed calendar/packet. They will also be required to share their work with you periodically throughout the process—another skill for them to learn now and practice in all future projects. Students will “graduate” from class and begin self-directed learning when they successfully earn the .50 credit.

Please contact your child’s advisor if you have questions. Thank you for supporting your child’s academic success at Valley New School.

Sincerely,

VNS Advisors

DUE DAY 2 (Sept. 7):

Parents—Please review this document, note upcoming due dates, and sign below.

Parent signature _____ Date: ___/___/___

Student name _____ Date: ___/___/___

Guided Project Deadlines

SEPT 5 NO SCHOOL Labor Day	6 Plamann <i>Day 1</i> 12:30-2:30 <i>MENTORS</i>	7 Debbink <i>Day 2</i> 12:30-2:00 Signed Letter Due (& APL Card App.) <i>MENTORS</i>	8 DeMay <i>Day 3</i> 10:00-11:30 Sources Due <i>MENTORS/LEADERS</i>	9 Holmes/Humphrey <i>Day 4</i> 12:30-2:20
12 Plamann <i>Day 5</i> 12:30-2:20 25 Notecards Due	13 Luedtke <i>Day 6</i> 12:30-2:20	14 DeMay <i>Day 7</i> 12:30-2:00 50 Notecards Due	15 Holmes <i>Day 8</i> 12:30-2:20	16 All-school Field Trip!
19 Plamann <i>Day 9</i> 12:30-2:20 <i>MENTORS/LEADERS</i>	20 Holmes <i>Day 10</i> 12:30-2:20 75 Notecards & Works Cited Due	21 DeMay/Debbink <i>Day 11</i> 12:30-2:20 <i>MENTORS</i>	22 Plamann/Humphrey <i>Day 12</i> 12:30-2:00 Outline of Essay & Plan for Non-Written Product Due <i>MENTORS/LEADERS</i>	23 Holmes <i>Day 13</i> 12:30-2:20
26 DeMay <i>Day 14</i> 12:30-2:20	27 Luedtke <i>Day 15</i> 12:30-2:20 Rough Drafts of Essay & Non-written Product Due <i>MENTORS</i>	28 Plamann/Humphrey <i>Day 16</i> 12:30-2:20 <i>MENTORS/LEADERS</i>	29 Holmes <i>Day 17</i> 10:00-11:30 <i>MENTORS</i>	30 DeMay <i>Day 18</i> 12:30-2:20 Revision of Essay & Non-written Product Due
OCT 3 Debbink <i>Day 19</i> 12:30-2:20 <i>MENTORS/LEADERS</i>	4 DeMay <i>Day 20</i> 12:30-2:20 Due: Peer- & Parent- reviewed Drafts & Final Copy of Essay	5 Holmes <i>Day 21</i> 12:30-2:20 Non-written Product Due; End-of-Project Analysis <i>MENTORS/LEADERS</i>	6 All <i>Day 22</i> 12:30-2:20 Pre-assessment meetings w/ Mentors & Advisors <i>MENTORS</i>	7 All <i>Day 23</i> 12:30-2:20 Pre-assessment meetings w/ Mentors & Advisors <i>MENTORS</i>
10 DeMay/Plamann <i>Day 24</i> All Project Components Due <i>MENTORS/LEADERS</i>	11	12	13	14
Visual component done OUTSIDE of class = minimum 10 Hours				

Remember: In order to earn .50 credits, all deadlines must be met in a timely manner!

Day 1: Gather Sources

1. **Review Guided Project Calendar and deadlines.**
2. **Review your Project Proposal and Checklist; note your progress and what steps still need to be completed.**
3. **Work with your mentor to create/review 3-7 open-ended questions that will guide your research.** What are you trying to answer/discover/prove?
4. **With your mentor's help, continue to gather credible resources that will help you answer your questions. Aim for 3 *different types* of resources at minimum.**

*****Be sure to collect all necessary information (author, title, date, publisher, website URL, etc.) for every source you find!***

- Look up your subject on the **Appleton Public Library catalog** (see link on AASD homepage).
 - ❖ Create a list of available sources to look for at the library.
 - ❖ Note Dewey Decimal numbers of sources, so you can look in Adult, Reference, Video/DVD, and Children's sections for additional sources about your topic.
 - Learn how to locate sources in the **VNS library** and those of **other AASD schools**.
 - ❖ Create a list of available sources.
 - ❖ For those at VNS, find and check out.
 - ❖ For those at other schools, request via Inter-library Loan.
 - Gather **electronic sources**.
 - ❖ Print off a minimum of two articles from AASD Homepage links.
 - ❖ Print a minimum of one article from EBSCOhost.
 - ❖ Print a minimum of one Internet article. (HINT: Try Google Scholar!)
5. **Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

6. Homework—

- Take home Appleton Public Library card application if you do not already have a card.
- Have the cover letter for this packet signed by a parent.
- Bring money (in case you need to make copies of reference materials at APL).

