

NAMPA HIGH SCHOOL SENIOR PROJECT



INSTRUCTIONAL PORTFOLIO 2012-2013

Name: _____

Senior English Teacher: _____

SENIORS

The Senior Project introduces a process for lifetime learning. Learning does not end with your formal education. In the world beyond school, learning is ongoing. Adults research, read, write, and collaborate with others in an effort to solve problems, expand opportunities, satisfy curiosity, and/or for other reasons.

This instructional portfolio will help you to understand the Senior Project, see the big picture, plan ahead, and work through each aspect of the project. Every attempt has been made to provide accurate and up-to-date information. However, dates and other details should be regarded as approximate and not exact.

Changes, should any be necessary, will be announced in a timely manner as the year goes on. Some assignments and particulars of major assignments may vary somewhat from teacher to teacher. However, the basic requirements will be the same. Your teacher will provide details as they become timely.

The Senior Project is taught through Nampa High School's senior English classes; however, it is a state requirement that every senior successfully complete a Senior Project in order to graduate.

Please share this information with your parents.

DEADLINES

The Proposal	September 28
The Literature Review	November 20
The Practice	November 30
The Presentation	December 5 and 6
This Instructional Portfolio	Ongoing

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THE CHOICE

You will begin by choosing a topic for learning, anything from hands-on projects to career studies. Choose something you know little or nothing about. The best Senior Projects involve *new* learning. Choose something that you think might be beneficial and interesting.

Projects that . . .

No!	Yes!
are already required in your class.	go beyond class requirements.
you are already doing on the job.	help you learn new job-related skills.
are easy because of your access to a mentor.	are challenging regardless of your mentor.
make no difference to you or anyone else.	are significant to you and or others.
are based on what you know.	are based on what you want to learn.

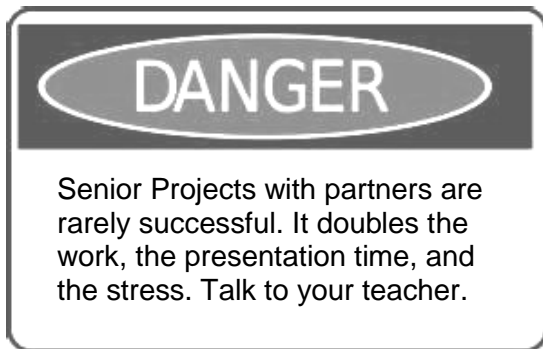
If your teachers, mentor, and/or panel question your choice of project, they may directly challenge you to defend the suitability of your project.

Think It Through
What topic(s) are you considering or have you chosen: <hr/> <hr/> <hr/>
Explain how your project will demonstrate new learning: <hr/> <hr/> <hr/> <hr/>
Explain the significance of the project: <hr/> <hr/> <hr/> <hr/>

In addition to the following list, Mrs. Thompson maintains a file of project ideas in room 676.

Teaching Projects: Design and teach a unit to elementary students; a short unit or reinforce a concept for other high school students in an existing class; or a mini-class during a time set aside from normal classes.

Production Projects: Design and build a boat, bow, knife (note: weapons projects can be presented by pictures only; we are a zero-tolerance campus). Rebuild an engine; remodel a kitchen; build a horse trailer; draw a series of illustrations for a book; paint a series of portraits; create a photo essay; or produce a film.



Community Projects: Serve as an aide in a senior citizen's home, a daycare center, or a hospice; assist members of a city committee to prepare a presentation; get active in a political party or a union. Take on some new, more responsible role in your church. Get active; make a difference.

Performance Projects: Create and perform in public a dance, play, reading, musical number, or speech.

Vocational Projects: Contact an employer who will provide on-the-job experiences and an interview about job demands. Job shadow. Survey several employers about job requirements and specifications. Work as an intern/observer in a business/professional office, in a city agency, or with an elected official. Learn aircraft welding or to operate a lathe or milling machine.

Academic Projects: Design your own unit or course. Read/research a writer, period, movement, or genre in depth. Become an expert on a historical period, event, or institution. Perhaps you can find a professor to be your mentor and guide your studies.

Primary Research Projects: Compile an oral history. Research a building, landmark, or an ancestor. Survey area residents on some matter of concern to city government, business, or a neighborhood association. Conduct an independent science experiment.

There can be as many different Senior Projects as there are seniors. Choosing a project because it is popular is not a virtue. Be original. Be creative. Be **ambitious**.
Go for it!



THE MENTOR

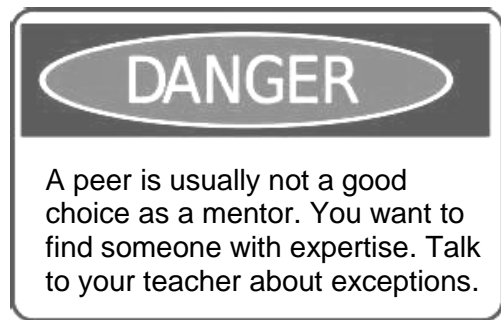
You will need to find an adult who will serve as an advisor who directs you to experts or who will act as a **mentor**. The mentor will guide and may supervise the time you spend on the project. Often, once you have decided on an area of interest, your mentor can help you plan out what you will do and what might be an appropriate topic for your literature review.

Find a mentor:

- Take a chance.
- Look into new fields.
- Don't be afraid to ask someone you do not know to mentor you.
- You may have more than one mentor if you wish and if it is to your advantage.

A mentor is someone with real expertise in the field of your project, more experienced, and usually older. Talk to others for ideas for mentors. You will be surprised by how many people know about the project and love to help.

Invest the time and energy to find a suitable mentor. It will make your entire project much easier.



Think It Through

Who are you considering or have chosen for a mentor: _____

If that person doesn't work out, whom will you ask next: _____

Explain your mentor's expertise: _____

When did your mentor first get involved with this topic or learn that expertise: _____

How did you meet or how do you know your mentor: _____

How will your mentor help you to be successful with Senior Project (be specific): _____

It is recommended that you send a formal email or letter of request to the mentor requesting his/her help on the project you have chosen. Then follow up with a phone call or personal visit.

Saul Student
123 Happyhappy St.
Nampa, ID 83686
25 August 2012

Expert at Everything, Inc.
Bob Excella
456 Teachyou Rd.
Nampa, ID 83651



Dear Mr. Excella:

As a senior at Nampa High School, I am planning my Senior Project for the year. I've always been terribly interested in the way that butterflies and birds float on the wind. In fact, one windy day when I was five, I took the sheets off of my mother's bed and jumped from the top of the barn, thinking that I could ride the invisible gusts just like the birds. Of course, I found out that I couldn't, and I still have a scar from the compound fracture I got as a result.

I'm a lot older now, but I still wish that I could hover on the wind. For my Senior Project, I'd like to design and build a set of human wings. I'm currently in physics class, and my dad has taught me quite a bit about sewing, woodworking, and working in a machine shop. What I need guidance in is aerodynamics and material selection.

