

Culminating Project Resource Guide

Bellingham Public Schools

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All Culminating Project forms and resources are available online at
www.bham.wednet.edu/learning/culminating-project/index.htm

Culminating Project Graduation Requirement

The Culminating Project is a graduation requirement established by the Bellingham School District for students beginning with the class of 2006. By completing **all** the requirements for graduation, including the 10th grade Certificate of Academic Achievement, required courses, and the Culminating Project, students will have had opportunities to demonstrate their competence in all seven Bellingham School District **Essential Student Learnings**.

Bellingham School District Graduates Will Be:

- **Knowledgeable Individuals** who read with comprehension; write with skill; communicate effectively and responsibly; and demonstrate academic proficiency in the arts, geography, mathematics, civics and history, health and fitness, social sciences, and physical and life sciences.
- **Quality Producers** who successfully apply academic, intellectual, artistic, and practical learning to create quality products and performances.
- **Effective Communicators** who apply their communication skills and processes effectively in a variety of ways and settings.
- **Competent Thinkers** who are able to think analytically and creatively, solve problems and make decisions.
- **Effective Collaborators** who can work successfully with diverse individuals and groups.
- **Responsible Citizens** who are informed and apply knowledge to improve the quality of their lives and communities.
- **Life-Long Learners** who are self-directed and apply learning confidently and successfully to new and different situations and tasks in preparation for a changing world and workplace.

Goals of the Culminating Project

The overall goals of the Culminating Project are:

- To demonstrate and document a significant learning stretch beyond classroom experiences;
- To engage in work related to a personal interest or passion;
- To connect/benefit community through the work of the project;
- To complete a quality process, product and performance;
- To experience personal growth and reflection in preparation for the future; and
- To apply learning for transfer to life beyond graduation.

The Culminating Project represents the culmination of a student's K-12 educational experience and provides him/her an opportunity to demonstrate how their learning connects beyond high school to whatever might come next. The project should demonstrate a significant learning stretch for each individual student. A learning stretch is defined as "The act of making great demands upon one's abilities while gaining knowledge, comprehension, or mastery through experience and/or study." (Kannapolis City Schools Graduation Project) Students are required to do an in-depth examination of a topic. From their research, students must demonstrate that they can organize information from multiple sources, interpret the information meaningfully, and communicate this meaning to others. Successful completion of the Culminating Project demonstrates that a student can manage complex tasks requiring problem-solving skills. The Culminating Project provides students with an opportunity to explore a topic for which they have a personal interest and passion, and thereby to demonstrate a benefit to their community. No individual financial benefit for the student may be gained through a Culminating Project; the spirit and goal of a Culminating Project is to provide a volunteer service to the community or directly connect to the community through, for instance, a career shadow. The Culminating Project includes the following components, each designed to provide structure and support for the student, and to allow personalized demonstrations of what the student knows and can do.

Project Components

The Culminating Project has **five components: an overall proposal, scholarly paper, portfolio, written reflection, and presentation**. Students must meet minimum standards on each of the **components** to be successful in meeting the graduation requirement. Rubrics are provided to describe culminating project work that would exceed minimum standards, would meet minimum standards, or would not be acceptable. Broad categories for culminating projects include:

- **Developing or improving a skill or performance**
- **Designing or creating a product, service, system or event**
- **Investigating a career**

A. PROPOSAL

Purposes of the Proposal:

- **To define and defend the student's plan for his/her culminating project**
- **To obtain necessary permissions and commitments (e.g., parent, school advisor, community advisor)**

Contents (see Rubric A):

1. Topic
2. Goals and Rationale
3. Scholarly Paper
4. Plan and Portfolio
5. Quality Overall Proposal

B. SCHOLARLY PAPER

Purposes of the Scholarly Paper:

- **To establish the student's knowledge base as it relates to his/her culminating project**
- **To demonstrate skills for scholarly writing, including use of formal English and accepted research style**

Contents (see Rubric B):

1. Ideas and Content
2. Organization
3. Word Choice and Voice
4. Fluency
5. Conventions
6. Format
7. References
8. Quotations
9. Extended Learning

C. PORTFOLIO RELATED TO PROJECT, PRODUCT, OR PERFORMANCE WITH CONNECTION/BENEFIT TO COMMUNITY

Purposes of the Portfolio:

- **To document consistent, ongoing effort on the project**
- **To document involvement with community and community advisor**
- **To capture ongoing thoughts and ideas of the student**
- **To collect artifacts for display/presentation**

Contents (see Rubric C):

1. A log/journal that demonstrates work on the project over time
2. Application of new learning
3. Connection/benefit to community
4. Artifacts

D. WRITTEN REFLECTION

Purposes of the Written Reflection:

- **To demonstrate thoughtful introspection and analysis of the student's personal learning stretch**
- **To describe what the student has learned about self and community through the project**
- **To demonstrate effective communication skills**

Contents (see Rubric D):

1. Components
2. Length and format
3. Organization
4. Word choice and voice
5. Fluency
6. Conventions

E. PRESENTATION

Purposes of the Presentation:

- **To demonstrate a significant learning stretch beyond classroom experiences and to reflect on learning**
- **To demonstrate effective communication skills**
- **To synthesize and share the overall culminating project experience**

Contents (see Rubric E):

1. Introduction
2. Body
3. Application of learning
4. Organization
5. Language use
6. Conclusion
7. Verbal
8. Non-verbal
9. Delivery/Eye contact
10. Appearance
11. Media (electronic, visual, audio)
12. Impromptu skills

Audience:

1. The presentation will be made to a panel of at least three adults, including district employee(s) and community member(s).
2. Presentations will be limited to a total of 20 minutes, which must include at least five minutes for panel members to engage in question-answer format with the presenter.

