

Accountability Contract 2013-2014

I understand that as a senior, I am responsible for completing the Senior Project course, as well as my core academic courses (Mathematics, Science, Language Arts, & Social Science). In order to have a successful year, I am accountable for making sure my work is completed at a proficient level. I realize that I am a *candidate* for graduation—graduation is not a given. If I earn an “NC” in the Senior Project course or any of my core academic courses, I will be ineligible for graduation.

To ensure a successful senior year, I understand that I will be held accountable for the following:

- ☐ Regular punctual attendance
- ☐ Effectively using provided school time
- ☐ Checking my email and the blog daily for updates and assignments
- ☐ Participating and helping in senior class committees to prepare for senior events such as Scare Fair, iFest, Powder Puff, or Prom.
- ☐ Attending all meetings with assigned advisors including those held during fourth block, such as advisory meetings and essential question meetings (December 2-6, 2013)
- ☐ Attending all project events: Model Assembly Party Caucus (December 4, 2013) and 4 day simulation (December 11-12, 16 and 18, 2013), my 2-hour presentation, and the evening tradeshow (June 4, 2014)
- ☐ Bringing a parent or guardian to the evening tradeshow (June 4, 2014)
- ☐ Participate regularly in classes and activities that provide structure and depth to the senior project topics [e.g. Explorer Programs (for law enforcement), R.O.P. (for certification programs such as photography and gaming), teams and competitions (for athletics), and college and community classes (for the arts and academics)].
- ☐ Performance or exhibition at Talent Show and iFest (for all arts-related topics)
- ☐ Completing all project assignments on time (see Late Policy in the packet)
 - Both independent components and the 50 hours of mentorship must be complete to attend Grad Nite and walk in the graduation ceremony

Grad Nite Eligibility: I need to be passing all courses by May 16th at 8AM in order to attend.

Graduation Ceremony Participation: I need to be passing all courses, have completed all senior project components, and have made up all prior courses that I have failed by June 3rd at 8AM in order to participate in the graduation ceremony.

I understand that I am accountable for reading and adhering to the Accountability Contract. If I do not meet these requirements, I understand that I may not participate in the graduation ceremony or earn an I-Poly diploma.

Student Signature

Print Student Name

____ / ____ / ____
Date

I acknowledge that I have read the Accountability Contract and agree that my son/daughter is accountable for adhering to it.

Parent Signature

Print Parent Name

____ / ____ / ____
Date

Introduction

The Senior Project is the culminating activity for I-Poly seniors in which they demonstrate their skill in achieving state content standards in multiple subject areas and the I-Poly ESLRs. It is designed to allow the student responsibility in determining the direction of his/her own education and turning over initiative for learning, as well as control of a majority of the content, to the student. The senior project is designed to reinforce the value of one's place as a member of a community and society, while still allowing for extensive self-expression, creativity, and personal fulfillment. Each student will research a personally chosen topic throughout their senior year and will be required to present their findings in a variety of ways.

Advisors

To ensure successful completion of this project, students will meet with their house teacher and other teachers on a regular basis. House teachers will have the responsibility of overseeing the entire project for the students in their house. For the final senior presentation, students will be advised by their final presentation teacher during Advisory Meetings.

Mentorship

Students will be required to contact, conduct face-to-face interviews, and work with professionals who are presently working in their topic field. These people transform the senior project from a mere school assignment to something which is valid in the outside world. The project will include four formal interviews, and a total of 60 hours of working with/job shadowing a mentor. Taking a class does not count as job shadowing.

Essential Question

Once a topic is chosen, the student will develop a **working essential question**. The purpose of the working essential question is to help the student build a strong foundation of research which will allow him or her to create an **essential question** that encourages depth and rigor in the chosen topic. An essential question must:

- 1) Provide a framework for studies (It calls for breadth and depth of research, Is not a yes/no question)
- 2) Takes a stance (Allows you to argue some point, Cannot be a recitation of facts or a list)
- 3) Format (It is specific, The wording makes sense)

ESLRs

Throughout the senior project, students will be given assignments that are to be posted to their senior project blog. They will explain and provide evidence of how they have addressed each ESLR.

Effective I-Poly Citizen

Effective User of Technology

Effective Learner

Effective Communicator

Materials List

Two College-Ruled Wireless Notebooks, One Tri-Fold Board, Table Cloth

Assessment

Projects will be evaluated by the instructors and given a rating of Exemplary (E), Approaching Exemplary (AE), Proficient (P), Approaching Proficient (AP), Credit (CR), or No Credit (NC). The evaluation process will take the following factors into account: degree of completion, adherence to contract requirements, neatness, quality, written responses, creativity/originality, aesthetics, organization, and effort. Senior Project is its own course and can affect core classes. If a student has 85% or higher in the Senior Project and earns AE on major components, that student can earn an AE in the senior project course.

Late Policy

Students are expected to turn in all components of the senior project. Any components turned in late will be subject to a grade deduction. The severity of the deduction will correspond to the lateness of the assignment as follows:

One grade deduction (P to AP) for components turned in after deadline time to the 7th day.

Two grade deductions (P to CR) for components turned in between the 8th and 14th day after the due date.

Three grade deductions (P to half credit) for components turned in past the 14th day after the due date.

Four grade deductions (Half credit to a third credit) for components turned in past 21st day after the due date.