Mr. Excella, you are the foremost authority on aerodynamics and light aircraft in the area. I have read the article you wrote for *Hobby Planes*, and I've seen your crafts in the air on several Saturdays.

I would love to meet you and discuss the possibility of you mentoring me in my Senior Project. I understand that you're a busy man, and I do appreciate any time you can give me. I will call your office the week of Labor Day, or if you'd prefer, you may call me at 555-5555.

Sincerely,

(Sign Name)

Saul Student



THE PROPOSAL

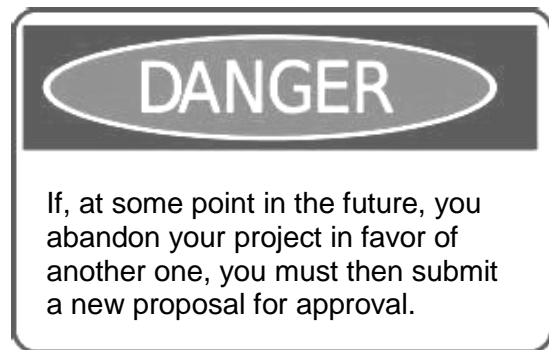
A formal proposal is the first major component of your project. Before your project becomes “official,” it must be approved by a panel of readers other than your English teachers. You must convince these readers that your project is both worthwhile and feasible.

Rationale for the Assignment

- Because the Senior Project is a school-wide interdepartmental effort, faculty and administration other than your English teacher will be involved at various stages of the project. Your English teacher, with whom you personally discuss your project, may not be the person who ultimately approves or disapproves it. Therefore, written communication will be very important.
- Your ability to *persuade* your readers that you have given your project serious thought, that it is worthwhile and viable, and that you are ready to begin, is the primary criterion for approval of your proposal.
- The formal proposal is a frequently encountered form of business writing with which you should be familiar.

Description of the Assignment

- Your letter of introduction will have a business-block format.
- Your proposal must be submitted in the form of a memorandum.
- It must be organized into clearly headed blocks or sections according to its main parts.
- It must be typed.
- Quality communication is clear, thorough, well formatted, and appealing to the eye.



The Approval Process

Be prepared to submit two copies of your final proposal packet to your English teacher. She will keep one and return the other to you with a signature sheet on it. You will have two NHS faculty members approve your idea, and then you will submit the signed copy to your teacher. Keep a copy of the proposal close as you begin and then continue to work on the project as it will provide a way for you to stay focused and keep your goals in mind.

Think It Through

Who will you choose or have you already chosen to read your proposal:

Explain why; what can they do/have they done to help you expand and fine-tune your ideas:

Instructions for the Cover Letter

Use the following template to correctly format your cover letter. Information not enclosed in parentheses () can be copied word for word. Sections enclosed in parentheses () must be updated with your information. Remember, the cover letter should have a slightly more personal tone to it without losing professionalism.

(Your First and Last Name)
(Address)
(City, State Zip)
(Date)

4 Enters



Nampa High School
203 Lake Lowell Ave
Nampa, Id 83686

Dear NHS Faculty Member: **2 Enters**

(Introduce yourself and your project idea.) **2 Enters**

(Explain why it is a significant, challenging project that should be approved for completion.)
2 Enters

(Thank the reader for his/her time and restate your hope that they will approve the project.)
2 Enters

Sincerely,
4 Enters

(Sign Name)

(Typed Name)

8 Enters

Enclosures: (the number of pages included with this letter)



Instructions for the Proposal:

Use the following format for your project proposal. The information in parentheses () must be individualized for you and your project. The other items may be copied as they are shown here.

Each section has questions and ideas that will help guide you in adding information to your proposal. Read each section of the proposal carefully and respond fully to the questions and ideas within it; this will help create a complete picture of the challenges and uniqueness of your chosen project.

TO: Senior Project Committee
FROM: (Your Name)
DATE: (Current Date)
SUBJECT: SENIOR PROJECT PROPOSAL



Topic: (1 or 2 words telling your topic choice, e.g. Decorative Wood Carving)

Overview: (3-5+ sentences briefly describing what your project will look like. More detail will come later.)

Statement of Significance: (What do you hope to learn? Is it new knowledge or an extension of prior knowledge? Why is this project worth doing/learning? How will it expand your knowledge or make someone/yourself a better person? Convince us that this is a worthy project. Think about your project selection; explain how it will meet **at least one** of the following criteria:

Academic: independent study to expand personal knowledge; direct instruction from a professional with the purpose of certification, licensure, or documentation of program completion

Community Service: assuming a leadership position with the intent of improving a public safety issue or offering a viable community service for a community organization

Career: in-depth career study or internship offering a chance to explore a potential career pathway

Personal Exploration: an exploration of an unfamiliar area of interest.)

Goals/Objectives: (What goals do you want to accomplish with this project? At this point what do you see the final product or experience being? How will you know if you have been successful?)

Plan: (Explain the what, when, where, how long, with whom [other than mentor], etc. When will you meet with your mentor? How often? What days will be set aside for working on your project? How many hours per week will you need to complete to be finished by presentation time? Be detailed; this will show that you've thought it through and are realistic in what is to be done. This section, and the next one, may take some initial preparation. The more you put into the planning now, the more likely you will gain approval and have a successful experience with your project.)

Requirements: (What will you need to complete your project? Although some projects require only time to complete, other projects require specific supplies. If your project is one of these, planning ahead can help you be realistic with your expectations and your planning. If there will be costs associated with your project, do some initial footwork on pricing. Use the chart below to list out needed supplies, equipment, parts, etc. If you already have all the needed supplies, equipment, parts, etc. please list them and explain that you already have them or where they can be found.)

Item	Quantity	Unit Cost	Shipping	Subtotals

Total _____

Amount to be paid by student _____

Amount to be paid by parent/guardian _____

Remaining balance _____

(Explain how you will pay for your portion and, if there is a remaining balance, how it will be paid. Please remember, the cost of your project is not a graded component. Many high-quality successful projects have cost little to nothing. If there will be expenses associated with your project, you should discuss this with your parents/guardians and your mentor.)

Evidence: (List evidence you will provide as proof of project completion. You need to have at least 3 forms of evidence by the time you complete your project. This evidence verifies the number of hours worked, the different stages of your project, the process of completing the project, and the working relationship with your mentor. Examples of evidence: before and after examples, pictures, video/audio recordings, time log, drafts of work, emails or other correspondences, etc.)

Mentor: (Mentor’s name and qualifications. Or what you would like in a mentor—do this one if you don’t have a mentor lined up yet.)

Mentor’s Signature: _____ Date: _____

Possible Research Topics: (Find three articles/pieces of literature connected to your project idea. Write the bibliographies here as a start to the reading you will do for the research component of this project: the literature review. This should be a relevant topic, but not your project itself [e.g. How to do decorative wood carving—doesn’t work because that is what I’m doing for my project. “Wood types and best options for different types of decorative wood projects” may be closer to a related research topic. Again, if you have already found your mentor, he/she may be able to help with this section. If not, spend some time looking at the information that is available to you: internet, books, interviews, etc. This may help you craft a question/idea to explore further.)

