# Accountability Contract 2014-2015

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 Houses and essential question meetings (November 10-14), answer meetings (January 12 & 14, February 23 & 25, March 2 & 4), activity approval meetings (January 20-22 and April 14-16),
❑ Attending all project events: Model Assembly Party Caucus (December 3, 2014) and 4 day simulation (December 10, 11, 15, 17, 2014), and my Final Lesson
❑ Participating 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]
❑ 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. If I receive an NC on the Final Lesson, I can only re-present if my overall Senior Project grade is 59% or below.

**Grad Nite Eligibility:** I need to be passing all current courses and have completed all make up courses by May 19th at 8AM in order to attend.

**Graduation Ceremony Participation:** I need to be passing all courses, have completed all required senior project components, and have made up all prior courses that I have failed by June 2nd 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 Lesson presentation, students will be advised by Advisory House teacher during Advisory House meetings.

**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 student to argue some point, cannot be a recitation of facts or a list)
>   3) Format (It is specific, wording makes sense)

**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.

**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 Notebooks

**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 the 21st day after the due date.

## Grade Percentage

| | |
|---|---|
| 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, 17 blog posts | 85 |
| Accountability Contract | 5 |
| Research Check: 10 pts each, 10 checks | 100 |
| Topic Show & Tell | 5 |
| Topic Poster | 5 |
| Interview 1 | 10 |
| General Blog Format (Working EQ, links to Mentorship and WB) | 10 |
| Interview 2 | 20 |
| First Lesson Presentation | 30 |
| Research Count 1 | 10 |
| EQ Meeting | 10 |
| **Total Possible:** | **300** |

| Second Semester | Points |
|---|---|
| Blog: 5 pts each, 16 blog posts | 80 |
| Blog Additional Posts: 3 pts each, 10 posts | 30 |
| Mentorship (10 hr check) | 50 |
| Research Check: 10 pts each, 10 checks | 100 |
| Second Lesson Presentation | 100 |
| Independent Component 1 | 150 |
| Independent Component 2 | 150 |
| Interview 3 | 30 |
| Research Count 2 & Towers | 10 |
| Research Count 3 & Towers | 10 |
| Interview 4 | 40 |
| Research Count (4 Final) | 20 |
| Three Column | 50 |
| Exit Interview | 100 |
| I-Search | 150 |
| Mentorship | 200 |
| Final Lesson Presentation | 300 |
| **Total Possible Points:** | **1570** |

| | |
|---|---|
| **NET TOTAL Points:** | **1870** |

**Senior Project Due Dates (First Semester Only)**

| | |
|---|---|
| Blog 2: Summer Mentorship | 8/19 |
| First day of school | 8/20 |
| Blog 3: Topic Selection | 8/21 |
| Research Check 1 | 8/22 |
| Topic Show and Tell | 8/22 |
| Blog 4:  Interview 1 Preparation | 8/28 |
| Research Check 2/West and North to Library | 8/29 |
| Topic Poster | 8/29 |
| Labor Day | 9/1 |
| Research Check 3/East and South to Library | 9/5 |
| Interview 1 | 9/10 |
| Blog 5:  Reflection and Working EQ | 9/11 |
| Research Check 4 | 9/12 |
| Career Week (4th Block Appointments) | 9/15-9/19 |
| Blog 6: Interview 2 Preparation | 9/18 |
| Research Check 5 | 9/19 |
| Research Check 6 | 9/26 |
| First Dance | 9/26 |
| Blog 7: Independent 1 Approval | 10/2 |
| Research Check 7 | 10/3 |
| Research Check 8 | 10/10 |
| Research Count 1 (18 articles) | 10/15 |
| Blog 8:  Reflection and Working EQ | 10/16 |
| First Lesson:  House Preparation | 10/17 |
| First Lesson:  Rough Draft | 10/20 |
| Interview 2 | 10/24 |
| First Lesson | 10/27-10/28 |
| Blog 9:  First Lesson Reflection | 10/30 |
| Blog 10:  EQ and Mentorship | 11/6 |
| EQ Meeting 4th Block (North) | 11/10 |
| EQ Meeting 4th Block (East) | 11/12 |
| EQ Meeting 4th Block (South) | 11/14 |
| EQ Meeting 4th Block (West) | 11/14 |
| Research Grid | 11/21 |
| Thanksgiving | 11/24-11/28 |
| Blog 11:  Reflection and Independent Component/Mentorship | 12/4 |
| Model Assembly Simulation | 12/10-12-19 |
| Winter Break | 12/22-1/2 |
| Blog 12:  The Holiday | 1/6 |
| Blog 13: Mentorship Component (10 hour check) | 1/8 |
| Phone Call to House Teacher: Mentorship (10 hour check) | 1/8 |
| Research Check 9 | 1/9 |
| Advisory House: Second Lesson | 1/9 |
| Answer 1 Approval Meetings | 1/9, 1/12, 1/14 |
| Blog 14: Interview 3 Preparation | 1/15 |
| Advisory House: Activity Explanation | 1/16 |
| Research Check 10 | 1/16 |