Grade Percentages

90-95 = P+	67-69 = CR+
85-89 = P	64-66 = CR
80-84 = P-	60-63 = CR-
77-79 = AP+	50 = NC
74-76 = AP	33 = NC-
70-73 = AP-	0 = MI

An "NC" in any project component will result in an NC for the semester in the senior project course.

Assignments/Project Components

The following information may be subject to change.

First Semester	Points
Summer Mentorship	10
Blog: 5 pts each, 5 checks	50
Accountability Contract	5
Research Check: 10 pts each, 10 checks	100
Topic Show & Tell	5
Interview 1	10
Blog Check	10
Interview 2	20
Lesson 1 Presentation	30
Research Count 1	10
EQ Meeting	10
Total Possible:	260

Second Semester	Points
Blog: 5 pts each, 20 blog posts	100
Mentorship (10 hr check)	50
Research Check: 10 pts each, 10 checks	100
Lesson 2 Presentation	100
Independent Component 1	150
Independent Component 2	150
Interview 3	30
Research Count 2 & Towers	10
Advisory Meetings: 5 pts each, 10 meetings	50
Research Count 3 & Towers	10
Interview 4	40
Expert Source Analysis	50
Research Count (4 Final)	20
Three Column	50
Exit Interview	100
I-Search	150
Mentorship	200
Lesson 3 Presentation	300
Tradeshow	40
Total Possible Points:	1690
NET TOTAL Points:	1950

Senior Project Due Dates (First Semester Only)

Blog 1: Summer Mentorship	8/19
Course/Project Supplies	8/23
Research Check 1	8/23
Blog 2: ESLRs and Topic Selection	8/23
Show and Tell	8/23
Research Check 2	8/30
Art Project Topic Poster	8/30
Labor Day	9/2
Research Check 3	9/6
First Interview	9/11
Research Check 4/EQ Meetings /West to Library	9/13
Career Week (4 th Block Appointments)	9/16-9/20
Research Check 5/EQ Meetings/North to Library	9/20
Research Check 6/EQ Meetings/South to Library	9/27
First Dance	9/27
Research Check 7/EQ Meetings/East to Library	10/4
Research Check 8	10/11
Research Count 1	10/18
Lesson 1: House Preparation	10/18
Lesson 1: Rough Draft	10/21
Second Interview	10/25
Lesson 1: Foundation Presentation	10/28-10/29
Scare Fair	TBA
ESLRs	11/22
Thanksgiving	11/25-11/29
EQ Meeting 4 th Block (West)	12/2
EQ Meeting 4 th Block (North)	12/3
EQ Meeting 4 th Block (South)	12/4
EQ Meeting 4 th Block (East)	12/5
Winter Break	12/23-1/3

Senior Project Due Dates (Second Semester Only)

Research Check 9	1/10
Lesson 2: House Preparation	1/10
Mentorship Component: 10 hour check	1/10
Lesson 2: Rough Draft	1/13
Research Check 10	1/17
MLK	1/20
Research Check 11	1/24
Lesson 2: 30 minute Presentations	1/27-1/30
Research Check 12	1/31
Independent Component 1	2/7
Senior Presentation Advisory Meeting	2/7
Research Check 13	2/11
Research Count 2	2/11
President's Day Holidays	2/14-2/17
Research Check 14	2/21
Third Interview	2/21
Senior Presentation Advisory Meeting	2/28
Research Check 15	3/7
Research Check 16	3/14
Rough Draft Three-Column	3/21
Powder Puff	3/21
Expert Source Analysis	3/26

Senior Presentation Advisory Meeting	3/28
Research Check 17	3/28
Research Count 3	4/4
Research Check 18	4/4
Senior Presentation Advisory Meeting	4/11
Research Check 19	4/11
Fourth Interview	4/11
Spring Break	4/14-4/18
Research Check 20	4/25
Independent Component 2	4/25
Senior Presentation Advisory Meeting	5/2
Final Three-Column	5/2
I-Fest	TBA
Research Check 21	5/6
Final Research Count	5/6
Exit Interviews	5/9-5/20
Fifth Interview	5/9
Senior Presentation Advisory Meeting	5/8
Prom	TBA
Final I-Search	5/10
Mentorship	5/13
Lesson 3: Senior Presentation Rough Draft	5/16
Grad Nite Cut-Off	5/16 @ 8AM
Lesson 3: Senior Presentations	5/21-5/30
Walking in Ceremonies Cut-Off	5/30 @ 8AM
Senior dedications and yearbook signing	6/3
Graduation Practice	6/3
Senior Evening Tradeshow Presentation	6/4
Grad Nite	6/5
Senior Breakfast	6/5
Graduation	6/16 (tentative)