A Student's Proposal

The following proposal is not perfect or error-free; however, it is a solid student sample.

TO: Senior Project Committee
FROM: Saul Student
DATE: 25 April 2012
SUBJECT: SENIOR PROJECT PROPOSAL



Topic: Horse Training

Overview: My proposed project will involve horse training. Horse training refers to multiple practices that instruct horses to execute certain behaviors when asked to do so by humans. My research would be to understand the history of the Blazer horses and figure out how they are built in size, weight, etc. From this information I would understand the breed more, therefore, take into consideration when training that specific breed.

Statement of Significance: By learning how to train horses, I hope to learn more about the breed and how they think. I do not want to do this for a living, but so that I don't have to keep sending horses away to be trained and spend money. Also, knowing how to do this myself will benefit me by saving money, and I can train other people's horses for a profit. Horses are a part of my life and learning how to train them would give me the opportunity to know them better as they get to know me.

Goals/Objectives: By the end of this project I would like to have a well-based knowledge of horse training to pursue this opportunity in the future. My main goal is to have a well-mannered horse that respect their riders and will follow his or her commands.

Plan: I see this plan including four steps: 1) Training Facility 2) Documentary 3) Time Frame 4) Meeting the Horse. I will be meeting with my mentor sometime in the spring to go over the details and time frame of how often we will meet.

Training Facility

The first step in completing this project will involve determining the location of the training facility. This will require input from my mentor.

Documentary

This step of the project will require a dedicated volunteer to videotape and photograph my progress.

Time Frame

The estimated time frame for this project will require a minimum time of sixty hours. This will be discussed further with my mentor.

Meeting the Horse

Before starting my project, I will take a few days to get to know various horses to find one I am most compatible with. Once I found the horse I will begin the training.

Requirements: I have plenty of time to reach my desired goal, but as a horse is a living animal the time frame can be reduced or added as necessary. My mentor will be providing the training facility and the equipment needed to train a horse. The materials that I will need include: the horse, horse trailer, saddle, blanket, bridle, halter, lead rope, whip, camera, and tripod. I would, however, require assistance at all times from my mentor who is extremely qualified and would be able to assist me in many aspects and answer any questions that I may have.

Evidence: Evidence of my completion will be provided by:

- Video and/or pictures
- Time Log
- Mentor signature of completion

Mentor: Betsy Gelding

- Ada County 4-H Leader of Just Horsin Around
- John and Josh Lyons Certified Horse Trainer
- Dynamic Balanced Certified Farrier
- Owner of Five Pines Ranch
- Director of District 2 Horse Camp

Mentor's Signature: Betsy Gelding Date: March 23, 2012

Possible Research Topics:

Braybrooke, David. *Horse Breed Facts: Blazer Horse*. Blazer Love, Inc., 2002. Web. 16 Feb. 2012.

Bell, Frank. *Horse Training Tips*. Horse Training Association, 2000. Web. 16 Feb. 2012.

Hill, Cherry. *How to think like a Horse: the essential handbook for understanding why horses do what they do*. Storey Publishing, 2006. Print.



Complete the following checklist for the proposal. Make any necessary changes.

- ___1. The overview is clear, defined, and descriptive.
- ___2. Three articles connected to your project topic are listed with bibliographies in the “Possible Research Topics” section, and you have a guiding question or statement that will help direct the research for your literature review.
- ___3. The statement of significance shows your interest in the project.
- ___4. The ambition and challenge of the project are clearly explained.
- ___5. The new learning is clearly explained and, if this is an extension of a class, it is clear where the senior project exceeds the expectations of the class.
- ___6. There are at least 5 measurable learning objectives/goals.
- ___7. The learning objectives/goals are challenging, focused, and relevant.
- ___8. The plan covers who, what, when, where, and how long of the project.
- ___9. The requirement section addresses time, money, and materials.
- ___10. It is clearly explained how and where the money and materials will be obtained.
- ___11. A realistic timeline is given for completion of the project.
- ___12. A qualified mentor is listed or you’ve listed at least 2 potential mentors along with their qualifications.
- ___13. Sentences are written as complex sentences.
- ___14. Read the paper backwards, sentence by sentence; fix incomplete sentences.
- ___15. “There”, “their”, and “they’re” are used correctly.

* Once the changes have been completed, submit your revised cover letter and proposal to your senior English teacher.

Think It Through

Explain some of the corrections you made and how they made the letter/proposal more effective.

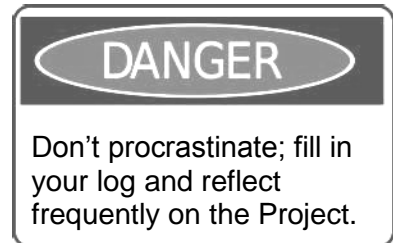
OR

Write about what has changed and remained the same as you worked on your project over the summer. Have you changed your original goals/objectives? Why? If the goals/objectives have not changed, explain the progress you’ve made on completing them.

THE PROJECT

The Senior Project involves at least 15 to 20 hours under the guidance (but not necessarily direct supervision) of a mentor(s). This time does not include the time spent researching. Hours must be completed before your presentation and can be completed any time during the year prior. You are not expected to be an expert in this short time.

The following log should be kept as a means of recording the way your time is spent, with whom, and in what kind of activity (research, job shadowing, discussion with mentor, etc.). Reflection and notes will be essential as you prepare your presentation. If you run out of space for reflection, continue on to the next box.



Senior Project Time Log

Time	Date	Whom	Activity
Reflection			
Time	Date	Whom	Activity
Reflection			
Time	Date	Whom	Activity
Reflection			
Time	Date	Whom	Activity
Reflection			

Time	Date	Whom	Activity
Reflection			
Time	Date	Whom	Activity
Reflection			
Time	Date	Whom	Activity
Reflection			
Time	Date	Whom	Activity
Reflection			
Time	Date	Whom	Activity
Reflection			
Time	Date	Whom	Activity
Reflection			

Think It Through

Consider your presentation. What are some of the experiences that you are having that you will want to be sure to include? What evidence are you gathering that will be interesting to your judges and audience?

What are some of the problems you have encountered along the way? How did you resolve them?

What's the funniest or most exciting or most surprising experience you have had?

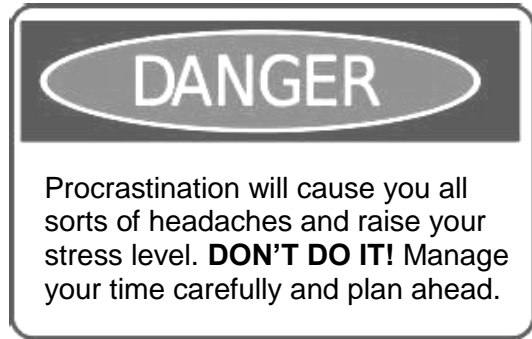


THE LITERATURE REVIEW

W.02

As an important part of your project, you will do research and reading relevant to the topic and/or execution of your project. The Literature Review is not a report of the project time or activities (that is what the journal is for).