Day 2: Gather More Sources

1. Visit Appleton Public Library as a group.

- Turn in application for library card if you do not already have one.
- Check out sources.
- Make copies of information found in the Reference section.

2. With your mentor, contact a primary source.

- List possible names and contact information:

- Review scripts/guides in VNS binder.
- Schedule time/date to do an interview, take a tour, job shadow, etc.

3. Write interview questions (use additional paper if necessary). Use the research questions in your proposal as a starting point. Add/change/eliminate questions as you continue your research.

1. _____
2. _____
3. _____
4. _____
5. _____

4. Review your research questions, noting which questions might not be answered in the sources you have already gathered. Gather additional sources as necessary.

5. Revisit your thesis statement: does it need updating? Revise as necessary.

6. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: LETTER SIGNED BY PARENT
APL Card Application signed by parent (if applicable)

Day 3: Notecards

1. With your mentor's help, make a source card for each source you have.

Include ALL information needed for your Works Cited. Number each card.

This will be the code for your notecards.

1
Plante, Michael. "Pablo Picasso." <u>The</u>
<u>World</u>
<u>Book Encyclopedia</u> . 2003.

2. Take notes from your sources on notecards. Your notecards should:

- Contain ONE fact per card IN YOUR OWN WORDS. (The fact should be broad background information about your topic, answer one of your research questions, or help you prove a point.)
- Be source-coded: one number for each source.
- Contain the page number where you got the fact.
- Remember: notes should be just that! Abbreviate and paraphrase whenever possible. Save time and energy, allow for better processing

of the information by your brain, and decrease the possibility of plagiarizing—avoid writing complete sentences!

1
(P. 448)
mainly painted—also did
Printmaking, sculpture, ceramics,
drawings, & theater scenery

1
(P. 448a) re: Family of
Saltimbanques: “The painting
displays almost no activity. The
characters hardly notice each other.”

3. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: ALL SOURCES GATHERED

Day 4: Notecards

1. Take notes from your sources on notecards. Your notecards should:

- Contain ONE fact per card.
- Be source-coded: one number for each source.
- Contain the page number where you got the fact.

2. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 5: Notecards

1. Check your research.

- Review your research questions. How many have answered? How many remain unanswered?

- Color-code your research questions, and color-code each notecard by question.
- Continue research. Focus on answering your research questions.

2. Take notes from your sources on notecards. Your notecards should:

- Contain ONE fact per card.
- Be source-coded: one number for each source.
- Contain the page number where you got the fact.
- Be color-coded: one color for each question.

3. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: 25 NOTECARDS

Day 6: Notecards

1. Check your research.

- Review your research questions. How many have answered? How many remain unanswered?
- Color-code each notecard by question.
- Continue research. Focus on answering your research questions.

2. Take notes from your sources on notecards. Your notecards should:

- Contain ONE fact per card.
- Be source-coded: one number for each source.
- Contain the page number where you got the fact.
- Be color-coded: one color for each question.

3. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 7: Notecards

1. Check your research.

- Review your research questions. How many have answered? How many remain unanswered?
- Color-code each notecard by question.
- Continue research. Focus on answering your research questions.

2. Take notes from your sources on notecards. Your notecards should:

- Contain ONE fact per card.
- Be source-coded: one number for each source.
- Contain the page number where you got the fact.
- Be color-coded: one color for each subtopic.

3. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: 50 NOTECARDS

Day 8: Notecards

1. Check your research.

- Review your research questions. How many have answered? How many remain unanswered?
- Color-code each notecard by question.
- Continue research. Focus on answering your research questions.

2. Take notes from your sources on notecards. Your notecards should:

- Contain ONE fact per card.
- Be source-coded: one number for each source.
- Contain the page number where you got the fact.
- Be color-coded: one color for each subtopic.

3. Document time and learning for today on the log sheets in your binder.

- Hours

- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 9: Works Cited

- 1. Review how to write a Works Cited with mentor-leaders.**
- 2. Type the first draft of your Works Cited.**
 - Refer to MLA Simplified (on AASD homepage or in your VNS binder) and/or MLA Handbook.
 - Alphabetize all entries.
 - Don't forget your primary resource/expert.
- 3. Self-edit the document; make changes.**
- 4. Have your mentor peer-edit; make changes.**
- 5. Have an advisor edit; make changes.**
- 6. Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 10: Notecards/Works Cited

- 1. Complete a final review of your research.**
 - How many of your research questions have been answered? How many remain unanswered?
 - Check notecards for source number, page numbers, and color-coding by research question. Organize notecards into color groups.
 - Continue research as necessary. Focus on answering your research questions.
- 2. Finish taking notes from your sources on notecards.** Your notecards should:
 - Contain ONE fact per card.
 - Be source-coded: one number for each source.