**Senior Project Due Dates (Second Semester Only)**

| | |
|---|---|
| MLK | 1/19 |
| Activity Approval Meetings | 1/20-1/22 |
| Research Check 11 | 1/23 |
| Second Lesson Template | 1/26 |
| Second Lesson | 1/26-1/29 |
| Blog 15: Second Lesson Reflection | Day after your lesson |

| | |
|---|---|
| Research Check 12 | 1/30 |
| Blog 16: Independent Component 1 | 2/6 |
| Advisory House: Research Grid | 2/6 |
| Blog 17: Independent Component 2 Approval | 2/12 |
| Research Check 13 | 2/11 |
| Research Count 2 (33 articles) | 2/11 |
| President's Day Holidays | 2/13-2/16 |
| Blog 17: Answer 2 | 2/19 |
| Research Check 14 | 2/20 |
| Answer 2 Approval Meetings | 2/20, 2/23, 2/25 |
| Essential Question Finalized | 2/25 |
| Interview 3 | 2/20 |
| Blog 18: Answer 3 | 2/26 |
| Answer 3 Approval Meetings | 2/27, 3/2, 3/4 |
| Blog 19: Interview 4 Preparation | 3/5 |
| Advisory House: Three Column | 3/6 |
| Research Check 15 | 3/6 |
| Blog 20: Three-Column Draft | 3/12 |
| Research Check 16 | 3/13 |
| Blog 21: Final Three-Column | 3/20 |
| Research Check 17 | 3/27 |
| Advisory House: Activity Review | 3/27 |
| Blog 23: Activity Rough Draft | 4/3 |
| Research Count 3 (51 articles) | 4/3 |
| Research Check 18 | 4/3 |
| Spring Break | 4/6-4/10 |
| Best Answer Activity Approval Meetings | 4/14-4/16 |
| Interview 4 | 4/17 |
| Research Check 19 | 4/17 |
| Research Check 20 | 4/24 |
| Blog 25: Independent Component 2 | 4/24 |
| Advisory House: Contract and Template | 4/28 |
| Blog 26: Exit Interview | 4/30 |
| Research Check 21 | 5/1 |
| Final Research Count (61 articles) | 5/5 |
| Interview 5 | 5/7 |
| Exit Interviews | 5/8-5/19 |
| Final I-Search | 5/9 |
| Blog 27: Mentorship (Total Hours) | 5/12 |
| Phone Call to House Teacher: Mentorship (Total Hours) | 5/12 |
| Prom | 5/15 |
| Grad Nite Cut-Off | 5/19 |
| Final Lesson Template | 24hrs beforehand to your presentation teacher |
| Final Lesson | 5/20-5/29 |
| Blog 28: Final Lesson Reflection | Day after lesson |
| Final Lessons: Re-Presentations | 6/1 |
| Walking in Ceremonies Cut-Off | 6/2 |
| Senior dedications and yearbook signing | 6/2 |
| Graduation Practice | 6/3 |
| Senior Breakfast | 6/4 |
| Grad Nite | 6/5 |
| Graduation | 6/15 (tentative) |