The Literature Review is due in 2nd Quarter and will be a substantial part of the 2nd Quarter grade.



Reading/Research

W.07, 8

1. In your Proposal, you have indicated an area of interest, some project goals, and some plans for achieving those goals. Although the field or hands-on part of your Project is very important, it is by no means the whole thing. You must also do extensive reading and research relevant to the topic of your Project.

Research Ideas

Remember, your research ideas should be connected to your project, but it is not the project itself. The following are examples:

Project: Making a quilt

Research Idea: The historical importance of quilt patterns

Project: Dog Training

Research Ideas: Which dogs are smarter than others and why?

Is aggression more heavily influenced by nature or nurture?

Project: Veterinary Internship

Research Ideas: Advancements in artificial insemination

Pros and cons of growth hormones in livestock

2. Possibilities for reading/research include, but are not limited to *history, theory, basic principles, methods, and/or applications*. Strive for variety and range beyond the usual *how-to*.



Mentors can be useful resources for identifying research ideas.



Title of your project: _____

Possible ideas for your research: _____

Choose one research idea and brainstorm a list of possible key words you can use when searching for sources of information for your research topic.

3. Sources of information may include, but are not necessarily limited to *books, magazines, web sites, manuals, trade and professional literature*, and/or *interviews* with knowledgeable people. Strive for variety. Perhaps you can find lots of articles on building that 500 cubic inch small-block Chevy without looking beyond *Popular Hotrodding*, but cast a wider net. Your mentor and/or your English teacher may have helpful suggestions for you.

Types of Sources

The more places you can find information on your topic, the better your research will be. The key is getting the right combination of credible sources to help balance and round out your research. The more reliable sources you have, the better you will be able to make connections and draw conclusions about your topic. Remember, you are not reporting what your sources say, you are showing how the information from your sources fits together.

Websites

- Use the Web Page Credibility Check List (p. 21) to determine the validity and trustworthiness of an internet source

Databases (e.g. lili.org, scholar.google.com)

- Can be accessed at school and at home
- Generally allow access to topics that may be blocked by the internet filters
- Offers abstracts, summaries of the articles, as a preview of the information within the article.
 - Once you read the abstract and you think it is valuable to your argument, you need to **READ THE ENTIRE ARTICLE**, not just the abstract. Quotes should not come from the abstract.

Books

- Skim through the book
 - Check the table of contents for chapters that are specifically related to your research topic

- Scan the index, if available, for specific keywords related to your research topic
 - Avoid reference books (encyclopedias, dictionaries, etc.). These tend to be outdated and superficial. Instead, look for books about your topic that allow you to see similarities and differences among all of your other sources.
4. Good research requires the exploration and analysis of multiple sources. Because a literature review is a synthesis of published works on a given topic, you should push to collect and read as many articles, books, and other sources of information as possible. This will ensure that you have a solid understanding of your chosen topic and are able to provide a deeper explanation of the current thinking and trends about your topic. It is strongly recommended that you incorporate at least **5 sources**.
5. The quality of your sources is important. For example, pumping up your number of sources and pages with encyclopedia articles, which probably all say pretty much the same things, will not count for as much as more solid, substantive sources. The following are examples of research tools that may help lead you to quality sources:

LiLI—www.lili.org

- The LiLI Databases (LiLI-D) are online services that provide full-text articles from magazines, professional journals, newspapers, and reference books for free to all Idaho residents.
- To start using LiLI, look up a database by subject, by name, or categorized by topic areas for kids or students. You'll find links to numerous databases covering a wide range of subjects.



A YouTube tutorial on using LiLI is available at <http://www.youtube.com/watch?v=L929F9ngzE4> or by searching LiliPortal-GetStarted.wmv.

Google Scholar—scholar.google.com

- Google Scholar is similar in function to a Google search, but it filters out the majority of the ads and other distractions.
- Although there may be several useful sources obtained through Google Scholar, patience is advised—you may have to search through several sources prior to finding a few that will be useful to your research.



Add the words “full text” to the end of your keyword search to eliminate the number of abstract-only sources. Full articles are identified by the [PDF] or [HTML] hyperlink to the right of the article title; click on it to go to the full article.

Northwest Nazarene University

- Area high school Juniors and Seniors can obtain a borrower’s card upon completing a form and presenting a valid high school photo ID. When checking out material, the high school ID and the NNU library card must be presented.

Think It Through

What do you plan to do in order to fully research your topic? _____

How many hours do you predict it will take to research your topic? _____

Your proposal had a list of preliminary sources, which of those sources will you use?

Web Page Credibility Check List

Use this table as a guideline to help you decide whether each online source is reliable. (Remember, your research is only as reliable as the sources upon which it is based.)

Reliable sources will have 7 or more of these points...

	A group or individual responsible for the content on this site
	A person or organization maintaining the site that you know is credible outside of the internet
	Site has been updated in the past 3-6 months
	Provides external links to other credible websites
	Other credible websites link to this website
	The http:// address has a .gov, .org, or .edu suffix
	The site provides a phone number or mailing address that can use for contacting the person or organization for more information
	Information from this site can be verified using reliable offline resources
	The main purpose of the site is to provide facts (not opinions)
	The site provides objective (non-biased) information or point of view about the topic/issue
	This site contains no errors and no broken links
	The main purpose of this site is to inform the reader, not to sell a product

Research Collection and Organization

RI.01 For each of your five required sources, thoroughly and accurately fill in one of the forms on the following pages. These become the heart of your Literature Review, keeping your information organized and making it much easier to write. The MLA Citation Reference is located directly after the forms.

MLA DOCUMENTATION of the source (See the MLA Citation Reference for help):	
SUMMARY OF SOURCE: 3-5 complete sentences (In your own words, what does this source say?)	
EVALUATION OF SOURCE: 3-5 complete sentences (Explain how this source will be a good addition to your research. How will you use the information in your literature review?)	
AUTHOR/ CORPORATE AUTHOR or ORGANIZATION/AGENCY: 3-5 complete sentences (What are the credentials of the author or organization writing the information? What makes them an authority on the subject, and why should your reader trust them?)	
SOURCE CREDIBILITY: 2-3 complete sentences (Explain how you know that this is a credible source? What is the goal of the source? Refer to the Credibility Checklist for websites.)	
Quote/Concrete Detail This is a quote/paraphrase you <i>might</i> use in your essay. (Include the page number.)	Commentary Explain how the quote/concrete detail connects to your research idea.

MLA DOCUMENTATION of the source (See the MLA Citation Reference for help):	
SUMMARY OF SOURCE: 3-5 complete sentences (In your own words, what does this source say?)	
EVALUATION OF SOURCE: 3-5 complete sentences (Explain how this source will be a good addition to your research. How will you use the information in your literature review?)	
AUTHOR/ CORPORATE AUTHOR or ORGANIZATION/AGENCY: 3-5 complete sentences (What are the credentials of the author or organization writing the information? What makes them an authority on the subject, and why should your reader trust them?)	
SOURCE CREDIBILITY: 2-3 complete sentences (Explain how you know that this is a credible source? What is the goal of the source? Refer to the Credibility Checklist for websites.)	
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SOURCE CREDIBILITY: 2-3 complete sentences (Explain how you know that this is a credible source? What is the goal of the source? Refer to the Credibility Checklist for websites.)	
Quote/Concrete Detail This is a quote/paraphrase you <i>might</i> use in your essay. (Include the page number.)	Commentary Explain how the quote/concrete detail connects to your research idea.

