

# **Covington High School Progressive Research Project Guide**

## **Teacher Information**



June 2009

## Table of Contents

### **I. Introduction**

Overview.....	4
Grade Level Requirements.....	5
Timeline.....	6
Letter to Seniors.....	7
Letter to Parents/Agreement Form.....	8
Progressive Research Project Plan.....	9

### **II. Research**

Brainstorm.....	11
Brainstorming and Refining Procedure.....	12
Proposal Guidelines & Rubric.....	13 -14
Organization of Research Paper.....	15
Research Paper Scoring Guide.....	16

### **III. Mentors**

Choosing/Finding a Mentor.....	18-19
Mentor Responsibilities.....	20-21
Student/Mentor Agreement Form.....	22-23
Mentor Verification Log.....	24-25

### **IV. Product (Academic Endorsement Only)**

Creating the Product.....	27
Student Reflection Journal.....	28
Product Self-Evaluation.....	29
Product Rubric.....	30

### **V. Portfolio**

Portfolio Components.....	32
Student Reflection Journal.....	33
Portfolio Rubric.....	34

### **VI. Presentation**

Presentation Instructions.....	36-38
Presentation Rubric.....	39

### **VII Appendix**

Technology Request Form.....	41
Project Recruitment Form.....	42
Media/Communications Release.....	43

## Letter to Parents and Students Regarding the Progressive Research Project

Dear Parent/Guardian and Student:

St. Tammany Parish seniors will complete a research project as the last phase of their high school experience. The senior class requirement will allow students to stretch their capabilities and imaginations, hone their research and creative skills, assume "real world" responsibilities, enhance their presentation abilities, and empower them to choose topics of personal interest. However, the most important outcome of the Progressive Research Project will be students who are more poised, confident, and better prepared to enter a career or a university.

All students will complete four (4) components of the Progressive Research Project: a research paper, an oral/visual presentation based on their research, a portfolio composed of research and documentation, and a product resulting from this research. The following is an explanation of the components necessary for the research project for all seniors and/or the components necessary for seeking the Academic Endorsement.

### **Component One:**

All seniors will choose and research a topic of personal interest and synthesize information into a 8 to 10 page paper. Using MLA guidelines, students will use at least 10 sources and include at least 12 in-text citations within the body of the paper.

### **Component Two:**

- A. **Portfolio:** A portfolio will contain all documentation of the research process and should reflect all stages of research and inquiry. Documentation may include, but is not limited to annotations, timelines, checklists, rubrics, evaluations, drafts, sketches, and reflection journal entries
- B. **Mentor:** ALL seniors must find a faculty member who will assist him/her in the research process to ensure accuracy and validity of sources and information. The faculty mentor will collaborate with the student on the preparation of and completion of the portfolio portion of the project. Students will meet with their faculty mentor a minimum of 5 times and will have the mentor complete a log to verify the day and reason for each meeting.

### **Component Three:**

All seniors will prepare and give an **oral/visual** presentation and product before an audience, which may include but is not limited to faculty and staff members, community representatives, parents, school board personnel, and peers. The student will present and describe his/her research by using visual aides, discussing the process and reflecting on the entire Project experience. **Students seeking the Academic or Career/Technical Endorsement** must additionally include feedback on their community mentor's assistance with the process and discuss their research by giving an extended oral/visual presentation.

### **Component Four:**

Students will complete all 4 components of the PRP. However, in order for a student to be eligible to receive the Academic or Career/Technical Endorsement for the PRP he/she must first meet several State requirements:

1. The student must successfully complete **all** TOPS required graduation courses.
2. The student must meet all GEE requirements.
3. The student must have a **23** or higher on the ACT and a minimum GPA of **2.5**. (**Academic Endorsement**)
4. The student must have a **20** or higher on the ACT and a minimum GPA of **2.5**. (**Career/Technical Endorsement**)
5. The student's 5-Year Plan must correlate with the topic of the PRP (**Career/Technical Endorsement**)

Students who want the Academic or Technical Endorsement will meet with a community/outside mentor who will help him/her further explore his/her area of research in order to create an abstract or concrete representation of the research in the form of a product. During this phase, students seeking the **Academic Endorsement** must spend at least **5 hours with this outside mentor**, and students seeking the **Career/Technical Endorsement** will complete **20 work-based learning hours with the outside mentor**. The mentor will complete a log verifying the day and reason for each meeting. Possible products could be a scale model, a performance, student art or writings, recreating a process, or demonstrating a new skill.

The entire school community will participate in supporting some aspect of the Progressive Research Project process. Although students will choose their areas of research, junior and senior English teachers will guide and grade the process. Librarians will assist the students with the use and scheduling of technology and software for the presentation.

The research papers will require students to utilize the skills of research, organization, and time management. While specific portions of the research paper will be reinforced and reviewed during class time, the **majority** of the assignment will be written outside the classroom. The student will be provided with instruction, resources, and written information as the class works through the assignment.

Learning to meet deadlines is an important life skill, certainly one necessary for a successful senior project. Students are expected to complete all assignments and meet all deadlines unless there are serious extenuating circumstances. These are examples of extenuation circumstances:

- Hospitalization of the student
- Long-term illness which renders the student physically unable to complete assignments
- Death in the family

The Progressive Research Project presents an opportunity for the parent to play an important role in the education of his/her senior by providing guidance and encouragement. We hope that all parents will become involved in the project. More detailed information can be found in the Progressive Research Project Guide. If you have any questions please contact the school.