# *Blog* Contract
**Must complete all specifications listed below on time to qualify for Proficiency**

| | | S | T | R |
|---|---|---|---|---|
| **Description:** Students will keep a blog documenting progress in each component. | | | | |
| **Preparation Section: Must be complete for assessment** | | | | |
| • Create an account through www.blogger.com<br>• Email link to house teacher and/or Purther | | | | |
| **Content:** | | | | |
| 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:<br><br>• Student will respond to weekly or biweekly questions posed by house teachers<br>• **An additional post will be created by student per month (10 additional blogs total)**<br>• Blog posts should be organized by component and continually updated<br>• Expected format of posts are as follows:<br>       Title: Blog # and Title of Blog Assignment<br>       Labels for this post: Component currently addressing<br>       Comments allowed with word verification disabled<br><br>**Grading Criteria for Posts**<br>• Addresses the specific question<br>• Complete sentences with appropriate spelling and grammar<br>• Posts follow expected format | | | | |
| **Discussion Questions to Consider:**<br><br>• What is your overall goal in the project, and where are you at this point?<br>• What is the most important thing you learned, and why?<br>• What is the most important source so far, and why? | | | | |
| **Technical:** | | | | |
| • Blog must include first name and last initial, topic, and E.Q.<br>• Posts follow expected format<br>• Visual and/or evidence when required | | | | |

# *Research* Component Contract
**Must complete all specifications listed below on time to qualify for Proficiency**

| | | S | T | R |
|---|---|---|---|---|
| **Description:** Students complete in-class research checks and research on their own. | | | | |
| **Preparation Section: Must be complete for assessment** | | | | |
| | • Up-to-date Working Bibliography<br>• Required number and quality of sources | | | |
| **Content:** | | | | |
| | Research checks are weekly or biweekly opportunities to read and take Cornell Notes on articles or books.  Students will be required to maintain a research notebook.<br><br>**In-Class Research Check Grading Criteria**<br>• Cornell Notes and quality of research<br>• Up-to-date Working Bibliography with required # of sources on the blog<br>• Use of time<br><br>*In addition to sources counted during research check, additional notes for independent research of books, articles, interviews, and audio-visual sources are required.*<br><br>**Research Count**<br>• House teacher will verify total number of research articles on four separate occasions.<br>• Sources must be numbered and organized according to the WB<br>• All research must be presented in a binder for each research count with the Cornell Notes, up-to-date WB, and Towers updated<br>• Intermediate research counts will take place October 15 (18 articles), February 11 (33 articles), and April 3 (51 articles)<br>• Final Count:  May 5 (63 articles) | | | |
| | **Discussion Questions to Consider:**<br>• Why did you choose the sources you researched today?<br>• What is the most important thing you learned today, and why?<br>• What will you do with the information you learned? | | | |
| **Technical:** | | | | |
| | • Working bibliography and towers maintained at all times on the blog<br>• Take Cornell Notes on research and add it to working bibliography<br>• Maintain all notes for the research binder | | | |

## *Interview* **Component Contract**
**Must complete all specifications listed below on time to qualify for Proficiency**

| | S | T | R |
|---|---|---|---|
| **Description:** Students complete five interviews during their senior project. | | | |
| **Preparation Section: Must be complete for assessment** | | | |
| • Students are encouraged to find at least two experts and schedule interviews well in advance.<br>• Students write open-ended questions for interviews. | | | |
| **Content:** | | | |
| • **Interview 1**: House teachers will assign five questions. The purpose of this interview is to help narrow down your topic.<br> 1. I'm interested in studying _____. What can you tell me about it?<br> 2. From your perspective, what could I study that would be significant?<br> 3. Who else would you recommend I talk to?<br> 4. What kinds of places or activities do you recommend I do for the mentorship component?<br> 5. What books should I read in this field?<br>• **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.<br>• **Interview 3**: It is a 10-question interview. All questions must help answer EQ. They cannot be about the background of the person.<br>• **Interview 4**: It is a 20-question interview. All questions must help answer EQ. They cannot be about the background of the person.<br>• **Interview 5**: It is a 5-question interview interviewing two juniors. The purpose of this interview is to help the juniors develop senior project ideas and share what you have learned.<br><br>**Grading Criteria**<br>• Interview justification completed on signed interview form<br>• Number and quality of questions<br>• Numbers and quality of answers | | | |
| **Discussion Questions to Consider**<br>• What is the most important thing I learned from the interview?<br>• Did I get additional resources and contacts? What is the most useful? Why?<br>• What makes your interviewee qualified to help you? | | | |
| **Technical:** | | | |
| • Interview is submitted to turnitin.com<br>• Verification form is submitted to your house teacher (see *Appendix*)<br>• The questions must be open-ended, varied and non-redundant, and be in the Q & A format.<br>• Same person may be interviewed no more than twice.<br>• Interviews must be in person (no email). | | | |