MLA DOCUMENTATION of the source (See the MLA Citation Reference for help):	
SUMMARY OF SOURCE: 3-5 complete sentences (In your own words, what does this source say?)	
EVALUATION OF SOURCE: 3-5 complete sentences (Explain how this source will be a good addition to your research. How will you use the information in your literature review?)	
AUTHOR/ CORPORATE AUTHOR or ORGANIZATION/AGENCY: 3-5 complete sentences (What are the credentials of the author or organization writing the information? What makes them an authority on the subject, and why should your reader trust them?)	
SOURCE CREDIBILITY: 2-3 complete sentences (Explain how you know that this is a credible source? What is the goal of the source? Refer to the Credibility Checklist for websites.)	
Quote/Concrete Detail This is a quote/paraphrase you <i>might</i> use in your essay. (Include the page number.)	Commentary Explain how the quote/concrete detail connects to your research idea.

MLA DOCUMENTATION of the source (See the MLA Citation Reference for help):	
SUMMARY OF SOURCE: 3-5 complete sentences (In your own words, what does this source say?)	
EVALUATION OF SOURCE: 3-5 complete sentences (Explain how this source will be a good addition to your research. How will you use the information in your literature review?)	
AUTHOR/ CORPORATE AUTHOR or ORGANIZATION/AGENCY: 3-5 complete sentences (What are the credentials of the author or organization writing the information? What makes them an authority on the subject, and why should your reader trust them?)	
SOURCE CREDIBILITY: 2-3 complete sentences (Explain how you know that this is a credible source? What is the goal of the source? Refer to the Credibility Checklist for websites.)	
Quote/Concrete Detail This is a quote/paraphrase you <i>might</i> use in your essay. (Include the page number.)	Commentary Explain how the quote/concrete detail connects to your research idea.

MLA Citation Reference

Print Sources

Basic Book (one author)

Lastname, Firstname. *Title of Book*. Place of Publication: Publisher, Year of Publication.
Medium of Publication.

Book with no author

Title of Book. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Book with an editor

Lastname, Firstname. *Title of Book*. Ed. Editor's First and Last Name. Place of Publication:
Publisher, Year of Publication. Medium of Publication.

Online Sources

Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

Entire Website

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of
institution/organization affiliated with the site (sponsor or publisher), date of resource
creation (if available). Medium of publication. Date of access.

Part of a Website—one webpage

Editor, author, or compiler name (if available). "Title of Webpage/Section." *Name of Site*.
Version number. Name of institution/organization affiliated with the site (sponsor or
publisher), date of resource creation (if available). Medium of publication. Date of
access.

Online Magazine/Newspaper

Editor, author, or compiler name (if available). "Article Name." *Name of Site*. Version number.
Name of institution/organization affiliated with the site (sponsor or publisher), date of
resource creation (if available). Medium of publication. Date of access.

For more help with citing sources, visit the writing lab at Purdue at the following site:

<http://owl.english.purdue.edu/owl/resource/747/1/>.



What is a Literature Review?

A review of the literature is

- Literally a "re" view or "look again" at what has already been written about the topic.
 - It is a highlight of the strength, weakness, and ambiguity of the research that has already been completed by others.
- A compilation of the research that has been published on a topic by recognized scholars and researchers—the experts in that field of study
- Defined by a guiding concept (e.g., your research objective or the problem or issue you are discussing). It is not just a descriptive list of the material available, or a set of summaries.
 - A look at how different ideas within the research support, contradict, or enhance other ideas.
- Provides background for the problem you are attacking or puts the problem into historical perspective and, at times, shows how others handled similar problems in the past.

In writing the literature review, your purpose is

- To convey to your reader what knowledge and ideas have been established on a topic by the experts in the field.
- To convey the strengths and weaknesses of the knowledge and ideas presented.

Think It Through

Write your definition of a literature review: _____

What is your research objective or the problem or issue you are exploring? _____

Writing the Literature Review

W.04

Write a focused, well organized Literature Review on a topic relevant to your Senior Project.

- The **objective** is to synthesize information from your sources.
- It should be **3-5 pages** long.
- It must cite, in a relevant way, at least **five** of the sources.
- It must **explain** the relevance of the cited material to your topic.
- The paper and the citations in it must be in MLA format.
- It must have a definite point or idea, focused with a thesis statement or similar device.
- The Literature Review should **not** be a mere summary of information. Although this list is not all inclusive, your literature review should
 - show something **about** what you have learned/concluded from your reading.
 - show common trends of thinking within the field of study.
 - show current advancements compared to previous practices.
 - show points of contention within the field of study.

The Introduction

W.02a

Thesis Statement

In one sentence, write the main idea of your paper. This is the thesis statement that guides your entire paper. Without it your paper will lack focus. But remember, you are not offering your thoughts to support/prove the thesis but the thoughts of the writers of the sources you have researched.

Think It Through

Review the research that you have completed up to this point and summarize it into one statement. Do this three times and then choose the best statement from the three you have created. This sentence becomes the thesis statement of your literature review.

Hook or Attention Getter

There are several ways that you can begin your literature review.

- Anecdote—a little story or example
- Description—go for accurate and vivid
- Question—be cautious, a question can either involve or irritate the reader

- Quotes—can occasionally be overused, but if the quote is unique and fresh, it can be very effective at eliciting reader interest

Keep in mind that a literature review is an academic piece of writing and should be written using a semi-formal tone.

Come On, Grandma's not Ready to Die



What if someone found a way to help children grow up caring and responsible, improve the mental health of elderly, and make a positive improvement on communities, all without having to spend a dime? This is a big deal when nowadays the juvenile correctional facilities are filling up faster than ever, many of the elderly are not healthy mentally, and crime rates are through the roof in communities throughout the nation. Someone would probably wonder how this could not cost a thing when even water costs a quarter at McDonald's. It is a bit deceiving, but this key to happiness is as simple as community service. Much of the literature available today offer some opinions and actual statistics on the decline of today's youth, elderly, and communities and how community service alone can help each of these categories in a positive manner.

Discovering the Child's Mind



Children learn in many different ways. When teaching, an individual has to take into consideration that every child is unique, and no matter what, some children are going to clash with the way a teacher presents information. There are many things that could affect why children aren't learning: multiple intelligences, learning styles, learning disabilities, or social/emotional issues. Children might be good in some school subjects and not in others; it depends on the child, but there is help.