Interview Component Contract

Must complete all specifications listed below on time to qualify for Proficiency

Must complete all specifications listed below on time to qualify for Honors				
Description: Students complete five interviews during their senior project.				
	Preparation Section: Must be complete for assessment	S	T	R
	<ul style="list-style-type: none">Students are encouraged to find at least two experts and schedule interviews well in advance.Students will submit questions for approval for interviews 2 through 4 to the blogStudents will revise questions based on teacher feedback			
	Content:			
	<ul style="list-style-type: none">Interview 1: House teachers will assign five questions. The purpose of this interview is to help narrow down your topic.<ul style="list-style-type: none">1. I'm interested in studying _____. What can you tell me about it?2. From your perspective, what could I study that would be significant to other people?3. Who else would you recommend I talk to?4. What kinds of places or activities do you recommend I do for the mentorship component?5. What books should I read in this field? Who else can I interview?Interview 2: It is a 5-question interview. The purpose of this interview is for each student to ask justification questions about the background of their expert.Interview 3: It is a 10-question interview. All questions must help you answer your EQ. They cannot be about the background of the person.Interview 4: It is a 20-question interview. All questions must help you answer your EQ. They cannot be about the background of the person.Interview 5: It is a 5-question interview where you interview a junior. The purpose of this interview is to help the junior develop senior project ideas and share what you did. <p>Grading Criteria</p> <ul style="list-style-type: none">Interview justification completed on signed interview formNumber of questions and quality of questionsNumber of answers and quality of answers			
	<p>Discussion Questions to Consider</p> <ul style="list-style-type: none">What is the most important thing I learned from the interview?Did I get additional resources and contacts? What is the most useful? Why?What makes your interviewee qualified to help you?			
	Technical:			
	<ul style="list-style-type: none">Interview is submitted to turnitin.comVerification form is submitted to your house teacher (see <i>Appendix</i>)The questions must be open-ended, varied and non-redundant, and be in the Q & A format.Same person may be interviewed no more than twice.Interviews must be in person (no email).			

Research Component Contract

Must complete all specifications listed below on time to qualify for Proficiency

Must complete all specifications listed below on time to qualify for Promerity				
Description: Students complete in-class research checks and research on their own.				
	Preparation Section: Must be complete for assessment	S	T	R
	<ul style="list-style-type: none">Up-to-date Working BibliographyRequired number and quality of sources			
	Content:			
	<p>Research checks are weekly or biweekly opportunities to read and take Cornell Notes on articles or books. You will be required to maintain a research notebook.</p> <p>In-Class Research Check Grading Criteria</p> <ul style="list-style-type: none">Cornell Notes and quality of researchUp-to-date Working Bibliography with required # of sources on the blogUse of time <p><i>In addition to sources counted during research check, additional notes for independent research of books, articles, interviews, and audio-visual sources are required.</i></p> <p>Research Count</p> <ul style="list-style-type: none">House teacher will verify your total number of research articles on four separate occasions.Sources must be numbered and organized according to the WBAll research must be presented in a binder for each research count with the Cornell Notes, up-to-date WB, and Towers updatedIntermediate research counts will take place October 18 (18 articles), February 11 (33 articles and towers), and April 4 (51 articles and towers)Final Count: May 7 (63 articles)			
	<p>Discussion Questions to Consider:</p> <ul style="list-style-type: none">Why did you choose the sources you researched today?What is the most important thing you learned today, and why?What will you do with the information you learned?			
	Technical:			
	<ul style="list-style-type: none">Working bibliography and towers maintained at all times on the blogTake Cornell Notes on research and add it to your working bibliographyMaintain all notes for the research binder			

Blog Contract

Must complete all specifications listed below on time to qualify for Proficiency

Description: Students will keep a blog documenting progress in each component.				
	Preparation Section: Must be complete for assessment	S	T	R
	<ul style="list-style-type: none">Create an account through www.blogger.comEmail link to house teacher and/or Further			
	Content:			
	<p>A blog is a personal site, an online log (also called weblog) containing publication of content sorted in chronological order. Blogs facilitate communication between the house teacher and the student concerning the senior project. The following is important to understanding the blog:</p> <ul style="list-style-type: none">You will respond to weekly or biweekly questions posed by house teachersAn additional post will be created on your own per month (10 additional blogs total)Blog posts should be organized by component and continually updatedExpected format of posts are as follows:<div>Title: Blog # and Title of Blog Assignment Labels for this post: Component currently addressing Comments allowed with word verification disabled</div> <p>Grading Criteria for Posts</p> <ul style="list-style-type: none">Addresses the specific questionComplete sentences with appropriate spelling and grammarPosts follow expected format			
	<p>Discussion Questions to Consider:</p> <ul style="list-style-type: none">What is your overall goal in the project, and where are you at this point?What is the most important thing you learned, and why?What is the most important source so far, and why?			
	Technical:			
	<ul style="list-style-type: none">Blog must include first name and last initial, topic, and E.Q.Posts follow expected formatVisual and/or evidence when required			