# *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. | | | |
|---|---|---|---|
| | **S** | **T** | **R** |
| **Preparation Section: Must be complete for assessment** | | | |
| • Contact information provided<br>• Justification of essential question connection<br>• Location/mentor approved | | | |
| **Content:** | | | |
| 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 valid in the outside world.<br><br>**Summer Mentorship (post on the blog)**<br>• Contact name and organization or company and phone number<br>• Summary of services performed during 10 hours of summer mentorship<br>• Log of specific hours linked to the blog post<br><br>**10-Hour Mentorship Check (post on the blog)**<br>• Contact name and organization or company and phone number<br>• Summary of services performed during 10 hours of academic year mentorship<br>• Log of hours linked on the right hand side of the blog<br><br>**50-Hour Mentorship Check (post on the blog)**<br>(1) LIA Response to blog:<br>  **Literal**<br>• Log of specific hours with a total and a description of your duties linked on the right hand side of the blog<br>• Contact Name & Number<br>  **Interpretive**<br>    What is the most important thing you gained from this experience? Why?<br>  **Applied**<br>    How has your work helped to answer your EQ? Please explain.<br><br>(2) Confirmation of Contact Person, Contact Phone Number, and 50 hours completed<br>*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 needed in order to graduate from I-Poly.<br><br>**Grading Criteria (Summer Mentorship)**<br>• Contact info turned in to house teacher<br>• 10 hours of summer mentorship completed with log linked in the post<br>• Summary of services (submitted to your blog)<br><br>**Grading Criteria (10-Hour Mentorship Check)**<br>• Contact info turned in to house teacher<br>• 10 hours of academic year mentorship completed with log linked on the right hand side of the blog<br>• Summary of services (submitted to your blog)<br><br>**Grading Criteria (50-Hour Mentorship Check)**<br>• 60 hours completed (10 from summer, 50 from the academic year) with log linked on the right hand side of the blog<br>• LIA response (submitted to blog)<br>• Essential question connection | | | |
| **Discussion Questions to Consider**<br>• How has my mentorship helped me to answer my EQ?<br>• What have I learned through personal experience that I could not have learned through traditional research techniques?<br>• What would I improve on if I could do additional hours? | | | |
| **Technical:** | | | |
| • Activity log maintained with hours, duties, and total hours<br>• Contact information consistently updated<br>• Written portion submitted to blog<br>• Mentorship log posted on the blog and updated at all times | | | |

# *First Lesson* Component Contract

In order to pass this component:

❑Your *presentation teacher* must time you speaking for at least 7 minutes on quality research.  Q&A does not count towards speaking time.
Quality research must pass the C.R.A.P [**C**urrency, **R**eliability, **A**uthority, **P**oint of view] test for evaluating courses (see *Appendix*).

For "P" Consideration:

❑Rough draft typed lesson plan (due October 20th by 8AM)     ❑At least one topic-specific prop used
❑Final typed and printed lesson plan (due October 27th by 8AM)     ❑8 minutes minimum lesson length
❑Materials/equipment prepared on time     ❑Clean up after presentation
❑Introduction must include audience interaction     ❑First Lesson reflection blog entry posted 24 hours after presentation.

| | NC | CR | AP | P | Assessment |
|---|---|---|---|---|---|
| **Professionalism**<br><br>(Effective Communicator) | Concern with all three (or major problems with two):<br><br>Volume/enunciation<br><br>Body language/eye contact<br><br>Engages audience/ content clarity | Concern with two (or major problems with one):<br><br>Volume/enunciation<br><br>Body language/eye contact<br><br>Engages audience/ content clarity | Concern with one:<br><br>Volume/enunciation<br><br>Body language/eye contact<br><br>Engages audience/ content clarity | No concern with:<br><br>Volume/enunciation<br><br>Body language/eye contact<br><br>Engages audience/ content clarity | |
| **Justification of Foundation**<br><br>(Effective Learner & Effective Communicator) | Concern with all three (or major problems with two):<br><br>Application of research made evident by referencing specific examples<br><br>At least one published research source cited<br><br>Mentorship and/or interview referenced | Concern with two (or major problems with one):<br><br>Application of research made evident by referencing specific examples<br><br>At least one published research source cited<br><br>Mentorship and/or interview referenced | Concern with one:<br><br>Application of research made evident by referencing specific examples<br><br>At least one published research source cited<br><br>Mentorship and/or interview referenced | No concern with:<br><br>Application of research made evident by referencing specific examples<br><br>At least one published research source cited<br><br>Mentorship and/or interview referenced | |

**Assessment**:     NC          CR          AP          P          AE

(See comments on reverse.)