The Body

Organization

There are different ways in which the body paragraphs of your literature review can be organized. Here are a few examples:

- Chronological
 - Example: Changes in birthing procedures from 1950 to 2000.
- Categorical
 - Example: Traditional burial rituals in Latin America, Europe, and Asia
- Order of Importance
 - Example: Overuse of landfills due to everything from kitchen waste to plastics
- Pros and Cons
 - Example: Genetically modified food
- Cause and Effect
 - Example: Theories on global warming

W.02c

Transitions

The organization of your literature review will be enhanced by using transitional phrases. Here are a few examples:

- Additional ideas
 - in addition to, also, not only
- Contrasting ideas
 - on the other hand, however
- Comparison
 - equally, similar to, like
- Cause/effect
 - because, consequently, as a result
- Time
 - previously, up until, before, earlier, finally
- Example
 - for example, for instance, illustrating



To build solid transitions, you must first identify the relationship between the ideas.

Think It Through

As you think about the information you will use for the body paragraphs, also think about the source/author. Credibility is added to the information when it comes from an expert source or author. Which example below lends additional credibility to the information? Explain.

Example 1

When looking at the long term effects of wooden chairs on the lower back, the research of William Derriere stands out with authority. Derriere spent five years living with the Amish and studying the construction and use of various wooden chairs, everything from porch rockers to kitchen table chairs. During this five-year period, Derriere documented the various lower back injuries that occurred. He found that lower-back injuries occurred five times as often in an Amish community as in the average suburban community where La-Z-Boy chairs were the seating preference.

Example 2

A common misconception about chairs can lead to serious health side effects. Many people believe that a wooden chair with a hard seat and straight back offers the best support for the human posture. Findings currently disagree with this though, stating that far more injuries to the lower back are recorded in communities with a high population and use of wooden chairs. There are fewer reported injuries in communities that show a high population and use of overstuffed recliners (Derriere).

Think It Through

Practice writing one of your body paragraphs with the intent of highlighting the author/sources credentials.

W.02b



To adequately show the relationship between ideas researched, at least two sources should be blended together in each paragraph. The intent is to show contrasting opinions, layers of complexity, and continuing issues within the paragraph's topic.

The Conclusion

W.02f

Careful attention to the introduction and the organization of the literature review will make it easier to write the conclusion.

- Conclusion Recipe
 - A restatement of the thesis statement
 - Dramatic punch for lasting impression
- The best conclusions create expansion
 - The final encore—save a final example (make it a good one)
 - Crystal ball—based on what you’ve written, what does the future hold in store?
 - Two Thumbs Up...or Down—reserve the final paragraph for your reflection on the topic

SAMPLE

We should all motivate ourselves to make a difference through community service. It is something that will better the lives of those being served and the volunteer, no matter what age. Community service projects do not have to seem overwhelming. It can be something as simple as taking an afternoon to clean up a local swimming hole, helping an elderly neighbor pull weeds in her flowerbed, or reading to children at the library. So what is the hold up? Go out and enhance lives without wasting a penny.

SAMPLE

Children learn differently and good teachers need to be able to accept that. Teachers need to know that they can help children get through things. The more teachers know about multiple intelligences, learning styles, and learning disabilities, and social/emotional issues, the better they will be able to deal with issues that impact a child’s ability to learn.



Do!	Don't!
use words that fit your vocabulary.	use jargon, unless it fits your topic and you completely understand its meaning.
use a semi-formal style.	use contractions, slang, or abbreviations (unless it is an official abbreviation, e.g. NASA) .
use third person point of view.	use “I” or refer to the reader as “you.”
ensure pronoun/antecedent agreement.	use pronouns without an antecedent.
use appropriate MLA formatting.	use the URL in your citations.

MLA Formatting

You wouldn't go to a job interview wearing sweats and a holey t-shirt. If you mistakenly did, you certainly would be communicating something to the employer. It wouldn't matter how charming, how qualified, or how well-spoken you were, you would be telling the employer that you were just too lazy to look professional, or even appropriate, for the situation. The appearance of our writing communicates to the reader in a very similar way. If we use a consistent, clean format, it says that we were motivated to make it look professional and easy to read. If we care about people reading and understanding what we have to say, then our writing should not look like a holey t-shirt.

The format that was chosen for the Nampa School District is the Modern Language Association (MLA) format. It's kind of like wearing a uniform to work. If you work at McDonald's you wear a McDonald's uniform. If you get a job across the street, you might wear a Sonic uniform. There are different uniforms for different businesses, just as there are different formats for different audiences and purposes. At NHS, we use MLA.

Some of the highlights of the MLA format include the following: one inch margins, all of them; double space, everything (no triple or quadruple spaces); Times New Roman, 12 point font; and last name and page number in a header at the top of the page. The “heading” does not belong in a “header.” It should only be on the first page, not every page.

Saul Student	Student 1
Ms. Teacher	
Senior English 5B	
25 October 2013	
Seriously Fabulous Title	

Navigating Word 2003

Click on File—
Page Setup

Change both
margins to 1”

Setting the margins

Do not place the
heading in the
header

Place the Title Here

Center the
title, but do
not bold,
underline, or
italicize it

**Adding the heading and
the title**

1. View—
Header and
Footer

2. Type
your last
name

3. Click on this
button to add the
page number

Inserting the header

For the hanging
indent, you can
either go to
'Format—
Paragraph' and
change the
indentation from
none to 'Hanging'
or use the Control T
keystroke at the
beginning of the entry

**The Works Cited page and the
hanging indent**



THE PRACTICE

While the specifics and requirements of the Presentation are provided in the next section, it is important that you are aware that practicing your presentation is the key to being comfortable and able to clearly communicate when the time comes.

Practice

- what you will say
- by yourself
- in front of the mirror
- in front of your pet or sibling
- with your visual aides and artifacts
- any demonstrations
- while using your digital media



If you use PowerPoint, make sure it can be seen with the lights on.

Note and Adjust

- time
- most effective use of visuals
- potential questions you might be asked



Test your technology, in the assigned room, before the Presentation

If there is a chance that part of your presentation may not go well, have a back-up plan. If “A” happens, then I’ll do “B.” Areas that can be troublesome are technology, completion of the final product, loss or breakage of the final product, working with others, and your judges and audience being able to see and hear your presentation.

It is your responsibility to arrange a formal practice presentation. All of the aspects of your presentation should be planned and complete. Your formal practice presentation must be given and the form on the following page completed by the due date assigned on the first page of this Instructional Portfolio.

Think It Through

Who would be the best formal practice audience for you? Who would be honest and helpful? Consider the schedule and time commitments of people you might choose. When should you approach them to arrange a time? Think about the pros and cons of grandparents, older siblings, neighbors, teachers, your friends’ parents, someone from your church, etc. List at least four possibilities; rank them in order, number 1 being the best choice. Explain.

Formal Practice Presentation Response

This section is for the **STUDENT** to fill in:

Student Name: _____ Date of Formal Practice: _____

Place of Formal Practice: _____ Time of Formal Practice: _____

What Digital Media or Visual Aides did you use? _____

What was the total time of your Formal Practice, from set up to tear down? _____

Explain what needs to be done before your Public Presentation: _____

What was the best advice you received from your audience? _____

Student Signature: _____

This section is for the **AUDIENCE** (choose a representative or as a group) to fill in:

What could be improved to make this speech more formal (e.g. dress, word choice, volume)?