Sincerely,  
Progressive Research Project Committee

---

---

## Parental Acknowledgement Form

My child/ward has shown me the Letter to Parents and Students Regarding the Progressive Research Project. I have read and understand the letter.

Name (please print) \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_

Phone # \_\_\_\_\_

Email \_\_\_\_\_

## Student Acknowledgement Form

I have read and understand the Letter to Parents and Students Regarding the Progressive Research Project. If I have questions/concerns during any portion of this project, I will address them with my teacher.

Name (please print) \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_

Phone # \_\_\_\_\_

Email \_\_\_\_\_

## Acknowledgment of Penalty for Plagiarism

I, \_\_\_\_\_, understand that the penalty for cheating as per the  
PRINT NAME  
STPSB *District Handbook for Students and Parents* is that the assignment will receive a grade of zero  
(0). **This means that if I plagiarize any portion of my research project, I will receive a zero (0) on the entire content of my paper.** If I have a question about giving proper credit to any source from which I gather facts, data, ideas, etc. for use in my paper, it is my responsibility to consult with my teacher during the drafting and/or revision of my paper to make certain that I am not committing any acts of plagiarism that will result in a grade of zero (0).

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
DATE

I, \_\_\_\_\_, understand that the penalty for cheating as per the  
PRINT NAME  
STPSB *District Handbook for Students and Parents* is that the assignment will receive a grade of zero  
(0). **This means that if my son/daughter plagiarizes any portion of his/her research project, he/she will receive a zero (0) on the entire content of the paper.** If I have questions or concerns about my son's/daughter's work, I will contact his / her English teacher in advance of the project due date to discuss them.

\_\_\_\_\_  
PARENT / GUARDIAN SIGNATURE

\_\_\_\_\_  
DATE

This guide delineates the policies and procedures for the research, mentorship, product development, and presentation; it provides timelines and grading rubrics; and includes all forms used throughout the Progressive Research Project.

## Grade Level Requirements for the Progressive Research Project

### Ninth Grade

- Career Orientation/English I:
  - Research and write a paper on one of the 16 career clusters.
  - Present oral presentation on the paper.
  - Complete 5 Year Plan.
  - Establish portfolio which will include a copy of 5 Year Plan, presentation rubric, graded research paper and scoring rubric.
- All other curricula areas responsible for emphasis on reading, analyzing, and responding to various types of texts.
- Instructional Technology Use Policy completed and on file at CHS.

### Tenth Grade

- Complete oral presentations using scoring rubric across curricula areas.
- Continue research with emphasis on note taking in all curricula areas.
- Continue development of portfolio with inclusion of a minimum of 3 oral presentation rubrics.
- Update 5 Year Plan.

### Eleventh Grade

- Choose a faculty mentor by end of first quarter.
- Present a tentative proposal essay for Progressive Research Project to English III teacher and faculty mentor by end of first semester.
- Find and annotate a minimum of 3 sources during the first semester and 2 sources during the second semester.
- Complete an I-Search paper during the second semester based on the 5 sources.
- Update 5-Year Plan.
- Students seeking the **Career/Technical Endorsement** must be sure that their 5-Year Plan correlates with their senior project.

### Twelfth Grade

- Choose a community/outside mentor (**Academic or Career/Technical Endorsements only**).
- Submit a final graded copy of your I-Search paper with scoring rubric to senior English teacher and faculty mentor.
- Consult with faculty and community mentor(s) during the research and writing phase.
- Write and revise the final research project paper with input from senior English teacher and mentor(s).
- Complete self-evaluation.
- Complete portfolio and submit for evaluation.
- Present product, paper, and research orally before a practice panel.
- Present product, paper and research orally before a formal evaluation panel.
- Finalize 5-Year Plan.
- Students seeking the **Career/Technical Endorsement** must be sure that their 5-Year Plan correlates with their senior project

## Year-by-Year Contribution to PRP Success

Although “the” research paper and presentation will be completed during the student’s senior year, the following skills will be introduced and / or continued in the English class that will help prepare each student for success:

### English I

Introduction to research  
Annotation  
MLA format

### English II

Continuation of research  
Oral presentation  
Visual presentation  
MLA format

### English III

Continuation of research  
Annotating research  
Incorporating research into multi-page essay  
MLA format

### English IV

Research – examining a subject for a more focused purpose  
MLA format  
Annotating research  
Oral / Visual presentation  
Producing a well-written research paper  
Creating a product

## **Progressive Research Project** **Timeline for Seniors**

### **First Quarter:**

- Teachers will hand out PRP packets and discuss project in its entirety
- Students must turn in necessary forms: Parental / Student Agreement, Acknowledgment of Penalty for Plagiarism, and Mentor Agreement
- Teachers should issue a timeline for completion of PRP components
- Teachers should verify/check students 4 sources from junior year
- Students will write a final proposal essay regarding re-worked topic
- Students will resubmit graded English III I-Search paper
- Students will find and annotate 3 more sources
- Students will complete 3 reflection journals
- Students will complete an outline for research paper

### **Second Quarter:**

- Students will find and annotate 3 more sources (total of 10+)
- Research Papers due (early November)
- Students will complete 3 reflection journals

### **Third Quarter:**

- Students will revise research papers for portfolio
- Students will begin working on PowerPoint presentations
- Students will complete a product
- Students will complete visual presentations (verified/checked by teachers for accuracy)
- Students will complete final 2 reflection journals
- Students will complete and organize portfolios

### **Fourth Quarter:**

- Students will perform presentations to panel of judges
- Students will bring portfolios to presentation for panel of judges to assess
- Students will turn portfolios in to English IV teachers

## Brainstorm Topics

The following broad topics are provided as triggers for launching and eventually refining your personalized research quest. You may consider other topics of interest with the approval of your teacher.