# *Second Lesson* Component Contract

## In order to pass this component:

❑Your *presentation teacher* must time you speaking for at least 10 minutes on quality research.  Q&A does not count towards speaking time. Quality research must pass the C.R.A.P [**C**urrency, **R**eliability, **A**uthority, **P**oint of view] test for evaluating courses (see *Appendix*).

## For "P" Consideration:

❑Answer is approved by advisory teacher (due January 14th 2:30PM)
❑Activity is approved by advisory teacher (during assigned 4th block meetings)
❑Typed and printed lesson plan template (due January 26th 8AM)
❑Materials/equipment prepared on time
❑EQ is visible and legible on an aesthetically pleasing manner

❑Provides one specific, thesis sentence answer to your essential question
❑20 minute minimum lesson length
❑Clean up after presentation
❑Second Lesson reflection blog entry posted 24 hours after presentation.

| | NC | CR | AP | P | Assessment |
|---|---|---|---|---|---|
| **Professionalism** <br><br>(Effective Communicator) | Concern with all three (or major problems with two): <br><br>Volume/enunciation <br><br>Body language/eye contact <br><br>Engages audience/ content clarity | Concern with two (or major problems with one): <br><br>Volume/enunciation <br><br>Body language/eye contact <br><br>Engages audience/ content clarity | Concern with one: <br><br>Volume/enunciation <br><br>Body language/eye contact <br><br>Engages audience/ content clarity | No concern with: <br><br>Volume/enunciation <br><br>Body language/eye contact <br><br>Engages audience/ content clarity | |
| **Organization and Creativity** <br><br>(Effective Communicator & Effective User of Technology) | Concern with all three (or major problems with two): <br><br>Effective use of time <br><br>At least one topic-specific prop used <br><br>PowerPoint or equivalent | Concern with two (or major problems with one): <br><br>Effective use of time <br><br>At least one topic-specific prop used <br><br>PowerPoint or equivalent | Concern with one: <br><br>Effective use of time <br><br>At least one topic-specific prop used <br><br>PowerPoint or equivalent | No concern with: <br><br>Effective use of time <br><br>At least one topic-specific prop used <br><br>PowerPoint or equivalent | |
| **Justification of Answer** <br><br>(Effective Learner & Effective Communicator) | Concern with all three (or major problems with two): <br><br>Depth of research supports answer <br><br>One quality published research source **and** one Mentorship/interview reference cited <br><br>Application of research made evident by referencing specific examples | Concern with two (or major problems with one): <br><br>Depth of research supports answer <br><br>One quality published research source **and** one Mentorship/interview reference cited <br><br>Application of research made evident by referencing specific examples | Concern with one: <br><br>Depth of research supports answer <br><br>One quality published research source **and** one Mentorship/interview reference cited <br><br>Application of research made evident by referencing specific examples | No concern with: <br><br>Depth of research supports answer <br><br>One quality published research source **and** one Mentorship/interview reference cited <br><br>Application of research made evident by referencing specific examples | |
| **Audience Involvement** <br><br>(iPoly Citizen, Effective Learner, & Effective Communicator) | Concern with all three (or major problems with two): <br><br>Activity is well-executed **and** helps the audience learn Answer 1 <br>Activity includes clear instructions **and** a debrief <br><br>Effective and engaging introduction | Concern with two (or major problems with one): <br><br>Activity is well-executed **and** helps the audience learn Answer 1 <br>Activity includes clear instructions **and** a debrief <br><br>Effective and engaging introduction | Concern with one: <br><br>Activity is well-executed **and** helps the audience learn Answer 1 <br>Activity includes clear instructions **and** a debrief <br><br>Effective and engaging introduction | No concern with: <br><br>Activity is well-executed **and** helps the audience learn Answer 1 <br><br>Activity includes clear instructions **and** a debrief <br><br>Effective and engaging introduction | |

**Assessment**:          NC                    CR                    AP                    P                    AE

(See comments on reverse.)