Mentorship Component Contract

Must complete all specifications listed below on time to qualify for Proficiency

Description: Students working with experts in their senior project field.				
	Preparation Section: Must be complete for assessment	S	T	R
	<ul style="list-style-type: none">Contact information providedJustification of essential question connectionLocation/mentor approved			
	Content:			
	<p>You will be required to work with professionals who are presently working in your topic field. These people transform your project from a mere school assignment to something which is valid in the outside world.</p> <p>By August 19th, post on your blog:</p> <ul style="list-style-type: none">Contact name and organization or company and phone numberSummary of services performed during 10 hours of summer mentorshipLog of specific hours linked to the blog post <p>By January 10th, post on your blog:</p> <ul style="list-style-type: none">Contact name and organization or company and phone numberSummary of services performed during 10 hours of academic year mentorshipLog of hours linked on the right hand side of the blog <p>By May 13th, post on your blog:</p> <p>(1) LIA Response to blog:</p> <p>Literal</p> <ul style="list-style-type: none">Log of specific hours with a total and a description of your duties linked on the right hand side of the blogContact Name & Number <p>Interpretive</p> <p>What is the most important thing you gained from this experience? Why?</p> <p>Applied</p> <p>How has what you’ve done helped you to answer your EQ? Please explain.</p> <p>(2) Confirmation of Contact Person, Contact Phone Number, and 50 hours completed</p> <p><u>*Please do not turn in your mentorship hours to the office. After we collect the total list from all seniors, we will turn in one piece of paper with all hours for everybody. It is counted as 60 hours (10 from summer, 50 from the academic year) of the 200 you need in order to graduate from I-Poly.</u></p> <p>Grading Criteria (August 19)</p> <ul style="list-style-type: none">Contact info turned in to house teacher10 hours of summer mentorship completed with log linked in the postSummary of services (submitted to your blog) <p>Grading Criteria (January 10th)</p> <ul style="list-style-type: none">Contact info turned in to house teacher10 hours of academic year mentorship completed with log linked on the right hand side of the blogSummary of services (submitted to your blog) <p>Grading Criteria (May 10th)</p> <ul style="list-style-type: none">60 hours completed (10 from summer, 50 from the academic year) with log linked on the right hand side of the blogLIA response (submitted to your blog)Essential question connection			
	<p>Discussion Questions to Consider</p> <ul style="list-style-type: none">How has my mentorship helped me to answer my EQ?What have I learned through personal experience that I could not have learned through traditional research techniques?What would I improve on if I could do additional hours?			
	Technical:			
	<ul style="list-style-type: none">Activity log maintained with hours, duties, and total hoursContact information consistently updatedWritten portion submitted to blogMentorship log posted on the blog and updated at all times			

Lesson 1: 10-Minute Presentation Component Contract

For “P” Consideration:

- | | |
|---|---|
| <input type="checkbox"/> Rough draft typed lesson plan (due October 22nd by 8AM)
<input type="checkbox"/> Final typed and printed lesson plan (due October 29th by 8AM)
<input type="checkbox"/> Materials/ equipment prepared on time
<input type="checkbox"/> Hook must include audience interaction
<input type="checkbox"/> Introduction addresses the working EQ
<input type="checkbox"/> Discusses the foundation of your working EQ | <input type="checkbox"/> Includes an object/visual that relates to the foundation
<input type="checkbox"/> 8 minutes minimum lesson length
<input type="checkbox"/> Discussion of at least one meaningful research source
<input type="checkbox"/> Clean up after presentation |
|---|---|

In order to pass the ten-minute presentation, you must speak for a minimum of 7 minutes on quality research. Q & A does not count towards speaking time.

	NC	CR	AP	P	Assessment
Professionalism (Effective Communicator)	<u>Concern with all three (or major problems with two):</u> Volume/enunciation Body language/eye contact Engages audience	<u>Concern with two (or major problems with one):</u> Volume/enunciation Body language/eye contact Engages audience	<u>Concern with one:</u> Volume/enunciation Body language/eye contact Engages audience	<u>No concern with:</u> Volume/enunciation Body language/eye contact Engages audience	
Justification of Foundation (Effective Learner & Effective Communicator)	<u>Concern with all three (or major problems with two):</u> Foundation established for the working EQ At least one published research source cited Mentorship and/or interview referenced	<u>Concern with two (or major problems with one):</u> Foundation established for the working EQ Specific examples given Mentorship and/or interview referenced	<u>Concern with one:</u> Foundation established for the working EQ Specific examples given Mentorship and/or interview referenced	<u>No concern with:</u> Foundation established for the working EQ Specific examples given Mentorship and/or interview referenced	

Assessment: AE P AP CR NC

Lesson 2: 30-Minute Presentation Component Contract

For "P" Consideration:

- | | |
|--|--|
| <input type="checkbox"/> Rough draft typed lesson plan (due January 18 th by 8AM)
<input type="checkbox"/> Final typed and printed lesson plan (due January 28 th 8AM)
<input type="checkbox"/> Materials/equipment prepared on time
<input type="checkbox"/> EQ is visible and legible on poster
<input type="checkbox"/> Introduction addresses the essential question | <input type="checkbox"/> Provides one specific answer to your essential question
<input type="checkbox"/> Includes an activity that requires each class member to use material taught
<input type="checkbox"/> 20 minutes minimum lesson length
<input type="checkbox"/> Discussion of at least one meaningful source
<input type="checkbox"/> Clean up after presentation |
|--|--|

In order to pass the thirty-minute presentation, you must speak for a minimum of 10 minutes on quality research. Q & A does not count towards speaking time.