What is the significance of the project to the student? _____

Did the Visual Aides or Digital Media help you to understand or keep your interest? Suggestions?

What was the strongest aspect of the speech? _____

On a scale of 1-4, 4 being the best, what would you rank this speech today? _____

Please share any other insights, suggestions, or affirmations with the student. Thank you.

Audience Signature(s): _____

THE PRESENTATION

SL.02, 4, 6

The Senior Project culminates with a formal presentation in front of an audience (audience may include underclassman, teachers, administration, and community members); this is your opportunity to share all that you have learned.

Your presentation should focus on

1. what you **did**
2. **why** you did it
3. what you **learned**.

Your research, your journal, and any pictures or artifacts you have come together in your presentation.

Think It Through

Look back through the previous sections of your portfolio. Star or highlight the things you would like to or should include in your presentation. Note other things you want to include.

Presentation Preparation

You will have a 20-minute time slot. The presentation should be 10-15 minutes long. A shorter presentation will not provide your audience enough information to determine the success and value of the project. One that is too long may be cut off before it is finished. Edit thoughtfully and time yourself as you practice. Have equipment and materials at the ready and friends to help you set it up so you won't lose speaking time.

When you have finished speaking, be ready for questions from the audience about your project or your research.

Think It Through

Anticipate three questions you think your audience might ask. The answers to these questions should be incorporated into your presentation.

Speech Outline

I. INTRODUCTION

A. Attention Getter- *Capture the audience's attention. (WOW them!)*

Some strategies include using humor, providing an anecdote/story, establishing common ground, giving a startling fact or statistic, or building suspense.

B. Motivational Link- *Find a connection to the audience. Why should my audience care?*

C. Purpose/thesis- *Explain what your speech is about.*

D. Preview- *List the 3-4 main points you will be addressing in your speech.*

II. BODY

A. Main point 1

1. supporting detail

2. supporting detail

Transitional sentence

B. Main point 2

1. supporting detail

2. supporting detail

Transitional sentence

C. Main Point 3

1. supporting detail

2. supporting detail

D. Main Point 4

1. supporting detail

2. supporting detail

III. CONCLUSION

A. Review Statement- *Summarize the 3-4 main points from the Body.*

B. Call to action- *Motivate the audience to do something.*

C. Final appeal- *Refer to the Attention Getter and WOW them again!*



This is a basic outline. Adapt it to ensure all important information is included in an organized manner.

Other Considerations

- Avoid "techno-babble" – explain technical terms and concepts.
- Personalize your speech – use real people as examples (unless you are restricted in doing so by a confidentiality/privacy policy).
- Non-verbal elements are very important.
 - eye contact
 - body movement
 - clear articulation
 - adequate volume, etc.
- Establish *ethos* (credibility) – Why should we listen to you and believe you?
- Last, but not least— **PRACTICE, PRACTICE, PRACTICE!**





Now use your outline to write your full speech.

- But never, ever *read* it to your audience!
- Practice it in full, out loud, with any and all aids and props.
- *Time* yourself. Add or subtract material as needed.

During your presentation, you may use notes or note cards, but you should not rely on them to the extent that you read from them and lose contact with your audience. Successful presentations (or speeches of any kind) are those that have been thoroughly practiced in advance.

Practice with your visual aids so that slides will be in the correct order and media will be correctly cued. Your presentation should be polished.

Your presentation is first and foremost an informative speech. All the tips and techniques you learned in speech class should help you here. Content, organization, delivery, and overall effect are important elements in your final grade.

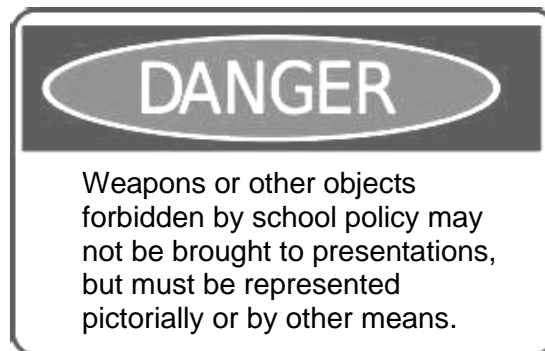
Visual Aids

SL.05

Although you are not required to use any *particular* visual aids, it is expected that you demonstrate an ability to incorporate a variety of digital media (e.g. textual, graphic, visual, interactive elements) in presenting your information. The right visual aid can be very helpful for explaining the progression of a project or demonstrating a complex idea. It will enhance the quality of your presentation.

Visual aids—and how effectively they are used—can communicate to your audience the thought, planning, and effort that have gone into preparing your presentation. Some suggestions for visual aids include, but are not limited to the following:

1. Tri-fold presentation panel (must also use digital media)
2. Demonstration of a skill with props (must also use digital media)
3. Objects, artifacts, models (must also use digital media)
4. Digital video or audio
5. YouTube
6. Digital photo albums
7. Power Point or other presentation software
8. Prezi (great for YouTube videos, but can't be used with a "clicker")
9. Vuvox
10. One True Media



Think It Through

Choose three visual aid options that you think will effectively convey what you've accomplished. Brainstorm the pros and cons of using each.

<p>Example:</p> <p>Printed Handouts</p>	<p><u>Pros:</u> Information is right in front of the audience. Audience can access any part of it during the presentation if questions arise. A handout can be created that encourages audience participation.</p> <p><u>Cons:</u> Handouts can distract the audience's attention from the presenter. If there is a large audience, handouts can be expensive to create and time consuming to manage.</p>
<p>1.</p>	<p><u>Pros:</u></p> <p><u>Cons:</u></p>
<p>2.</p>	<p><u>Pros:</u></p> <p><u>Cons:</u></p>
<p>3.</p>	<p><u>Pros:</u></p> <p><u>Cons:</u></p>



Scheduling Final Presentations

As it gets closer to the dates for the final presentations, you will fill out a presentation request form with your preferences for the day and time of your presentation. Once these forms have been collected, a master schedule of all presentations will be created and posted well in advance to give you ample lead-time should it be necessary to adjust your schedule.

Although the majority of the presentation rooms have LCD projectors and desktop computers, if you require special equipment, it is your responsibility to make arrangements for these items.

If you need a special location in which to present your project, it is also your responsibility to speak to the teacher or faculty member in charge of that area, receive written permission (there is a place on the request form for this signature), and arrange for any presentation equipment you may require (including an LCD projector and computer if necessary).

Here too, **once the schedule is made, it is firm.** Because you will know when you present, you will be able to invite friends, family, and mentors.

Date of Final Public Presentation: _____ Presentation Time Block: _____

Final presentations will be judged by the panelist members within the audience. Although they will not directly grade you, your English teacher will take their critique sheets into account to arrive at a grade. The panelist members will evaluate you on how clearly and completely your presentation conveys your project. Appearance and over-all effect are also important.