Aeronautics	Fund Raising	Religion
Agriculture	Games	Robotics
Animal Training	Gemology	Science
Anime	Genealogy	Sculpting
Anthropology	Government	Sewing
Architecture	Grant Writing	Snow Sports
Astronomy	Graphic Arts	Social Studies
Automotive Repair	Hair/Makeup Beauty	Space
Biology	Health Care	Specific Hobbies
Boating	History	Sports
Building	Interior Decorating	Stock Market
Business	Inventions	Taxidermy
Careers	Landscape	Television Reporting
Carpentry	Languages	Theatre
Clothing Design	Law	Veterinary Science
Collecting	Linguistics	Visual Arts
Comics	Literature	Vitamins
Communications	Local History	Water Sports
Computer Graphics	Manufacturing	Weather Forecasting
Computer Technology	Marketing	Website Building
Conservation	Math	Wood Working
Counseling	Mechanics	Writing
Culinary Arts	Medical Lab Tech	
Culture	Medicine	
Dance	Military	
Dentistry	Movies	
Ecology	Music	
Economics	Musical Instruments	
Education	Philosophy	
Electricity	Photography	
Endangered Species	Physical Training	
Engineering	Playwriting	
Entertainment	Police Work	
Entomology	Politics	
Etiquette	Psychiatry	
Exercise	Psychology	
Film Making	Publishing	
Fishing/Hunting	Real Estate	

## Brainstorm and Refining Procedure

### Phase 1

- List at least 5 topics of interest that you have identified in your brainstorm activity.
- Ask yourself about each of the topics:
  - Can I find enough research about this topic for a paper?
  - Can I create a visual presentation that relates to my research paper?
  - Will I be able to find a suitable adult mentor with expertise in this field?
  - Can I afford the materials needed to create this product?
  - Will I be learning more than what I already know about this topic?
  - Will this topic keep my interest over the course of several months?

### Phase 2

- After reviewing your 5 topics, circle the ones that appear to have the most potential for you. Take a week to think them over, add or subtract from the list, and see what type of information you can find on them (do a quick internet search).

### Phase 3

- Begin your final decision by asking yourself the following questions:
  - Which area is the most unique and will differ from other senior research projects?
  - Which will best demonstrate my talents?
  - Which will have the most resources available?
  - Which do I have the greatest desire to pursue?
  - Which would my parents most like to see me accomplish?
  - Which is affordable to me?
  - Which will interest, intrigue, and enlighten me from its inception to its completion?

### Phase 4

- Narrow your choices to two and then analyze your questions again.
- Make your final choice.

## Creating the Product

The next step to completing your Progressive Research Project is creating a physical/visual depiction to demonstrate what knowledge you gained through your research and writing of your research paper. This product represents a hands-on experience. It allows the student to apply the information gained in research to create a product demonstrating learning and mastery of the topic. The product can take on a variety of forms (construction, creation, performance, volunteering, etc.). You will have approximately 4 weeks to complete this facet of the project. Return to your brainstorming to refresh yourself on the physical/visual ideas you were considering.

**There are a variety of ways to demonstrate your information. Below is a list of possibilities:**

Make a book	Research a trade	Write a story
Make a video	Build a machine	Design a model
Create an event	Design a web site	Sew a garment
Make a model	Create a work of art	Create a robot
Perform an experiment	Choreograph a dance	Design an ad campaign
Write a program	Perform a skill	Complete a community
Customize an object	Publish a magazine	Service a project
Write a grant	Score a musical	Bake a wedding cake
Sing an aria	Design costumes	Develop a photo documentary

**Decide which choice will best meet your goals for your presentation. Ask yourself these questions:**

- How much will it cost?
- Do I have access to supplies and equipment?
- How long will it take to make?
- Will I get bored with it?
- Will everybody else do the same thing?
- Am I really interested in making that?
- Will my product reflect the best efforts I can offer?
- Are my talents being used to the fullest?

**Once you've decided on a product, you MUST:**

1. Complete the rest of the **8 reflection journals** to be put in your portfolio (you've been working on these all year).
2. Complete the **Product Self-Evaluation** form to be put in your portfolio.
3. Turn in completed **product** and **portfolio** to your English teacher **before** you give your **presentation**.