	NC	CR	AP	P	Assessment
Professionalism (Effective Communicator)	Concern with all <u>three (or major problems with two):</u> Volume/enunciation Body language/eye contact Engages audience	Concern with two (or <u>major problems with one):</u> Volume/enunciation Body language/eye contact Engages audience	Concern with one: Volume/enunciation Body language/eye contact Engages audience	No concern with: Volume/enunciation Body language/eye contact Engages audience	
Organization and Creativity (Effective Communicator & Effective User of Technology)	Concern with all <u>three (or major problems with two):</u> Lesson/ Activity design Lesson Props PowerPoint or Equivalent	Concern with two (or <u>major problems with one):</u> Lesson/ Activity design Lesson Props PowerPoint or Equivalent	Concern with one: Lesson/ Activity design Lesson Props PowerPoint or Equivalent	No concern with: Lesson/ Activity design Lesson Props PowerPoint or Equivalent	
Justification of Answer (Effective Learner & Effective Communicator)	Concern with all <u>three (or major problems with two):</u> Mentorship and/or interviews cited Quality research cited throughout presentation Application of research made evident by referencing specific examples	Concern with two (or <u>major problems with one):</u> Mentorship and/or interviews cited Quality research cited throughout presentation Application of research made evident by referencing specific examples	Concern with one: Mentorship and/or interviews cited Quality research cited throughout presentation Application of research made evident by referencing specific examples	No concern with: Mentorship and/or interviews cited Quality research cited throughout presentation Application of research made evident by referencing specific examples	
Audience Involvement (iPoly Citizen, Effective Learner, & Effective Communicator)	Concern with all <u>three (or major problems with two):</u> Activity involves entire audience Activity aids in audience learning EQ answer Hook activity used	Concern with two (or <u>major problems with one):</u> Activity involves entire audience Activity aids in audience learning EQ answer Hook activity used	Concern with one: Activity involves entire audience Activity aids in audience learning EQ answer Hook activity used	No concern with: Activity involves entire audience Activity aids in audience learning EQ answer Hook activity used	

Assessment: AE P AP CR NC

Independent Component Contract

Must complete all specifications listed below on time to qualify for Proficiency

Description: Students complete two independent components helping them answer their EQ.				
	Preparation Section: Must be complete for assessment	S	T	R
	<ul style="list-style-type: none"> Plan presented to the house teacher Submitted to blog Approved by the house teacher 			
	Content:			
	<p>The independent component is an opportunity for you to add a dimension of creativity and/or an additional outlet for research. Each component must demonstrate 30 hours of work. On the due dates, please turn in the following to your blog:</p> <ul style="list-style-type: none"> Log of hours on a digital spreadsheet (with total number of hours included) Evidence of the 30 hours of work (e.g. transcript, essays, tests, art work, photographs) as digital artifacts LIA <p>Literal (a) Statement saying: "I, student name, affirm that I completed my independent component which represents 30 hours of work." (b) Mentor(s) name and contact information. (c) Explanation of what you completed.</p> <p>Interpretive Defend your work and explain how the significant parts of your component and how it demonstrates 30 hours of work.</p> <p>Applied How did it help you answer your EQ? Be specific and use examples.</p> <p>Grading Criteria</p> <ul style="list-style-type: none"> Log on a digital spreadsheet Evidence of 30 hours of work LIA submitted to blog 			
	<p>Discussion Questions to Consider:</p> <ul style="list-style-type: none"> How will what you did help you answer your EQ? What is the important outcome of your independent study experience? What is the most important piece of evidence you have and why? 			
	Technical:			
	<ul style="list-style-type: none"> Activity log maintained Cornell notes on extra research added to working bibliography Each component is 30 hours; there are two components, so 60 hours 			

Expert Source Analysis Component Contract

Must complete all specifications listed below on time to qualify for Proficiency

Description: Students will exhibit independent data collection and interpretation correlating their Senior Project topic to modern industry applications and/or society’s needs.				
	Preparation Section: Must be complete for assessment	S	T	R
	<ul style="list-style-type: none">• Learn mathematical tools for expert source analysis• Explore and analyze major sources of data used in statistics• Discuss reputable and questionable sources			
	Content:			
	<p>Expert Source Analysis</p> <p>Scientific progress is made by asking meaningful questions and conducting careful investigations. If done conscientiously and precisely, these investigations often lead to the acquisition of data which can be interpreted by the scientific community to better understand the inner workings of systems.</p> <p>Using data acquired from reputable sources, you will develop at least two unique statistical arguments that support your essential question answer(s). Using your senior project research, you will analyze when statistical statements in your research does/does not agree with sources of data, and/or when a statistical statement is skewed or fraudulent.</p> <p>Grading Criteria</p> <ul style="list-style-type: none">• On time• AAA: Authorship Actuation, Accountability• Answer to discussion question			
	<p>Discussion Question:</p> <ul style="list-style-type: none">• How do each of the statistics you created help you answer your essential question?			
	Technical:			
	<ul style="list-style-type: none">• Expert source analysis worksheet (available in the <i>Appendix</i>) submitted to turnitin.com on time			