## *Independent* Component Contract

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

| | | S | T | R |
|---|---|---|---|---|
| **Description:** Students complete **two** independent components helping them answer their EQ. | | | | |
| | **Preparation Section: Must be complete for assessment** | | | |
| | • Plan presented to the house teacher and submitted to blog<br>• Approved by the house teacher | | | |
| | **Content:** | | | |
| | 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:<br><br>• Log of hours on an digital spreadsheet (with total number of hours included)<br>• Evidence of the 30 hours of work (e.g. transcript, essays, tests, art work, photographs) as digital artifacts<br>• LIA justification<br><br>**Literal**<br>(a) Statement saying: "I, student name, affirm that I completed my independent component which represents 30 hours of work."<br>(b) Mentor(s) name and contact information.<br>(c) Explanation of what you completed.<br><br>**Interpretive**<br>Defend your work and explain how the significant parts of your component and how it demonstrates 30 hours of work.<br><br>**Applied**<br>How did it help you answer your EQ? Be specific and use examples.<br><br>**Grading Criteria**<br>• Log on a digital spreadsheet<br>• Evidence of 30 hours of work<br>• LIA submitted to blog | | | |
| | **Discussion Questions to Consider:**<br>• How will your work help you understand your EQ (component 1) or answer your EQ (component 2)?<br>• What is the important outcome of your independent study experience?<br>• What is the most important piece of evidence you have and why? | | | |
| | **Technical:** | | | |
| | • Activity log maintained<br>• Cornell notes on extra research added to working bibliography<br>• Each component is 30 hours; there are two components, so 60 hours | | | |

# *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.

| | | S | T | R |
|---|---|---|---|---|
| | **Preparation Section: Must be complete for assessment** | | | |
| | • Students collect and maintain all research assignments throughout the year. | | | |
| | **Content:** | | | |
| | The Sense Making Component is a collection of various assignments that allows you to organize, track and pattern your research.<br><br>**The working bibliography is established and posted on the blog.**<br>• This assignment is to be updated at each research check and is to remain with your house teacher in your research notebook<br><br>**After an approved essential question, students complete a research grid to identify what they have in foundational research versus answers.**<br>• The research grid assignment goes through two drafts and is turned into the advisory teacher.<br><br>**The research grid is used to create the three-column chart.**<br>• The three-column will go through two drafts and is turned in to the advisory teacher.<br><br>**Grading Criteria for Working Bibliography**<br>• Up-to-date sources<br>• MLA Formatted<br>• Follows template<br><br>**Grading Criteria for the Research Grid**<br>• Source ID and Author<br>• Justification<br>• Entire WB addressed<br><br>**Grading Criteria for Three Column**<br>• Statements and reasons<br>• Connection of ESA to answer<br>• Depth and breadth of sources | | | |
| | **Technical:** | | | |
| | • All assignments completed and maintained in research notebook<br>• Expected formats followed | | | |

# *I-Search Paper* **Component Contract**

<u>For "P" Consideration</u>

□ All rough drafts submitted on time and complete for peer review
□ All assigned peer reviews completed
□ All revised drafts submitted on time and
  complete
□ Divided and clearly labeled in appropriate sections: Introduction,
  Searching, Findings 1-3, Conclusion

□ EQ visible on footer of each page
□ Addresses EQ
□ MLA formatted Works Cited Page
□ MLA format throughout paper (margins, font, point, etc.)
□ 2500 words minimum length
□ Final draft submitted to turnitin.com by 8AM on the due date

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

**Assessment**:      NC                CR                AP                P                AE

(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.

| | | S | T | R |
|---|---|---|---|---|
| **Preparation Section: Must be complete for assessment** | | | | |
| | • Interview rehearsal evident<br>• Research count is complete and checked off by house teacher prior to the interview | | | |
| **Content** | | | | |
| | **Exit Interview**<br>The Exit Interview is a 10-minute interview with the senior team to demonstrate competency.  Please review the following questions to prepare.<br><br>(1) What is your essential question and what are your answers?  Which is your best answer and why?<br>(2) What process did you take to arrive at this answer?<br>(3) What problems did you face?  How did you resolve them?<br>(4) What are the two most significant sources you used to answer your essential question and why? (At least one must be a printed source)<br><br>Be prepared with evidence, such as cited sources and specific examples, to support any response.<br><br>**Exit Interview Grading Criteria**<br>• Justification of best answer<br>• Strength of primary and secondary research sources<br>• Process described shows evidence of a nine-month project | | | |
| | **Discussion Questions to Consider**<br>Based on my exit interview experience, how can I improve my senior presentation?<br>What has made this project meaningful to my learning? | | | |
| **Technical:** | | | | |
| | • Minimum number of research sources checked off by house teacher<br>• Professional attire | | | |

# *Final Lesson* Component Contract

<u>In order to pass this component:</u>
❑Your *presentation teacher* must time you speaking for at least 30 minutes on quality research. Q&A does not count towards speaking time. Quality research must pass the C.R.A.P [**C**urrency, **R**eliability, **A**uthority, **P**oint of view] test for evaluating courses (see *Appendix*).