Some Final Advice

Pay attention to your appearance, especially for the final public presentation. Dress as you would for a job interview. You cannot go wrong with a dress shirt and tie, or with a dress or dressy pants suit. There are a few exceptions though. A uniform, for example, or a wet suit or welding leathers, would be appropriate if deemed a necessary part of the demonstration itself. Your panelist and audience members pay attention to this and it can affect your grade.



Using the same outfit for your Formal Practice presentation and your Final Public presentation will add to your confidence level. It will also help you know if the outfit will be appropriate and functional for your Final Public presentation.

Plan Your Attire

Outfit Option #1	Outfit Option #2
<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••
What I may need to borrow:	What I may need to borrow:

THE GRATITUDE

Undoubtedly, there will be many people who help you to achieve your goals with Senior Project. It is a mark of professionalism and maturity to acknowledge those who have gone out of their way to help you. A thank you note card that is written well and offers appreciation for specifics is a good way to show your appreciation. The recipients will also want to know about your final Senior Project presentation.

The following are people you might need to thank: your mentor; your parents; someone who provided money, gave his or her time, listened to you freak out, helped you carry something heavy, helped you find resources, or taught you something new.

Think It Through
Who has helped you on your Senior Project? How? How will you contact them?

THE STANDARDS AND SCORING RUBRICS

The following standards will be given a summative score through the **Literature Review**:

RI.01. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
4. Cites strong, thorough textual evidence that enhances analysis and inference, including where the text lacks evidence
3. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Cites some evidence, no connection to analysis or inference
1. Textual evidence has no connection to analysis or inference
W.02. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Writes engaging informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective and cohesive selection, organization, and analysis of content
3. Writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
2. Writes informative/explanatory texts to convey ideas, concepts, and information through inconsistent selection, organization, and analysis of content
1. Addresses ideas and concepts; lacks evidence of organization or analysis
W.02a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * MLA formatting
4. Introduces a topic in an engaging way; organizes complex ideas, concepts, and information so that each element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful *
3. Introduces a topic; organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension*
2. Introduces topic; organizes ideas, concepts, and information, and formatted correctly*
1. Introduces topic; organizes ideas poorly or includes formatting errors
W.02b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information/examples appropriate to the audience's knowledge of the topic.
4. Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples that are engaging and appropriate to the audience's knowledge
3. Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
2. Develops the topic using relevant facts, definitions, details, quotations, or other information and examples; demonstrates awareness of audience's knowledge of the topic
1. Develops the topic using facts, definitions, details, quotations, or other information and examples; may not demonstrate awareness of audience's knowledge of the topic
W.02c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Uses seamless transitions and varied syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
3. Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
2. Uses appropriate transitions to link sections of the text and acknowledges relationships among ideas and concepts
1. Uses simple transitions to link sections of text
W.02d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
4. Demonstrates mastery of language and domain-specific vocabulary and skillful application of techniques such as metaphor, simile, and analogy to convey the complexity of the topic and engage the reader
3. Uses precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic

2. Uses appropriate language and vocabulary to manage the topic
1. Uses basic language and vocabulary to manage the topic
W.02e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
4. Establishes and maintains a formal style and objective tone; demonstrates a grade-level mastery of English language norms and conventions
3. Establishes and maintains a formal style and objective tone; demonstrates a command for English language norms and conventions
2. Establishes but does not maintain formal style and objective tone; demonstrates a basic understanding of the English language norms and conventions
1. Uses informal style or tone or does not demonstrate an understanding of the English language norms and conventions
W.02f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
4. Provides a concluding statement or section that follows from and supports the information or explanation presented that leaves the reader with an informed and lasting impression
3. Provides a concluding statement or section that follows from and supports the information or explanation presented
2. Provides a conclusion but fails to fully support the information or explanation presented
1. Provides an incomplete, illogical, or irrelevant conclusion
W.04. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Produces engaging writing in which the development, organization, and style are chosen specifically for task, purpose, and audience
3. Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
2. Produces clear writing in which the development and organization are appropriate to task and purpose
1. Produces writing which lacks development or organization
W.07. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
4. Conducts strong, thorough research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesizes multiple valid and relevant sources on the subject, demonstrating a high level of understanding of the subject under investigation
3. Conducts short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
2. Conducts research projects to answer a question or solve a problem; topic may be too narrow or too broad; uses multiple sources on subject
1. Uses research to answer a question or solve a problem; topic is too narrow or broad; insufficient or invalid sources
W.08. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4. Gathers relevant information from multiple authoritative print and digital sources, using advanced searches that produce diverse and appropriate evidence; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; seamlessly integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation*
3. Gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation*
2. Gathers information from multiple print and digital sources, using searches effectively; integrates information into the text using appropriate citations*
1. Gathers insufficient or invalid source material, using searches ineffectively, or uses inaccurate citations*

The following standard will be given a summative score through the **Literature Review** and the **Instructional Portfolio**:

W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
4. Writes routinely over extended time frame and shorter time frames for a range of tasks, purposes, and audiences to enhance understanding and skill
3. Writes for a variety of purposes for various amounts of time
2. Writes a minimal amount of varying pieces for small ranges of times
1. Little to no evidence of various writing processes, styles, and/or lengths of time

The following standards will be given a summative score through the **Presentation**:

SL.02. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
4. Integrates multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluates the credibility and accuracy of each source and resolves any discrepancies
3. Integrates multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluates the credibility and accuracy of each source and notes some discrepancies
2. Integrates multiple sources of information in order to make informed decisions and solve problems, evaluates the credibility and accuracy of each source, or notes some discrepancies among the data
1. Integrates some sources of information, identifies credibility and accuracy
SL.04. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
4. Presents information, findings, and supporting evidence, conveys a clear and distinct perspective such that listeners are engaged and can follow the line of reasoning, alternative or opposing perspectives are addressed and explained, and the organization, development, substance, and style are strongly linked to purpose, audience, and a range of formal and informal tasks
3. Presents information, findings, and supporting evidence, conveys a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
2. Presents information, findings, and supporting evidence, conveys a perspective such that listeners can follow the line of reasoning; lacks alternative or opposing perspectives; organization, development, substance, and style are appropriate to purpose, audience, and task
1. Presents information, findings, and supporting evidence in an unorganized or illogical manner or does not include opposing perspectives or organization, development, substance, or style are not appropriate to purpose, audience, task
SL.05. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
4. Makes strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence, and engage the audience
3. Makes strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
2. Makes use of digital media in presentations to share understanding of findings, reasoning, and evidence
1. Uses irrelevant digital media, or lacks connection to presentation
SL.06. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
4. Adapts speech to a variety of contexts and tasks, demonstrates a strong command of formal English
3. Adapts speech to a variety of contexts and tasks, demonstrates a command of formal English when indicated or appropriate
2. Adapts speech for certain contexts or tasks, inconsistently demonstrates knowledge of formal English
1. Demonstrates minimal knowledge of formal English