- Contain the page number where you got the fact.
- Be color-coded: one color for each subtopic.

3. Print final draft of Works Cited, and store in Finished Products section of project binder.

4. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: WORKS CITED & 75 NOTECARDS

Day 11: Planning

1. With advisor, discuss product ideas.

- Written product will be 5-paragraph expository essay.
- Choose non-written product; see Product Ideas list in your VNS binder.

2. With your mentor, write outline for 5-paragraph expository essay.

- Decide on a theme.
- Review/revise thesis statement accordingly.
- Using your color-coded notecards, outline 3 body paragraphs.

3. With your mentor, create a plan for your non-written product.

- Include a sketch, storyboard, outline, etc.
- Include a supply list.
- Include detailed steps to complete product.

4. Complete Planning Meeting with your own Advisor during your weekly individual meeting (see Project Checklist).

5. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 12: Rough Draft

- 1. Review parenthetical documentation with mentor-leaders.**
- 2. With mentor, write the rough draft of your first body paragraph (subtopic #1).**
 - Within one color-coded pile, organize notecards into a logical order.
 - Turn notes into sentences.
 - Add topic sentence, transitions, etc. to create a paragraph.
 - Write on EVERY OTHER line of your paper, or type double-spaced.
 - Include parenthetical documentation.
- 3. Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: ESSAY OUTLINE & PLAN FOR NON-WRITTEN PRODUCT

Day 13: Rough Draft

- 1. Write the rough draft of your second body paragraph (subtopic #2).**
 - Within one color-coded pile, organize notecards into a logical order.
 - Turn notes into sentences.
 - Add topic sentence, transitions, etc. to create a paragraph.
 - Write on EVERY OTHER line of your paper, or type double-spaced.
 - Include parenthetical documentation.
- 2. Begin first draft of non-written product.**
- 3. Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 14: Rough Draft

- 1. Write the rough draft of your third body paragraph (subtopic #3).**
 - Within one color-coded pile, organize notecards into a logical order.
 - Turn notes into sentences.
 - Add topic sentence, transitions, etc. to create a paragraph.
 - Write on EVERY OTHER line of your paper, or type double-spaced.
 - Include parenthetical documentation.
- 2. Continue first draft of non-written product.**
- 3. Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 15: Rough Draft

- 1. With your mentor's help, write the rough draft of your introduction & conclusion paragraphs.**
 - Consider your theme: what do you want your audience to think as they begin and end your essay?
 - Outline introduction and conclusion.
 - Write paragraphs on EVERY OTHER line of your paper, or type double-spaced.
 - Include parenthetical documentation, if necessary.
- 2. Finish draft of non-written product.**
- 3. Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: ROUGH DRAFT OF PAPER
DUE: ROUGH DRAFT OF NON-WRITTEN PRODUCT

Day 16: Revision

- 1. With mentor-leaders, discuss the purpose of and how to do quality Revision.**
- 2. Self-revise your essay for content and organization.**
 - Read it aloud!
 - Note passages that do not seem to have enough information, have too much/irrelevant information, or seem out of order.
 - Sign your name, and number as Draft #1.
 - Make changes.
- 3. BY CLASS ON DAY 18, schedule an appointment and meet with your advisor to revise for content, organization, and fluency (Draft #2).**
- 4. Revise your non-written product.**
 - Further develop your idea.
 - Improve craftsmanship.
 - If necessary, reorganize.
- 5. Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 17: Revision

- 1. With your mentor's help, continue to revise your essay for content and organization.**
 - Read it aloud!
 - Note passages that do not seem to have enough information, have too much/irrelevant information, or seem out of order.
 - Make sure your mentor signs his/her name, and note Draft #3 on the copy.
 - Make changes.
- 2. BY TOMORROW, meet with your advisor to revise for content, organization, and fluency.**

3. **With your mentor’s help, continue to revise your non-written product (see Day 16).**
4. **Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 18: Revision

1. **Finish revising your essay for content and organization.**
 - Read it aloud!
 - Note passages that do not seem to have enough information, have too much/irrelevant information, or seem out of order.
 - Make changes.
2. **Finish revision of non-written product (see Day 16).**
3. **Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: REVISION OF ESSAY
DUE: REVISION OF NON-WRITTEN PRODUCT

Day 19: Editing

1. **Self-edit your essay for fluency, word choice, and conventions.**
 - Run Spell Check and Grammar Check.
 - Remove “I” and “you” by reconstructing sentences.
 - Check for varied sentence length (longest/shortest/average).
 - Check for good transitions from paragraph to paragraph and from sentence to sentence.
 - Remove contractions to make your writing more professional.
 - Replace overused, general, or “10-cent” words with specific, descriptive, “\$1.00” words. (HINT: Use a thesaurus!)