## The I-Search Paper/Project Proposal Guidelines

Once you have decided upon your topic of interest, submit the proposal as outlined below:

- **Title:** The proposal should begin with a centered title that poses a research question. The question should indicate what you as the researcher want to know. For instance, “**How do Architects Plan for a New Building?**”
- **Paragraph 1:** The answer should include the objective and purpose of your research. For example, you might begin by saying: **In my research I hope to discover how Architects plan for a new building.** By this phase of the PRP, you should have already done some research and have at least one source. In paragraph one, you will continue by naming and discussing the source that you have found regarding your topic. You must tell what you have determined from your source and if it has begun to answer the question of your title. You must also include an index card of the bibliography information of your source accurately cited and stapled to the back of this essay.
- **Paragraph 2:** In this paragraph you will discuss who your faculty mentor is and how he/she will help you during this research process. You must also discuss the types of data and sources you hope to acquire and present in the paper. Next, discuss what you view as the biggest challenge of this entire process (the research, writing the paper, presenting, etc.). At this point, discuss ideas you have for presenting your research.
- **Paragraph 3:** Tell what the final product will be and why this is a challenge to add knowledge beyond what you already know.
- **Paragraph 4: (ONLY for students seeking Endorsement)** Give the name of your community mentor and a description of the mentor’s specific, relevant expertise and background. Explain how and when you plan to meet with your mentor for interviews and/or observations of the mentor’s work.
- **Paragraph 5:** Define plagiarism, as you and your teacher understand it. Then, discuss what the ultimate repercussions of plagiarism could be for any person. Conclude this paragraph with a statement affirming that you will not plagiarize or falsify any of the information in your Progressive Research Project.

**Include the following information at the end of your proposal:**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**English Teacher:** \_\_\_\_\_

**Period:** \_\_\_\_\_

**Email:** \_\_\_\_\_

## Research/Product Proposal Rubric(s)

This is a basic rubric depicting how your teacher may grade your essay

Name: _____	
Teacher: _____	Period: _____
Bibliography of source correct:	_____/10
Heading correct:	_____/5
<b>Essay Components</b>	
<b>Paragraph 1:</b>	
1. Addresses Topic question:	_____/5
2. Discusses article :	_____/10
<b>Paragraph 2:</b>	
1. Discusses Mentor & Sources:	_____/4
2. Discusses Challenge:	_____/3
3. Discusses Presentation:	_____/3
<b>Paragraph 3:</b>	
1. Discusses Product:	_____/5
2. Discusses challenge/knowledge:	_____/5
<b>Paragraph 4: (Endorsements Only)</b>	
1. Discusses Mentor and expertise:	_____/5
2. Discusses Mentor plan:	_____/5
<b>Paragraph 5:</b>	
1. Defines Plagiarism:	_____/5
2. Discusses Consequences:	_____/5
<b><u>Mechanics</u></b>	
Neatness: _____/5	Grammar: _____/10
Spelling: _____/5	Sentence Structure: _____/10
Total: _____/90	
<b>Endorsement Total: _____/100</b>	

## Organization of Parts of the Research Paper

Title

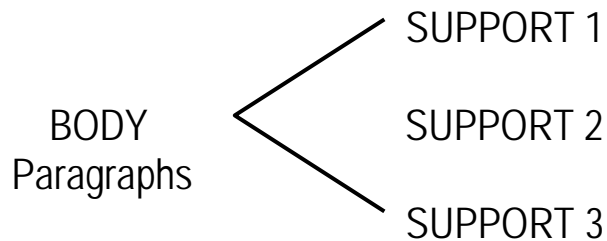
### Introduction Paragraph

Contains:

- Definition of topic (or some aspect of topic)
- Brief History/Historical background

Or

- Background Data (if topic is too new for historical implication)
- Rationale for Research (why your topic is important to society)
- THESIS (introduces the 3 or more supports)



Conclusion Paragraph

# English IV Research Paper Scoring Guide

This is a basic rubric depicting how your teacher may grade your paper

## Part 1: Form

- Appearance of paper/Neatness \_\_\_\_\_ of possible 3 points
- Font and font size (Arial 12 pts) \_\_\_\_\_ of possible 2 points
- First page data correct & correctly placed \_\_\_\_\_ of possible 5 points
- Title reflects subject \_\_\_\_\_ of possible 2 points
- Header correctly numbered and placed \_\_\_\_\_ of possible 3 points

## Part 2: Content

- Follows MLA guidelines \_\_\_\_\_ of possible 20 points
- References used evenly throughout paper \_\_\_\_\_ of possible 20 points
- Sufficient number and variety of references  
(minimum 10 in-text citations) \_\_\_\_\_ of possible 20 points
- References/Works Cited page \_\_\_\_\_ of possible 25 points
- Introduction defines and gives history of subject \_\_\_\_\_ of possible 15 points
- Rationale explains why subject is of interest to all \_\_\_\_\_ of possible 5 points
- Thesis clear and introduces 3 points of support \_\_\_\_\_ of possible 15 points
- Points are fully developed \_\_\_\_\_ of possible 50 points
- Transitions are appropriate and evident \_\_\_\_\_ of possible 10 points
- Sequence is logical \_\_\_\_\_ of possible 10 points
- Writing is clear and age/grade appropriate \_\_\_\_\_ of possible 20 points
- Conclusion Valid \_\_\_\_\_ of possible 15 points
- Grammar and Mechanics \_\_\_\_\_ of possible 10 points
- Varied Sentence Structure/ Correctness \_\_\_\_\_ of possible 10 points
- All References are present and relevant to subject \_\_\_\_\_ of possible 30 points
- Final Outline/Rough Outline \_\_\_\_\_ of possible 10 points