<u>For "P" Consideration:</u>

❑All answers are approved by advisory teacher (due March 4th 2:30PM)
❑Activity is approved by advisory teacher (during assigned 4th block meetings)
❑ Typed and printed lesson plan (due by 2:30p the day before to your presentation host teacher)
❑Materials/equipment prepared on time (8:05AM, 9:41AM, 11:00 AM, 11:17AM)

❑EQ is visible and legible on an aesthetically pleasing manner
❑One hour minimum lesson length
❑Clean up after presentation
❑Senior Presentation reflection blog entry posted 24 hours after presentation.

| | NC | CR | AP | P | Assessment |
|---|---|---|---|---|---|
| **Professionalism** <br><br>(Effective Communicator) | <u>Concern with all three (or major problems with two):</u><br><br>Volume/enunciation<br><br>Body language/eye contact<br><br>Engages audience/ content clarity | <u>Concern with two (or major problems with one):</u><br><br>Volume/enunciation<br><br>Body language/eye contact<br><br>Engages audience/ content clarity | <u>Concern with one:</u><br><br>Volume/enunciation<br><br>Body language/eye contact<br><br>Engages audience/ content clarity | <u>No concern with:</u><br><br>Volume/enunciation<br><br>Body language/eye contact<br><br>Engages audience/ content clarity | |
| **Organization and Creativity** <br><br>(Effective Communicator & Effective User of Technology) | <u>Concern with all three (or major problems with two):</u><br><br>Effective use of time<br><br>At least one topic-specific prop used<br><br>PowerPoint or equivalent | <u>Concern with two (or major problems with one):</u><br><br>Effective use of time<br><br>At least one topic-specific prop used<br><br>PowerPoint or equivalent | <u>Concern with one:</u><br><br>Effective use of time<br><br>At least one topic-specific prop used<br><br>PowerPoint or equivalent | <u>No concern with:</u><br><br>Effective use of time<br><br>At least one topic-specific prop used<br><br>PowerPoint or equivalent | |
| **Justification of Answers** <br><br>(Effective Learner & Effective Communicator) | <u>Concern with all three (or major problems with two):</u><br><br>Depth of research supports answer<br><br>One quality, published research source **and** one Mentorship/interview reference cited per answer<br><br>Application of research made evident by referencing specific examples | <u>Concern with two (or major problems with one):</u><br><br>Depth of research supports answer<br><br>One quality, published research source **and** one Mentorship/interview reference cited per answer<br><br>Application of research made evident by referencing specific examples | <u>Concern with one:</u><br><br>Depth of research supports answer<br><br>One quality, published research source **and** one Mentorship/interview reference cited per answer<br><br>Application of research made evident by referencing specific examples | <u>No concern with:</u><br><br>Depth of research supports answer<br><br>One quality, published research source **and** one Mentorship/interview reference cited per answer<br><br>Application of research made evident by referencing specific examples | |
| **Audience Involvement** <br><br>(iPoly Citizen, Effective Learner, & Effective Communicator) | <u>Concern with all three (or major problems with two):</u><br><br>Activity is well-executed **and** helps the audience learn best answer<br><br>Activity includes clear instructions **and** a debrief<br><br>Effective and engaging introduction | <u>Concern with two (or major problems with one):</u><br><br>Activity is well-executed **and** helps the audience learn best answer<br><br>Activity includes clear instructions **and** a debrief<br><br>Effective and engaging introduction | <u>Concern with one:</u><br><br>Activity is well-executed **and** helps the audience learn best answer<br><br>Activity includes clear instructions **and** a debrief<br><br>Effective and engaging introduction | <u>No concern with:</u><br><br>Activity is well-executed **and** helps the audience learn best answer<br><br>Activity includes clear instructions **and** a debrief<br><br>Effective and engaging introduction | |

**Assessment**:          NC               CR               AP               P               AE

(See comments on reverse.)