2. Have your essay peer-reviewed by your mentor for fluency, word choice, and conventions.

- Ask a fellow new student to edit and note suggestions; make sure he/she signs and dates the paper.
- Make changes.
- Ask a veteran student to edit and note suggestions; make sure he/she signs and dates the paper (Draft #4).
- Make changes.
- Have your essay peer-edited by other students, but ONLY ONE student at a time. DO NOT give out multiple copies of the same draft! Always number your drafts!

3. AT HOME, have a parent review your work.

- Make sure parent writes feedback on , signs, and dates the draft.
- Number it, and make changes.

4. Continue work on final draft of non-written product.

- Have a parent review your work; document feedback and the changes you made.
- Have your mentor review your work; document feedback and the changes you made.

5. Document time and learning for today on the log sheets in your binder.

- Hours
- Task(s) accomplished
- Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

Day 20: Editing

1. Finish self-editing your essay.

- Run Spell Check and Grammar Check.
- Remove “I” and “you” by reconstructing sentences.
- Check for varied sentence length (longest/shortest/average).
- Check for good transitions from paragraph to paragraph and from sentence to sentence.
- Remove contractions to make your writing more professional.
- Replace overused, general, or “10-cent” words with specific, descriptive, “\$1.00” words. (HINT: Use a thesaurus!)

2. Have your essay peer-reviewed by a fellow new student for fluency, word choice, and conventions.

- Make sure he/she signs and dates the paper.
- Make changes.

3. **Print final copy of essay.** Store in “Final Products” section of project binder.
4. **Finish non-written product.**
5. **Document time and learning for today on the log sheets in your binder.**
 - a. Hours
 - b. Task(s) accomplished
 - c. Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: PEER-REVIEWED DRAFT(S)
DUE: PARENT-REVIEWED DRAFT
DUE: FINAL COPY OF ESSAY

Day 21: Assessment Planning/End-of-Project Analysis

1. **With mentor-leaders, discuss how to successfully prepare for an assessment.**
2. **Complete pre-writing for End-of-Project Analysis.**
 - Make preliminary marks on rubric.
 - Read daily logs from the last 3 weeks.
 - Make notes on project strengths, weaknesses, things to focus on in future projects, etc.
3. **Write End-of-Project Analysis.**
4. **Schedule Pre-assessment Meeting with your Advisor.**
5. **Document time and learning for today on the log sheets in your binder.**
 - Hours
 - Task(s) accomplished
 - Analysis of how you worked: successes, obstacles, ideas for tomorrow, etc.

DUE: NON-WRITTEN PRODUCT

Days 22 & 23: Assessment Planning

NO CLASS!

- 1. With your mentor's help, revise and edit your End-of-Project Analysis.**
- 2. Complete assessment planning (see Pre-assessment Phase on Project Checklist).**
- 3. Complete Pre-assessment Meeting with your Advisor & Mentor.**

Day 24: Project Due!

- 1. With mentor-leaders, learn how to construct your Annual Portfolio.**
- 2. Create an Annual Portfolio slide for your Guided Project.**
 - Ask your mentor to proofread it; make necessary changes.
 - Print a copy, and place in Final Products section of project binder.
- 3. Turn in completed project, including written and non-written products.**
- 4. Schedule Assessment Meeting with your project team.**

DUE: ALL PROJECT COMPONENTS

VNS Boot Camp

DAY ONE

8:00 a.m. Welcome (Niki)

Ice Breaker: Geronimo

Watch VNS DVD: "The Project Process" ---follow-up discussion (David - Why do Projects? The world's an interesting place, answer your ?s)

9:00 a.m. Advisory

1. (5 min) Overview of Advisory (including weekly individual meetings) – break to advisory
2. (10 min) Brainstorm project topic ideas as a group on chart paper.
3. (5 min) Look at opposing viewpoints & other lists for other project topics – add ideas to list
4. (15 min) Discuss & choose project topic for guided project

9:45 a.m. Break/snack

10:00 a.m. Intro. to Proposal Form (Niki & Steve) *Mentor meeting in kitchen (HCH & JLKP& Mari)-Overview of Boot Camp, Start Proj Binder for Mentoring, Mari and defining Mentorship*