Total Points Earned \_\_\_\_\_ of possible 300 points

**\* insufficient paper length will result in maximum score of 50% of the possible total points**

## Choosing/Finding a Faculty/Community Mentor

(All students **MUST** have a faculty mentor, even those doing the Academic or Career/Technical Endorsement)

**Finding a faculty mentor is a requirement for the Progressive Research Project.** Your faculty mentor agreement is an important document and must be completed in a timely fashion. Ideally, you would seek out a faculty member who has experience in the area that you plan to research. However, you may choose another mentor from the CHS faculty if you feel he/she is more suited to your needs. There are many people at Covington High School who have the type of knowledge you seek. Your mentor must be available to monitor your progress during research and document meetings using the appropriate form. He or she must be an adult who is **NOT** your immediate relative. Any exceptions must be authorized by Covington High School's administration.

### **Faculty/Community Mentor Requirements:**

1. Knowledgeable about the field. This means that the mentor has significant experience in the subject that you wish to explore.
2. Over 21 years of age. Mentors must be adults and NOT your peers.
3. A person who is NOT from your immediate family. Parents, brothers, or sisters do NOT qualify.
4. Available for consultation. Your mentor must be available to meet with you periodically and be able to verify that you actually completed your required hours.
5. Mentors will be **approved** by school and parents.

### **Once you have found your Faculty Mentor you MUST:**

1. Give your mentor the **Faculty Mentor Responsibilities** form to keep on file.
  2. Get your mentor to complete the **Student/Faculty Mentor Agreement form.**
  3. Meet with your Faculty Mentor at least 5 times, having the mentor document the day and reason for each meeting on the **Student/Faculty Verification Log.** Meet with your Community Mentor for a minimum of 5 hours for an Academic Endorsement or 20 hours of work-based learning for a Career/Technical Endorsement. Then, have the mentor document the day and reason for each meeting on the **Student/Community Verification Log.**
  4. Begin filling out **Student Reflection Journals.**
- Both the **Agreement** form and the **Verification log** will go in your portfolio.

**How to Find a COMMUNITY Mentor:** Decide on your area of research first; then try some of the following methods:

- Select a person who has knowledge of the subject you are researching and can help with your product.
- Ask relatives of friends who are working in the related fields if they can recommend anyone.
- Ask current or former employers.
- Consult your own physician/dentist if your fieldwork is medically related.
- Consult administrators and facilitators of zoos, aquariums, and/or parks or recreation departments if appropriate.
- Consult teachers/instructors of the classes/lessons that you may be attending for fieldwork. (Karate/drawing/guitar)
- Consult teachers and counselors to see if they know someone who might have experience in your area of research.
- Contact civic organizations in the community.
- Contact individuals at local universities and trade schools.

## Student/Faculty Mentor Agreement Form

Student: \_\_\_\_\_

**Research and Project description** (Briefly discuss your subject, sources, and how you plan to present your topic.)

---

---

---

---

**Research Project Due Dates:**

Research Paper: \_\_\_\_\_ Portfolio: \_\_\_\_\_ Presentation: \_\_\_\_\_

**Mentor Assistances** (Review, then give your mentor a copy of this form to keep.)

1. Advise student in regard to content of research and overall project.
2. Direct student to possible sources for additional information.
3. Arrange to meet with student **at least** 5 times (at the discretion of teacher and student, depending on need).
4. Initial student's Student/Faculty Mentor Verification Log after each meeting after recording the day and reason for the meeting.
5. Provide feedback to student in regard to the research paper and project.
6. Encourage the student to meet the Progressive Research Project challenge.

**Faculty Mentor Information:**

Name: \_\_\_\_\_ Room #: \_\_\_\_\_  
Subject/Expertise: \_\_\_\_\_  
E-mail: \_\_\_\_\_

**Mentor Agreement:**

I understand the role of the mentor in the Progressive Research Project design, and I agree to assist the above student in this capacity.

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Student/Community Mentor Agreement Form

Student: \_\_\_\_\_

**Research, Project, and Product description** (Briefly discuss your subject, sources, product, and presentation.)

---

---

---

---

**Research Project Due Dates:**      Research Paper: \_\_\_\_\_      Portfolio: \_\_\_\_\_  
Presentation: \_\_\_\_\_      Product: \_\_\_\_\_

**Mentor Assistances** (Review, then give your mentor a copy of this form to keep.)

1. Advise student in regard to content of research, product and overall project.
2. Direct student to possible sources for additional information.
3. Arrange to meet with student **a minimum of 5 hours** (Academic Endorsement), or for **20 hours of work-based learning** (Career/Technical Endorsement).
4. Initial student's Student/Community Mentor Verification Log after each meeting after recording the day and reason for the meeting.
5. Provide feedback to student in regard to the research paper, product and project.
6. Encourage the student to meet the Progressive Research Project challenge.

**Community Mentor Information:**

Name: \_\_\_\_\_ Phone #(s): \_\_\_\_\_ / \_\_\_\_\_  
Profession/Expertise: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
E-mail: \_\_\_\_\_

**Mentor Agreement:**

I understand the role of the mentor in the Progressive Research Project design, and I agree to assist the above student in this capacity.