Sense Making Component Contract

Must complete all specifications listed below on time to qualify for Proficiency

Description: Students utilize traditional and non-traditional mathematics communication in the completion of their senior project.				
	Preparation Section: Must be complete for assessment	S	T	R
	<ul style="list-style-type: none">Students collect and maintain all research assignments throughout the yearStudents maintain working bibliography, towers and three-column on their blog			
	Content:			
	<p>The Sense Making Component is a collection of various assignments that allows you to organize, track and pattern your research.</p> <p>By August 23rd, the Working Bibliography is established and posted on the blog.</p> <ul style="list-style-type: none">This assignment is to be updated at each research check and is to remain with your house teacher in your research notebook <p>By November 4th, the Research Clumps assignment is completed and used to establish the Research Towers</p> <ul style="list-style-type: none">The research towers assignment is to be updated after each research check and is to remain with your house teacher in your research folderKeep your Research Clumps assignment in your research notebook <p>By March 21, turn in the first draft of your Three-Column Chart</p> <ul style="list-style-type: none">This will describe the thinking supporting the answering of your Essential QuestionStudents will peer assess drafts according to the rule of three rubric <p>By May 2nd, turn in the final draft of your Three-Column Chart</p> <p>“P” consideration based, in part, upon completion of Research Foundational Documents, including:</p> <ul style="list-style-type: none">Maintained WB, numerically consistent with articles in final research countMaintained Towers, numbers and titles consistent with WBCompleted Clump and EQ Answer Block Assignments <p>“P” consideration also based upon 3-column chart having a proper heading which includes name, house, topic, and EQ and by the chart being submitted by 8am</p> <p>Grading Criteria for Three-Column</p> <ul style="list-style-type: none">Consistent logic flow building from EQ to the final statement – later statements supported by previous statementsAll Reasons tie related Statement to the EQFinal “If-Then” format followed in final statement			
	Technical:			
	<ul style="list-style-type: none">All assignments completed and maintained in research notebookExpected formats followed			

I-Search Paper Component Contract

For "P" Consideration

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> All rough drafts submitted on time and complete for peer review <input type="checkbox"/> All assigned peer reviews completed <input type="checkbox"/> All revised drafts submitted on time and complete <input type="checkbox"/> Divided and clearly labeled in appropriate sections: Introduction, Searching, Findings 1-3, Conclusion | <ul style="list-style-type: none"> <input type="checkbox"/> EQ visible on footer of each page <input type="checkbox"/> Addresses EQ <input type="checkbox"/> MLA formatted Works Cited Page <input type="checkbox"/> MLA format throughout paper (margins, font, point, etc.) <input type="checkbox"/> 2500 words minimum length <input type="checkbox"/> Final draft submitted to turnitin.com by 8 AM, May 10th |
|---|--|

	NC	CR	AP	P	Assessment
Research Evidence	<u>Concern with all three (or major problems with two):</u> At least 9 quality sources At least 1 interview Use of a variety of source types	<u>Concern with two (or major problems with one):</u> At least 9 quality sources At least 1 interview Use of a variety of source types	<u>Concern with one:</u> At least 9 quality sources At least 1 interview Use of a variety of source types	<u>No concern with:</u> At least 9 quality sources At least 1 interview Use of a variety of source types	
Essential Question Content	<u>Concern with all three (or major problems with two):</u> Clear connection between research and EQ Specific & thorough analysis of research Discussion of personal experience & how it informed the answer	<u>Concern with two (or major problems with one):</u> Clear connection between research and EQ Specific & thorough analysis of research Discussion of personal experience & how it informed the answer	<u>Concern with one:</u> Clear connection between research and EQ Specific & thorough analysis of research Discussion of personal experience & how it informed the answer	<u>No concern with:</u> Clear connection between research and EQ Specific & thorough analysis of research Discussion of personal experience & how it informed the answer	
Writing Style	<u>Concern with all three (or major problems with two):</u> Appropriate spelling/grammar Interesting and appropriate use of vocabulary Compelling voice that encourages reader to continue	<u>Concern with two (or major problems with one):</u> Appropriate spelling/grammar Interesting and appropriate use of vocabulary Compelling voice that encourages reader to continue	<u>Concern with one:</u> Appropriate spelling/grammar Interesting and appropriate use of vocabulary Compelling voice that encourages reader to continue	<u>No concern with:</u> Appropriate spelling/grammar Interesting and appropriate use of vocabulary Compelling voice that encourages reader to continue	

Assessment: AE P AP CR NC

(See comments on reverse.)

Exit Interview Component Contract

Must complete all specifications listed below on time to qualify for Proficiency

Description: Students complete an interview with the senior team to demonstrate competency.				
	Preparation Section: Must be complete for assessment	S	T	R
	<ul style="list-style-type: none">• Interview rehearsal evident• Research count is complete and checked off by House teacher prior to the interview• Final Three-Column turned in at the time of the interview			
	Content			
	<p>Exit Interview</p> <p>The Exit interview is a 10-minute interview with the senior team to demonstrate competency. Please review the following questions to prepare.</p> <p>(1) What is your essential question and answers? What is your best answer and why?</p> <p>(2) What process did you take to arrive at this answer?</p> <p>(3) What problems did you face? How did you resolve them?</p> <p>(4) What are the two most significant sources you used to answer your essential question and why?</p> <p>Be prepared with evidence and specific examples to support any response. It is also significant to cite sources as you explain.</p> <p>Exit Interview Grading Criteria</p> <ul style="list-style-type: none">• Specificity of essential question answers• Strength of primary and secondary research sources• Process described shows evidence of a nine-month project			
	<p>Discussion Questions to Consider</p> <p>Based on my exit interview experience, how can I improve my senior presentation?</p> <p>What has made this project meaningful to my learning?</p>			
	Technical:			
	<ul style="list-style-type: none">• Minimum number of research sources checked off by House teacher• Preparation during the assigned times• Professional attire			

Lesson 3: Senior Presentation Component Contract

For "P" Consideration:

- | | |
|--|--|
| <input type="checkbox"/> Rough draft typed lesson plan (due on May 16 th by 8AM)
<input type="checkbox"/> Final typed and printed lesson plan (due by 2:30p the day before to your presentation host teacher)
<input type="checkbox"/> Materials/equipment prepared on time (8:05AM, 9:41AM, 11:00 AM, 11:17AM)
<input type="checkbox"/> EQ is visible and legible on poster
<input type="checkbox"/> Introduction addresses the essential question | <input type="checkbox"/> Includes an activity that requires each class member to use material taught
<input type="checkbox"/> One hour minimum lesson length
<input type="checkbox"/> Provides a best answer to your EQ
<input type="checkbox"/> Clean up after presentation
<input type="checkbox"/> Senior Presentation reflection blog entry posted 24 hours after presentation.
<input type="checkbox"/> Student is not re-presenting |
|--|--|

In order to pass the senior presentation, you must speak for a minimum of 30 minutes on quality research. Q & A does not count towards speaking time.

	NC	CR	AP	P	Assessment
Professionalism (Effective Communicator)	<u>Concern with all three (or major problems with two):</u> Volume/enunciation Body language/eye contact Engages audience	<u>Concern with two (or major problems with one):</u> Volume/enunciation Body language/eye contact Engages audience	<u>Concern with one:</u> Volume/enunciation Body language/eye contact Engages audience	<u>No concern with:</u> Volume/enunciation Body language/eye contact Engages audience	
Organization and Creativity (Effective Communicator & Effective User of Technology)	<u>Concern with all three (or major problems with two):</u> Lesson/ Activity design Lesson Props PowerPoint or Equivalent	<u>Concern with two (or major problems with one):</u> Lesson/ Activity design Lesson Props PowerPoint or Equivalent	<u>Concern with one:</u> Lesson/ Activity design Lesson Props PowerPoint or Equivalent	<u>No concern with:</u> Lesson/ Activity design Lesson Props PowerPoint or Equivalent	
Justification of Answers (Effective Learner & Effective Communicator)	<u>Concern with all three (or major problems with two):</u> Mentorship and/or interviews cited Quality research cited throughout presentation Application of research made evident by referencing specific examples	<u>Concern with two (or major problems with one):</u> Mentorship and/or interviews cited Quality research cited throughout presentation Application of research made evident by referencing specific examples	<u>Concern with one:</u> Mentorship and/or interviews cited Quality research cited throughout presentation Application of research made evident by referencing specific examples	<u>No concern with:</u> Mentorship and/or interviews cited Quality research cited throughout presentation Application of research made evident by referencing specific examples	
Audience Involvement (iPoly Citizen, Effective Learner, & Effective Communicator)	<u>Concern with all three (or major problems with two):</u> Activity involves entire audience Activity aids in audience learning EQ answers Hook activity used at intro	<u>Concern with two (or major problems with one):</u> Activity involves entire audience Activity aids in audience learning EQ answers Hook activity used at intro	<u>Concern with one:</u> Activity involves entire audience Activity aids in audience learning EQ answers Hook activity used at intro	<u>No concern with:</u> Activity involves entire audience Activity aids in audience learning EQ answers Hook activity used at intro	

Assessment: AE P AP CR NC

(See comments on reverse.)

Senior Evening Tradeshow Presentation Contract

When/Where: Set up: 3:30-4:00 PM; iPoly MPR and quad. First come, first serve.
 Student View (North/South): 4:00-4:30 PM; Student View (East/West): 4:30-5:00 PM;
 Dinner 5:00-5:45; Parent View: 5:45-7:45 PM

What should your booth presentation board include?

The purpose of the display is to present the significant outcome of your senior project in the most concise, clear, and creative manner. Boards should include:

- Creative borders, fonts, and layout
- Pictures of student engaged in activities related to significant outcome
- Text: EQ and Significant Outcome

The board should be *supplemented* with peripheral items (laptops with video displays, sample work/ documentation, and other items of interest).

What should you expect for room for setup?

Each student will be sharing one table with another student. Students are welcome to pick a partner with whom to set up. Please bring a tablecloth.

Content Expectations

- ☐ What is the significant outcome of your project? Why?
- ☐ What research (books, articles, interviews, mentorship, experiences, etc.) brought you to this outcome?
- ☐ Bring the research as evidence.

For "P" consideration:

- ☐ Content expectations met
- ☐ Presentation board
- ☐ Professional dress
- ☐ Adult guest (21 or older)
- ☐ Final site clean up

	NC	CR	AP	P	Assessment
Booth (Effective Learner, Effective Communicator, Effective User of Technology)	<u>Concern with all three (or major problems with two):</u> Prepared (3:30 PM & 5:45 PM) Use of space Aesthetic	<u>Concern with two (or major problems with one):</u> Prepared (3:30 PM & 5:45 PM) Use of space Aesthetic	<u>Concern with one:</u> Prepared (3:30 PM & 5:45 PM) Use of space Aesthetic	<u>No concern with:</u> Prepared (3:30 PM & 5:45 PM) Use of space Aesthetic	
Research and Evidence to support the significant outcome (Effective Learner, Effective Communicator)	<u>Concern with all three (or major problems with two):</u> Research referenced during presentation Significant outcome supported with facts/examples Credibility of sources	<u>Concern with two (or major problems with one):</u> Research referenced during presentation Significant outcome supported with facts/examples Credibility of sources	<u>Concern with one:</u> Research referenced during presentation Significant outcome supported with facts/examples Credibility of sources	<u>No concern with:</u> Research referenced during presentation Significant outcome supported with facts/examples Credibility of sources	
Professionalism (Effective Communicator, Effective I-Poly Citizen, Effective Learner)	<u>Concern with all three (or major problems with two):</u> Volume/enunciation Body language/Eye contact Engages audience	<u>Concern with two (or major problems with one):</u> Volume/enunciation Body language/Eye contact Engages audience	<u>Concern with one:</u> Volume/enunciation Body language/Eye contact Engages audience	<u>No concern with:</u> Volume/enunciation Body language/Eye contact Engages audience	