1. Overview of 3 steps of proposal process (read examples of good proposals-small groups)
2. Creating a thesis statement (3rd person voice, start with statement or question about your topic)
3. Handwrite rationale

11:00 p.m. Introduce Mentors to New Students

1. Construct project binders with Mentor

11:30 a.m. Lunch

12:10 p.m. Student project presentations (3 presentations)

12:40 p.m. Mentors join new students

1. Review and provide feedback on thesis and rationale
2. Instruct new students on choosing Standards and Focus Skills; add to rationale and rubric
 - a. Communication Skill = Writing a 5-paragraph essay
 - b. Focus Skill = Organizing the project binder
3. Finish rationale, standards & focus skills

1:10 p.m. Intro to Journaling & Logging – log/journal in whole group (Niki) (Mentors, too)

HOMEWORK: Obtain Parent Signature on Proposal

DAY TWO

8:00 a.m. Ice breaker (2 Truths and a Lie) - (Steve)

8:45 a.m. Advisory -- Check-in & daily goals

9:00 a.m. Hope Study (David)

9:30 a.m. Time Management & Setting Goals: 1st Year Plan (Steve)

1. Look at VNS school-year calendar

(6 week blocks, evaluation days, event nights, conferences)

2. Overview of credit requirements

3. Daily, weekly worktime hours

4. Checklist – overview

5. PLP – overview/Time management resources (planners, etc....)

10:00 a.m. Break/snack (*Mentors –intro to prelim goals*)

10:15 a.m. Preliminary Research (Mentors join students) (Jen)

1. Find and read general overview of topic (e.g., encyclopedia article)

2. Record Source card information on web

3. Create web

4. Select three main subtopics

5. Generate 3-4 questions per subtopic

11:30 a.m. Lunch

12:15 p.m. Continue Preliminary Research (with mentors)

1. Students locate/print minimum of 4 meaningful sources

(AASD Website Links, Books from VNS Library, EBSCO host)

2. Search under a variety of headings

1:15 p.m. Advisory (Mentors, too)

Logging & Journaling

Mentors (Jen and Helen)

9:00 "Knowing Yourself as a Mentor" – Mari

Write Rationales

DAY THREE

8:00 a.m. **Advisory with Assessment Teams – Steve & Jen/Niki & Helen**

1. (15 min) Create list of 'How to be a Successful VNS Student'
2. (20 min) Share lists with whole group; Compare to "How to be Successful at VNS" list from Binder;
Discuss old school vs. new school & control/responsibility

8:45 a.m. **Finish Proposal with Mentors (Mentors arrive at 9:00 & receive assignments)**

1. Type Rationale and include standards, focus skills & proper format
2. Revise/edit rationale (self & mentor); Make changes
3. Fill out Communication & Focus Skill benchmarks on Rubric
4. Check for project binder organization

9:45 a.m. **Get Snack**

10:00 a.m. **Demo: Proposal Meeting (2 advisors, mentor, new student) – Each project team**

10:20 a.m. **Proposal Meetings (1 student w/ 1 advisor and mentor)**

While waiting for their turns, students should:

1. Finalize Proposal Binder
2. Work with mentor to write their first LLL – use LLL format in VNS Binder

11:30 a.m. **Lunch**

Encourage new & veteran students to discuss – daily schedule, lunch procedures/options, personal tips for success, privileges, culture of working at VNS, other questions

12:15 p.m. **Finish Proposal meetings as needed; Finish revising/editing LLLs; Journal & Log**

12:45 p.m. **Bonding Activity w/ mentors: (Niki) _____**

1:15 p.m. **VNS Snowball Fight (whole group – up front) – New Students dismissed**

1:30 p.m. **Assign Mentors and Advisories**

Review Guided Project responsibilities with Mentors

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>				

Valley New School
Senior Project Forms

Project Proposal Guide
Performance Rubric





Senior Project Guidelines

Purpose

The Senior Project is the culmination of your Valley New School career, a part of your academic and/or personal journey. It should demonstrate a mastery of the project process as well as the thinking skills you have developed. A successful Senior Project justifies your readiness to graduate from VNS.

Overview

VNS Senior Projects are required to:

- Propose a minimum of three credits. The breadth and depth of thought and quality of work should, therefore, be high. (See Senior Project Rubrics for specific benchmarks of quality.)
- Demonstrate detailed completion and documentation of all steps of the VNS project process (proposal, research, planning, production).
- Have a strong focus on research. A wide variety of sources must be used; primary resources and firsthand experiences are mandatory.
- Result in multiple products, including one (or more) that is written.
- Include a professional oral presentation of the project to the VNS student body, advisors, your parents, and primary resources/community experts in your chosen topic.