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Student/Faculty Mentor Verification Log

Student: \_\_\_\_\_

Research Topic: \_\_\_\_\_

Date	Time	Activity	Mentor's Initials

**Note to Student:** This Form may be copied if you meet with your mentor more than 5 times.

**Mentor Verification** (to be completed at the last mentor/student meeting):

1. I can verify that this student has personally completed all components of the Progressive Research Project (research, paper, and presentation).
2. Please describe any successes and problems the student encountered in completing this project that you feel are worth mentioning. An additional page may be attached.

---

---

---

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Student/Community Mentor Verification Log (Academic or Career/Technical Endorsement)

Student: \_\_\_\_\_

Research Topic: \_\_\_\_\_

(This Chart is to be filled out at every meeting)

Date	Time	Activity	Mentor's Initials

**Note to Student:** This Form may be copied if you meet with your mentor more than 5 hour.

**Mentor Verification** (to be completed at the last mentor/student meeting):

1. I can verify that this student has personally completed all components of the Progressive Research Project (research, paper, presentation, and product).
2. Please describe any successes and problems the student encountered in completing this project that you feel are worth mentioning. An additional page may be attached.

---



---



---

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Reflection Journal

**You are required to have a minimum of 8 journal entries.** Your journals should reflect your creative process throughout this entire project (research, writing the paper, creating the product and the presentation), as well as your visits with your mentor(s). **Be sure to make copies of this page so you can have one for each of the 8 required journals.** Remember that 5 journals are to be written in response to your mentor meetings and only 3 are to discuss your creative process.

Student journal # \_\_\_\_\_ Topic: \_\_\_\_\_

Date of journal: \_\_\_\_\_

Description of process and how it has changed since last entry:

Concerns about future aspects of project:

What have you done? What did you learn from it? Describe some successes, frustrations, and victories.

## Product Self-Evaluation

This form is due at the beginning of class when your product is due. It is to be placed in your portfolio in the correct section.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Period: \_\_\_\_\_

1. Describe your product in **three complete sentences**.

2. Completion time: (start date to finish date): \_\_\_\_\_

Number of hours spent on product: \_\_\_\_\_

Materials used:

---

---

---

List resources used in completion of product (where and how and from whom did you get your materials):

---

---

---

---

3. Knowing what you now know about this process, what would you do differently?

4. What did you learn about yourself in the course of completing this stage of the Project?

5. What grade would you give yourself if you were evaluating this product? \_\_\_\_\_

You must now justify your grade in at least 3 complete sentences.

## Physical Product Rubric

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Period: \_\_\_\_\_

At this point, your product must be completed and presented to your teacher. Your product must be assessed **before** you may make your presentation to a panel. **Portfolio** is to be turned in at this time as well.

Basic Requirements	Present (✓ or x)	Comments
Portfolio (All Components)		
<b>*Community Mentor/Student Agreement</b>		
Community Mentor Verification Log		
8 Reflection Journal Entries		
Self - Evaluation		
Product		

### Product Rubric

Component to be Scored	Points					
Product indicates planning and work	<b>25</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>0</b>
Consistent development is evident	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
Sufficient evidence of learning is seen in product	<b>25</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>0</b>
There is documentation that was completed in a timely manner	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
Student log entries reflect accurate development of product and are neat and carefully done	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
Product is free from obvious flaws	<b>15</b>	<b>12</b>	<b>9</b>	<b>6</b>	<b>3</b>	<b>0</b>
Product is complete by due date	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Comments:</b>						

**Please use the following scale to rate each component above:**

- 5**– Flawless (perfect, clear, logical, above and beyond what’s expected/professional)
- 4**– Excellent (clear, logical, few errors)
- 3**– Good (clear and logical but can be improved; some errors but none interfering with understanding)
- 2**– Adequate (orderly; some things unclear; errors random)
- 1**– Unacceptable (random order; errors interfere with understanding; no labels)
- 0**– Inadequate or absent; not what student proposed

**\*Community Mentor/Student Agreement is ONLY for those students seeking an Endorsement**

## Progressive Research Project Portfolio: Rubric

Name:	points
1. Cover of ring binder (Teacher will provide Format example)	/3
2. Title page (same format as Cover)	/2
3. Table of Contents	/5
4. Parental Consent Form (signed)	/2
5. Media/Communications Release	/2
6. Student/Teacher Mentor Agreement Form (signed)	/3
<b>7. Student/Community Mentor Agreement Form (Endorsement)</b>	<b>/5</b>
8. Proposal Essay	/8
9. Proposal Essay Rubric ( <b>bonus</b> )	(___ /+3)
10. Final Research Paper and Rubric (3 <sup>rd</sup> Quarter clean copy)	/15
11. All Annotations (8+)	/15
12. Research Paper (2 <sup>nd</sup> Quarter with Teacher annotations)	/8
13. Student/Teacher Mentor Verification Log (signed)	/25
<b>14. Student/Community Mentor Verification Log (Endorsement)</b>	<b>/25</b>
15. All Reflective Journals (8)	/15
16. Product Self-Evaluation Form	/5
<b>17. Product Rubric (Endorsement)</b>	<b>/5</b>
18. Technology Request Form	/2
19. Pictures/Visuals/Power Point (printed or copied)	/10
20. I-Search Paper and Previous Drafts (junior year)	/5
21. Presentation Rubrics from other classes (all 4 years)	/15
22. Neatness (professional appearance)	/10
Total:	/150
<b>Endorsement Total:</b>	<b>___/190</b>

## Oral and Visual Presentation Instructions

Your presentation is an extremely important part of the Progressive Research Project. **Appropriate dress and behavior** are necessary for effective presentations. It is imperative that you make every effort to exhibit mastery of your chosen subject to a panel made up of community leaders and educators. Evidence of this mastery can be proven in your ability to incorporate the use of **technology**, use correct and accurate **vocabulary**, and deliver a well thought out **speech**.