# *Appendix*

*In the subsequent pages, you'll find the following documents:*
*Interview Verification Forms*
*Research Note Taking Template*
*Test for Evaluating Sources*
*Mentorship Hours Check Form*

## *Interview 1 -* **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* – **Mentorship 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:** _____

## *Interview 3* - **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 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:

# Research Notebook Template: Cornell Notes

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

1. On the top right hand side of the page, write (a) your name, (b) House, and (c) the date. Directly underneath this, you will write a justification for the source you have chosen.
2. Then, 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 pen just so the lines are more visible.
3. When you finish taking notes, you will draw a horizontal line across the page on the fourth line from the bottom. Here is a small version of what the note page will look like:
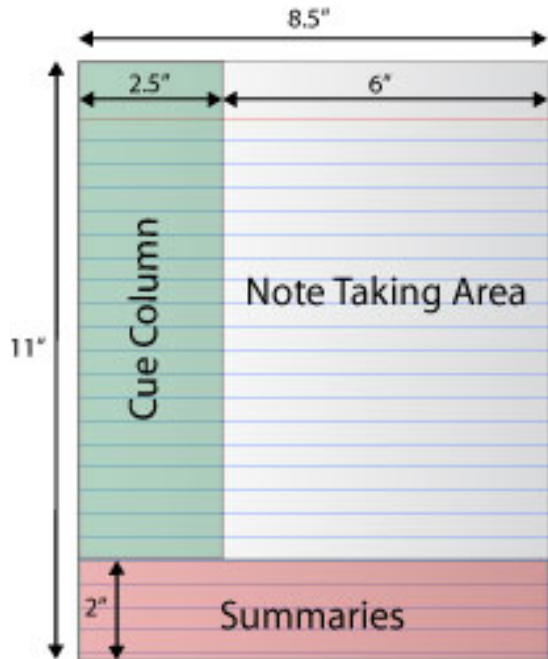


Now that you have the structure of the note page, let's discuss the purpose of each section.

- The right section of the page is called the note-taking area, which as you can tell from the name of the section, is for taking detailed notes. **Start the note-taking area by writing the title and author of the source, then write the source ID to the right of that title.** The source ID should correspond to your WB.
- The left section is called the cue, column which will contain a cue that corresponds to the note-taking area. What is a cue?
    - Questions: To remind yourself of 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. Write the word in the cue column and its definition in the note taking area.
- The bottom section is where the summary of the source is written, as well as a justification for what makes the source credible.

Before submitting your work, re-read your notes and revise them by clarifying concepts and defining words you didn't know.

# C.R.A.P.  TEST FOR EVALUATING SOURCES

Adapted from an article posted on the Oscar Rennebohm Library of Edgewood College in Wisconsin website. http://libguides.edgewood.edu/crap-test

The CRAP test is a way to evaluate a source based on the following criteria: *Currency, Reliability, Authority* and *Purpose/Point of View*. Below are some questions to help you think about how to measure each of the criteria.

## Currency
- How recent is the information?
- Is it current enough for your topic? (i.e. within the last decade.)
- If the information is from a website, when was the site last updated?

## Reliability
- What kind of information is included in the resource?
- Is content of the resource primarily opinion? If so, is it balanced?
- Where did the author get the information?
- Does the author provide specific references or sources for data or quotations?

## Authority
- Who is the author?  What are his/her credentials?
- Who is the publisher or sponsor?  Are they reputable?
- How does the author or publisher make money?  How does that influence what he/she wrote?
- If the source is from a website, does it have advertisements?

## Purpose/Point of View
- Is this information fact or opinion?
- Who is the audience the information was written for?
- Is the information biased?  If so, why?  If not, why not?
- Is the author trying to sell you something?

Mentorship Hours Check Form

On behalf of the faculty and staff at I-Poly, thank you for providing an invaluable mentorship experience for our students! I-Poly seniors are required to confirm the exact number of hours they completed in order to be eligible for graduation this June.

Mentorship hours are confirmed by you, the mentor. Could you please do the following?

- ❑ Confirm that the hours recorded to date on the student's blog are accurate.
- ❑ Call his/her House teacher (see numbers below) and leave a voice message with the following:
  a. Your name and organization.
  b. The name of the student.
  c. The *exact* number of hours listed on the Mentorship log.
  d. Your contact phone number.

<center>
House Teachers' Contact Numbers
Mrs. Ortega: (909) 839-2338
Mr. Piggott: (909) 839-2339
Mr. Purther: (909) 839-2340
Mrs. Pittman: (909) 839-2341
</center>

We will submit the hours to the main office on behalf of the student, and **we will not contact you unless an issue requires clarification.**

Thank you!
-The Senior Team