Due Dates

1 st Evaluation Day	Proposal meeting must be scheduled, and a copy of your proposal must be submitted to each advisor.
November 1	Senior Projects must be proposed and approved.
November 2	Group Meeting: Research Expectations (10:45 a.m.)
Nov - Jan	Mandatory monthly check-ins with your advisor take place. **Dates must be scheduled in advance and included in your proposal.

January 26 (10:30 a.m.)	Group Meeting: Research Check-in; Production Expectations
February – May	Mandatory bi-weekly or weekly check-ins with your advisor take place.
March 24 Expectations	Group Meeting: Production Check-in; Oral Presentation (10:45 a.m.)
May 1	<i>Optional:</i> Earn an extra .25 credit if project is assessed before this date.
June 1	Oral presentation of project and assessment must be completed.

Format

Proposal

As Sean Covey recommends, begin with the end in mind. A well planned proposal will serve to guide the entire project. Thus, the VNS Senior Project Proposal should look less like a typical project proposal and more like a written product. Use the Senior Project Proposal Guide to create a detailed, descriptive, and well-written packet of information about your project. A proposal form that is merely filled out or handwritten will not be accepted. Do thorough preliminary research to narrow your focus and acquire background knowledge of your topic. Be able to speak about this research and your topic at the proposal meeting.

All four advisors participate in all Senior Project proposals and assessments. Students must, therefore, schedule proposal meetings at a mutually convenient time. Setting an appointment during Reading Time or after school is recommended; allow for 30 to 60 minutes. Proposal meetings must be *scheduled* by 3:00 p.m. on the first Evaluation Day of the school year (the end of the first six-week block); the actual meeting may take place any time before November 1. Proposals must also be *approved* by that date, so schedule early to allow time to complete any necessary revisions. Each advisor should receive a full copy of your proposal by the first Evaluation Day, so he/she has time to read it prior to the meeting.

Research

At least half of the time put into a Senior Project should be spent on research. The goal is to become an *expert* on the topic. (An expert should have a base of general knowledge that extends beyond the project's narrow focus as well as an understanding of and ability to explain very specific information.) Senior Project research must include primary resources (people, organizations, archives, etc.) and firsthand experiences (field trips, internships, apprenticeships, etc.) Seek out and take advantage of any and all opportunities to *observe/participate in* your project topic in person.

Citation of sources is a must. Plan to document sources immediately upon acquisition, and record a page number(s) for every note taken. Parenthetical documentation in all products is a *must*; a VNS Senior has no excuse for missing information. Save time and increase efficiency by properly documenting all research from the start.

Products

VNS Senior Projects must include multiple products, at least one of which must be written. Writing skills are emphasized on the Production Rubric. Allow time for *many* revisions of *all* products. Plan ahead to have parents, advisors, project mentors/experts, and other adults provide suggestions for revision and editing. Professional layout (12-point, Arial or Times New Roman font, double-spaced, cover page, page numbering) is required.

Products should apply depth and breadth of knowledge as well as demonstrate analysis, synthesis, and evaluation. Utilize advisors and project mentors during the planning phase to assure that product ideas will incorporate and maximize the potential for these higher thinking skills. Design products that exhibit skills developed during your career at VNS, but aim to further develop them during the Senior Project.

Oral Presentation & Assessment

Evaluation of the Senior Project is divided into two steps: a formal oral presentation of project purpose, topic, and process, and an assessment meeting at which rubric marks and credit are determined. Both steps must be completed by June 1. Presentations should be scheduled during Reading Time two days prior to the assessment meeting. Assessment meetings should be scheduled after school; alternate meeting times will be considered if required by parents or project mentors/experts who wish to attend. Allow at least an hour for each meeting. Submit to each advisor copies of products, End-of-Project Analysis, Senior Project rubrics, and any other pertinent information *at least two days prior* to the presentation.

Senior Project Oral Presentations include a formal speech and a question-and-answer session. Presented to the VNS student body, advisors, parents, project mentors, and interested community members, the speech should extensively cover the project's purpose, topic, and process. Professional presentations will be written well in advance, revised several times, and thoroughly rehearsed. Use of a visual aid is expected as it increases audience understanding.

Following the speech portion, seniors will take questions from audience members. Listen carefully, repeat the question to ensure that the entire audience has heard it, and answer candidly. Additional information/charts/data may be brought to the podium to aid in answering. While general audience members will only ask about information in the speech, advisors will ask questions regarding both the oral presentation and products. Prepare for the question-and-answer session by reviewing research ahead of time. Have parents and peers ask questions after listening to speech rehearsals. Make a list of questions that the audience might ask. Practice repeating the question for the audience before giving your response.