**The Speech:** The following steps will make your speech effective and appropriate:

Step 1: **What are you going to talk about?** Answer the following questions.

- How do your paper and project connect?
- What emotions did you experience as you worked through the paper and project (anger? excitement? pride? frustration?)
- What problems did you encounter (money? Time management? Skill deficiencies?) Explain
- What personal growth did you gain from the paper and project? What self-knowledge did you gain?
- What knowledge of your topic did you gain?

Step 2: **How am I going to say this?** Use the answers to the questions above as reference.

- Organization – Jot your ideas on separate 3x5 cards and arrange them into an order that is Logical and pleasing.
- Slip blank cards into spaces where visual aids are needed or would be appropriate.
- Add blank cards for introduction and conclusion.
- If you have a project that can be displayed, jot your ideas for that display on one card (ex: photos, maps)
- Plan your introduction. The introduction should do the following:
  - Grab the attention of the audience.
  - Make sure your thesis is clear. (Mention paper and project)
- Plan your conclusion. A good conclusion should do the following:
  - Restate topic/thesis.
  - Leave the audience thinking.
- Plan the **display/Visual** aspect of your project. (**Academic or Career/Technical Endorsements will have a product**)
  - Will it be an on-going, integral part of your speech (ex: slide show, power point, video)
  - Will it be part of your introduction or occur after the conclusion?
- Plan any other visual aides you may need (ex: objects that have to do with your topic, a performance that enhances or helps explain your topic).
- Make sure your teacher knows what technology you will need for your presentation and that you know how to use it (technology request form is on page 41).
- Look at each idea card and fill in details, colorful anecdotes, and factual information.
- Place all cards back in order and begin practicing your speech.

### Step 3: Speech techniques to remember:

- **Eye contact** – This is extremely important (part of your presentation grade). Practice often enough that you rarely need to look at your cards. Remember this is a friendly audience. Your peers and your judges are pulling for you. **Remember**, true communication happens with the eyes and the voice.
- **Posture** – Stand proud. You have a right to be proud of your accomplishment. Avoid the following:
  - a.) gripping the podium and causing white knuckle.
  - b.) Locking your knees – you've come too far to faint now.
  - c.) Wiggling, shaking, rocking.
    - **Remember**, you want the judges to pay attention to your presentation not distracting behavior.
- **Voice:** a.) Be loud enough to be heard and sound personable.  
b.) Vary appropriately in pitch and tone (don't be monotone)
- **Gesture** – Use your hands to help make your point. Gestures should be natural and spontaneous, not choreographed and mechanical or out of control (get a pointer if you're worried about this).
- **Props**—Plan and practice using any props you will need (ex: pointer or other objects to enhance your presentation)
- **APPROPRIATE DRESS** and behavior are necessary for effective presentations. Dress as if you are going to church, an interview, or out to dine in a nice restaurant.
  - **This is part of your presentation grade!!!! Blue jeans and shorts of any kind are NOT appropriate. Same goes for shoes (flip-flops are not acceptable).**

### Step 4: Prepare for Questions the judges may ask.

Although there is no way to know exactly what the judges will be inspired to ask you regarding your particular topic, the following are examples of typical questions:

- Why did you choose your topic?
- What was the most difficult part of doing your project?
- What help did you get from your mentor?
- Why do you consider your project a learning stretch?
- What did you learn about yourself by doing the project?
- What was the most valuable asset in accomplishing your project?
- What advice would you give to juniors about undertaking this project?
- What skills did you develop in doing this project?
- How did you finance the project?
- How much time did you spend?
- Did the project involve knowledge learned in another class?
- How did you feel about completing the Progressive Research Project?
- They may ask some detailed questions involving aspects of your topic!!!

## Finally, some basic dos and don'ts to help you:

### Do

1. Rehearse your speech in front of your family or friends and ask for critical feedback to make your presentation the best it can be. Your mentor can also give good feedback and advice. Be sure you can use all technology (Power Point, Smart boards, VCR's / DVD / CD players, Lap tops, etc.) before you give your presentation. **Also check to be sure that any computer programs you've use are compatible with CHS computers** (if not, you'll either need to reconfigure so they'll work on the school computer or bring your own laptop). You should perform a full practice run in your panel room in the days prior to your presentation. **Print out All pictures, visuals/Power Point presentations just in case** (regardless, they also need to be printed for your portfolio).
2. **Take some time to consider your personal appearance.** A shirt and tie is much more impressive than jeans and a t-shirt. A nice dress or coordinated ensemble will lend an air of confidence while making your presentation professional looking. Appearance is very important, and you should approach your presentation with same regard that you would a job or college interview. **Remember:** flip-flops and tennis shoes are just not professional.
3. **Do go over your portfolio and make it professional and neat in appearance.** Your portfolio is the first thing the panel will be viewing, and it is important that this first impression be good. Be sure to review page 32 to make sure you have all needed components in the correct order.
4. **Do review the Presentation Rubric so you know exactly how you'll be scored.**