Assessment: AE P AP CR NC

Appendix

In the subsequent pages, you'll find the following documents:

- *Interview Verification Forms*
- *Mentorship Verification Form*
- *ESA Worksheet*
- *Research Note Taking Template*

Interview #1, #3, and #4 - Verification Form**Student Information**

Name: _____

House: _____

Topic: _____

Interview Date: _____

Essential Question:

Interviewee Information

Name of interviewee: _____

City/State:

Employer:

Phone Number/Email:

Interviewee Signature: _____

Interview Justification

In the space below, **explain** why you chose to interview this person for your senior project. Include the professional qualifications of this individual and how they help you answer your essential question:

Interview #2 - Verification Form

Student Information

Name: _____

House: _____

Topic: _____

Interview Date: _____

Essential Question: _____

Interviewee Information

Name of interviewee: _____

City/State: _____

Organization: _____

Phone Number: _____ Email: _____

Interviewee Signature: _____

Interview Justification

In the space below, **explain** why you chose to interview this person for your senior project. Include the professional qualifications of this individual and how they help you answer your essential question:

Parent Verification

In order to support your student, we ask that you have a conversation with him/her regarding his/her mentorship choice. Please fill out the section below verifying this conversation.

Parent Name: _____ Parent Signature: _____

Phone #: _____ Email: _____

Analysis)

INSTRUCTOR: MRS. PITTMAN

INTEGRATED SCIENCE IV

ESA Worksheet: Turnitin.com

NAME:

ESSENTIAL QUESTION:

Instructions: Using the AAA system discussed in class, you will gather data from sources related to your essential question answers. Using this data, you will craft two unique statistical arguments that help you answer your EQ. After you create the statistics, answer the discussion question below; looking for LIA in the response.

Convert this completed document to a pdf and submit it to turnitin.com.

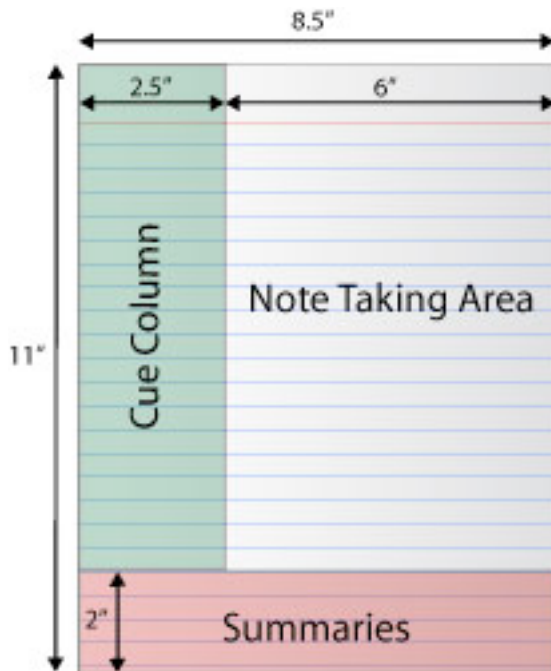
<i>First Statistic:</i>
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:
<i>Second Statistic:</i>
Source (MLA Formatted):
Authorship:
Actuation:
Accountability:

Question: How do each of the statistics you created help you answer your essential question?

Research Notebook Template: Cornell Notes

To convert a sheet of notebook paper into the Cornell note page:

1. First, measure a 2 ½ inch margin on the left side of the page and draw a vertical line from the top of the page to about the fourth line from the bottom. You might want to go over the lines with a black marker just so the lines are more visible.
2. Then draw a horizontal line across the page on the fourth line from the bottom. Here is a small version of what the note page should look like, but you can download it from the internet to see the real size of the document.



Now that you have the structure of the note page, let's discuss the purpose of each section.

- The right side of the page is called the note taking column, which (as you can tell from the name of the column) is for taking notes.
- The left margin is called the cue column or connections column which will contain information that signals what the information in the note-taking column is.
- And the bottom section is where the summary of the notes goes.

Research Check Instructions:

1. Top right hand side of the page write the Title of the Source, the Date, and the Number in WB.
2. Take notes in the note-taking column while reading your source. There are several ways, but pick the most important information. For example, record information like vocabulary words, concepts, people, theory, and their significance.
3. At the end of the research check or when finished with a source, re-read your notes and revise them clarifying words you didn't know or unclear concepts.
4. In the cue column, write cues in order to make the notes easier to read. What is a cue? A cue can many things, but commonly fall into one of these categories.
 - Questions: To remind yourself of the what you read
 - Categories: If the information is grouped together, you may want to label it.
 - Vocabulary: A word to help you remember what you are studying.
 - Notification: If you have a plan on how to use in the information later
5. Write a summary of the source you read.