At the assessment meeting, advisors and student will evaluate all aspects of the Senior Project using three rubrics: Project Process, Production, and Oral Presentation. Parents and project mentors are encouraged to attend. Advisors may invite and consult a community expert if the project topic is outside their realm of expertise. Prepare for the assessment meeting by determining preliminary marks on the rubrics in each category. Be ready to verbally support the marks with examples and evidence.

Credit

Like other projects at Valley New School, credit for the Senior Project is determined by examining *quality and quantity*. Marks on the rubric display the *quality* of the work. If the quality of the work warrants credit (i.e., the majority of the marks are on the left half of the rubrics), then the amount of credit is determined by the *quantity* of work. The more time *and* effort put into the project, the more credit will be earned. Senior Projects should earn three or more credits.

Senior Project Proposal Guide

Quality Senior Project Proposals will include all ten of the items below. Please word-process your proposal, using double spacing and 12-point, Arial or Times New Roman font. Include a cover page or header with name, project title, and date. Edit and revise this proposal as you would any written product. To aid in this endeavor, read proposals submitted in past years and discuss with your advisor.

1. Create a project title.
2. Write a project thesis statement: an abstract or brief summary of the topic and purpose of the project.
3. List research subtopics.
4. List questions that will guide research.
5. Include an essay (200+ words) explaining and defending why/how this project is important or beneficial to you and/or the larger community.
6. Conduct thorough preliminary research, including contacting primary resources. Attach a preliminary Works Cited in MLA format, and bring resources to the proposal meeting.
7. List a variety of activities that will be part of the project process.
8. List standards (type out subject area, standard, and benchmark) that will be achieved upon completion of the project.
9. Include the following time management milestones:

Proposal Meeting:	/ /	Time: _____
Research Completed	/ /	
Planning Completed	/ /	
Production Completed	/ /	
Oral Project Presentation	/ /	Time: _____
Assessment Meeting	/ /	Time: _____

← Must be completed by
November 1

← Must be completed by
June 1

← Must be completed by
June 1

10. Provide space for student, parent, and four advisor signatures and date.

SENIOR PROJECT: Project Process Rubric

Name: _____

Project Title: _____

Assessment Date: _____

VALLEY NEW SCHOOL

PROCESS	Demonstrates mastery of project process	Completes all items on checklist	Missing items on checklist	Minimal use of checklist
TIME MANAGEMENT	Uses time constructively & efficiently, meets all deadlines, & stays on task with no prompting	Satisfactory use of time; meets most deadlines & stays on task with little prompting	Adequate but inconsistent use of time; meets some deadlines & requires frequent prompting	Uses time unproductively; meets few or no deadlines & completes few tasks independently
DOCUMENTATION	Keeps consistent, detailed log of time spent, including thorough analysis of process and learning	Keeps consistent log of time spent, including analysis of process and learning	Keeps inconsistent log of time spent, lacking analysis of process and learning	Keeps minimal documentation
RESEARCH	<ul style="list-style-type: none"> • Uses & cites wide variety of resources, including effective use of live expert and firsthand experiences • Keeps detailed & organized notes • Demonstrates critical analysis of sources 	<ul style="list-style-type: none"> • Uses & cites multiple resources, including live expert • Keeps & organizes notes 	<ul style="list-style-type: none"> • Uses limited resources with inconsistent citation • Keeps notes 	<ul style="list-style-type: none"> • Uses minimal resources • Keeps few or no notes
THINKING	Project demonstrates analysis, synthesis, and evaluation	Project demonstrates application	Project demonstrates knowledge & comprehension	Project demonstrates minimal thought
COMMUNITY MEMBERSHIP	<ul style="list-style-type: none"> • Participates successfully & enthusiastically in VNS program • Models & encourages successful behaviors 	<ul style="list-style-type: none"> • Participates successfully in VNS program 	<ul style="list-style-type: none"> • Developing skills for successful participation in VNS program 	<ul style="list-style-type: none"> • Negatively impacts self & VNS program