### Don't

1. **Do not go into your presentation unprepared, thinking that you can "Wing It."** Lack of Preparation will cost you valuable points on your presentation.
2. **Do not READ your power point presentation or poster to your audience.** Power points or posters are to be used to enhance your subject matter, making it easier for the panel to follow your presentation and points of discussion. The information should be self-evident and should support your presentation, not take the place of it. Do not make Power Points long; they should be short phrases that simply aid in the understanding of your topic.
3. Pictures should also be used on the Power Point, where applicable, to help explain and show the panel what you are discussing.
4. **Do not try to reply to a question you know nothing about.** Simply state that a good answer will require more research on your part. You are not expected to be an expert on all facets of your project; although, you should have a good command of the areas you have studied.

Your Progressive Research Project Presentation should be a memorable part of your high school education. Your audience will be small and supportive (I Promise!!), and you will be well prepared. This is your chance to shine! Enjoy yourself!

## Progressive Research Project Presentation Rubric

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Topic: \_\_\_\_\_

**Endorsement:**  **yes**  **no**      Panel Member (1, 2, 3, or 4): \_\_\_\_\_

Points show high and low numerical value and are equal to letter grade above

	A	B	C	D	F
<b>Organization (50 points)</b>	50 -46	45-41	40-36	35-31	30-0
<b>Organization:</b> Student presents information in a logical, organized, interesting sequence. Good planning and preparation are evident, demonstrating excellent knowledge of the topic. Explanations and reasons are given for conclusions drawn.					
<b>Communication (40 points)</b>	40-37	36-33	32-29	28-25	24-0
<b>Communication Aids:</b> Portfolio is complete and on time. Visuals, video, PowerPoint, etc. error free, clear, useful, creative, and effective.					
<b>Dialogue (30 points)</b>	30-28	27-25	24-22	21-19	18-0
<b>Dialogue:</b> Presenter correctly answers questions about his/her topic. Personal experiences are integrated where relevant and appropriate.					
<b>Delivery (20 points)</b>	20-19	18-17	16-15	14-13	12-0
<b>Delivery:</b> Student maintains eye contact and projects voice. Gestures complement presentation.					
<b>Dress and Behavior (10 points)</b>	10	9	8	7	6-0
<b>Appropriate Dress and Behavior:</b> Student exhibits proper personal grooming, maintains good posture, and dresses appropriately.					
<b>Comments:</b>					
<b>Total Points</b> _____ <b>/150</b>					

**Please use the following scale to rate each requirement:**

- A** – Excellent (clear, logical, error free or almost so)
- B** – Good (clear and logical, but can be improved; few errors, but none interfere with understanding)
- C** – Average (orderly; some things unclear, errors are random)
- D** – Below Average (random order; errors interfere with understanding; many points are unclear)
- F** – Inadequate or absent

## Technology Request

Student: \_\_\_\_\_ High School: \_\_\_\_\_

Research Topic: \_\_\_\_\_ Product: \_\_\_\_\_

English Teacher: \_\_\_\_\_ Room: \_\_\_\_\_

**I need the following equipment/items for my Senior Project presentation (Check the items needed):**

- |                   |                 |
|-------------------|-----------------|
| Computer          | Podium          |
| Computer Programs | Screen          |
| VCR/DVD &TV       | Table(s)        |
| Elmo/Overhead     | Special Need(s) |
| Easel(s)          |                 |

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

### Research Project Presentation/Technology Reservation

Dear Senior,

Your presentation has been scheduled for the following time and date:

Date:

Place:

Time:

The equipment that you need will be in place.

Librarian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note to Librarian:

This form should be returned to the student two weeks prior to presentation date.

## Media/Communications Release

(This form is for children and adults who are not students or employees of the St. Tammany Parish School Board.)

I, \_\_\_\_\_, agree that my name, voice, likeness, and/or work may be used in televised broadcasts, news publications, audiovisuals, Internet web sites and other electronic transmissions issued by employees or designees of the St. Tammany Parish School Board. I also agree that this information may be used by members of the media with permission of officials from schools or offices within the St. Tammany Parish Public School System. These information items include, but are not limited to, photographs, videotapes, live broadcasts, sound recordings, and/or other electronic transmissions related to school activities. "Work" includes, but is not limited to, written work, art, music, etc.

I understand that no compensation or reimbursement of any kind related to use of the above would be paid to me.

I understand that any photographs, audiotapes, videotapes, sound recordings, news publications, etc., are the exclusive property of the St. Tammany Parish School Board.

I agree also that the above-referenced information may be used at any time after the execution of this written release without additional consent.

I understand that I may terminate consent for the future use of the above-referenced materials with written notice provided to the School Board Office. Such termination does not apply to information generated prior to the receipt of the consent termination. Termination is effective beginning at 4:30 p.m. local time the day after receipt.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Printed name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