SENIOR PROJECT: Oral Presentation

<p>SPEECH DESIGN</p>	<ul style="list-style-type: none"> • Professionally planned & organized • Created with all members of audience in mind • Flows naturally from topic to topic • Uses visual aid to increase audience's understanding of message 	<ul style="list-style-type: none"> • Well planned & organized • Created with most members of audience in mind • Flows reasonably from topic to topic • Uses visual aid to increase audience's understanding of portions of message 	<ul style="list-style-type: none"> • Fairly planned; somewhat disorganized • Speech content not appropriate for many audience members • Elementary transitions from topic to topic • Uses visual aid as a backdrop 	<ul style="list-style-type: none"> • Poorly planned; disorganized • Speech information inaccessible to most audience members • Abrupt changes from topic to topic • Uses no visual aid
<p>CONTENT</p>	<ul style="list-style-type: none"> • Demonstrates thorough knowledge of project topic • Extensively describes project process • Insightfully explains the project's purpose, goals, and role in speaker's VNS career 	<ul style="list-style-type: none"> • Demonstrates knowledge of project topic • Describes project process • Explains the project's basic purpose, goals, and role in speaker's VNS career 	<ul style="list-style-type: none"> • Demonstrates selective knowledge of project topic • Partially describes project process • Glosses over project's purpose, goals, and role in speaker's VNS career 	<ul style="list-style-type: none"> • Demonstrates limited knowledge of project topic • Neglects project process • Project's purpose, goals, and role in speaker's VNS career is unclear or not evident
<p>SPEAKING SKILLS</p>	<ul style="list-style-type: none"> • Impeccable diction • Speech/answers can be heard by all audience members • Confident posture; excellent stage presence • Eye contact is kept throughout presentation 	<ul style="list-style-type: none"> • Clear diction • Speech/answers can be heard by most audience members • Confident posture; good stage presence • Eye contact is kept throughout majority of presentation 	<ul style="list-style-type: none"> • Fair diction • Speech/answers can be heard by some audience members • Some nervous body language; appears unrehearsed • Eye contact is kept throughout portions of presentation 	<ul style="list-style-type: none"> • Poor diction • Speech/answers can be heard by few or no audience members • Nervous posture; no stage presence • Eye contact is minimal or nonexistent
<p>QUESTION & ANSWER SESSION</p>	<ul style="list-style-type: none"> • Communicates all answers with inquirer's knowledge level and intention in mind • Listens actively • Answers clearly and candidly, using full knowledge base • Repeats or incorporates questions in all answers 	<ul style="list-style-type: none"> • Communicates most answers with inquirer's knowledge level and intention in mind • Listens with some care • Answers coherently • Repeats or incorporates questions in all answers 	<ul style="list-style-type: none"> • Communicates answers with inquirer's knowledge level and intention in mind • Listens partially • Answers somewhat unclearly • Repeats or incorporates questions in most answers 	<ul style="list-style-type: none"> • Communicates answers with inquirer's knowledge level and intention in mind • Does not listen to questions • Answers incorrectly or incoherently • Infrequently repeats or incorporates questions in answers

SENIOR PROJECT: Production Rubric

<p>PRODUCT QUALITY</p>	<p>Products:</p> <ul style="list-style-type: none"> • Display professional craftsmanship • Reveal examination/analysis of research and higher level thinking • Show creativity • Show intention 	<p>Products:</p> <ul style="list-style-type: none"> • Display quality craftsmanship • Satisfactorily express research and ideas 	<p>Products:</p> <ul style="list-style-type: none"> • Displays developing craftsmanship • Adequately express ideas 	<p>Products:</p> <ul style="list-style-type: none"> • Displays poor craftsmanship • Expresses few or no ideas
<p>WRITING: Message <i>(Idea/Voice)</i></p>	<ul style="list-style-type: none"> • Purposeful, insightful message • Evident that writer is passionate about topic 	<ul style="list-style-type: none"> • Clear, interesting message • Evident that writer is thoughtful about topic 	<ul style="list-style-type: none"> • Functional yet general message • Evident that writer has superficial interest in topic 	<ul style="list-style-type: none"> • Unclear message • Evident that writer is indifferent about topic
<p>WRITING: Structure <i>(Fluency/Word Choice)</i></p>	<ul style="list-style-type: none"> • Dynamic language • Crafted, flowing sentences 	<ul style="list-style-type: none"> • Appealing language • Well constructed sentences 	<ul style="list-style-type: none"> • Routine language • Mechanical sentences 	<ul style="list-style-type: none"> • Passive, vague language • Rambling or disjointed sentences
<p>WRITING: Organization <i>(Conventions/Organization)</i></p>	<ul style="list-style-type: none"> • Purposeful, creative internal organization • Edited with professional quality 	<ul style="list-style-type: none"> • Clear, formatted internal organization • Grammar & usage is consistent and shows control 	<ul style="list-style-type: none"> • Internal organization has inconsistent continuity • Bothersome grammar & usage mistakes prohibit publishing 	<ul style="list-style-type: none"> • Internal organization makes no sense • Grammar & usage mistakes dominate paper