Additional presentation venues may include:

1. Demonstration of quality projects to juniors.
2. Display of portfolios and examples of quality projects.

Timeline for Culminating Projects

Grades 9-11

Since the Culminating Project is designed to allow students to demonstrate essential skills learned over time, students and teachers must have clear understandings of the knowledge and skills that will be needed. To ensure student competency as effective communicators, thinkers and producers, these skills must be taught, practiced and learned, and assessed and monitored beginning with the class of 2006. The skills have been incorporated into required course content in English, mathematics, science, and social studies in grades 9, 10 and 11, providing opportunities for students to learn, practice and master skills under the direction of teachers. For future years, the skills will be taught, practiced and learned beginning in grade 6 and monitored through middle and high school prior to graduation.

There are three important ways students should begin advance preparation for the Culminating Project:

- Recognize the importance of mastering the skills embedded in course requirements and establish the habits of producing quality work.
- Identify personal interests that stimulate a desire to learn in more depth than the regular high school curriculum.
- Become aware of community issues and needs related to student interests.

Grade 12

The Culminating Project will be completed by each student during the senior year, although the proposal may be written during the junior year. Students may receive support to complete the project through several methods. These could include a **culminating project elective** class in which specific support is provided through course activities and assignments. Students may elect to do the project **independently**, communicating with the school's **Culminating Project Coordinator(s)**, and **meeting deadlines for each component** without involvement in a specific class. The independent approach may be most appropriate for students involved in Running Start, but could be used by any student.

All students, regardless of how they choose to complete the project, will work with a qualified **community advisor** who is knowledgeable about the topic or issue and who can support the student's learning through the project. The support person's role will be clearly defined and training will be provided.

Development of Requisite Skills for a Successful Culminating Project

The Culminating Project is, as its name implies, an opportunity to demonstrate the culmination (or accumulation) of skills the student has developed throughout his/her K-12 school experience. These skills are articulated at the state, district, and classroom level through:

- **The goals and Essential Academic Learning Requirements (EALRs) of Washington State**
- **The Bellingham School District Essential Student Learnings**
- **The curriculum taught in each grade level and department K-12**

The following sections provide a summary of these connections between the expectations for general education and the skills needed to successfully complete a culminating project.

Washington State's Learning Goals include:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
2. Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history; geography; arts; and health and fitness;
3. Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems;
4. Understand the importance of work and how performance, effort and decisions directly affect future career and educational opportunities.

These goals are further defined in Washington's Essential Academic Learning Requirements (EALRs). The chart that follows identifies those EALRs that guide teaching and assessment of student skill development in preparation for the Culminating Project.

Connections to Washington State Essential Academic Learning Requirements (EALRs)

Project Planning	<ul style="list-style-type: none"> ▪ Science #3 — The student knows and applies the design process to develop solutions to human problems in societal contexts. ▪ Math #2 — The student uses mathematics to define and solve problems. ▪ Social Studies #1 — Inquiry and Information Skills: Define central question, search for relevant information, determine the sources, evaluate information, organize information, and apply information.
Research/ Information Literacy	<ul style="list-style-type: none"> ▪ Science #2 — The student knows and applies the skills, processes, and nature of scientific inquiry. ▪ Reading #2 — The student knows and applies the skills, processes, and nature of scientific inquiry. ▪ Reading #3 — The student reads different materials for a variety of purposes. ▪ Health #3.1 — The student understands how environmental factors affect one’s health (air, water, noise, chemicals). ▪ Geography #3 — The student observes and analyzes the interaction between people, the environment and culture. ▪ Social Studies #1 — Inquiry and Information Skills: Define central question, search for relevant information, determine the sources, evaluate information, organize information, and apply information.
General Writing Skills	<ul style="list-style-type: none"> ▪ Writing #1 — The student writes clearly and effectively. ▪ Writing #2 — The student writes in a variety of forms for different audiences and purposes. ▪ Writing #3 — The student understands and uses the steps of the writing process. ▪ Writing #4 — The student analyzes and evaluates the effectiveness of written work.
Scholarly Paper	<ul style="list-style-type: none"> ▪ Writing #1 — The student writes clearly and effectively. ▪ Writing #2 — The student writes in a variety of forms for different audiences and purposes. ▪ Writing #3 — The student understands and uses the steps of the writing process. ▪ Writing #4 — The student analyzes and evaluates the effectiveness of written work. ▪ Communication #2 — The student communicates ideas clearly and effectively.
Connection/ Benefit to Community	<ul style="list-style-type: none"> ▪ Communication #3 — The student uses communication strategies and skills to work effectively with others. ▪ Geography #2 — The student understands the complex physical and human characteristics of places and regions. ▪ Geography #3 — The student observes and analyzes the interaction between people, the environment, and culture. ▪ Social Studies—Civics #1 — The student understands and can explain the core values and democratic principles of the United States. ▪ Science #3 — The student understands the nature and contexts of science and technology. ▪ Health #3 — The student analyzes and evaluates the impact of real life influences on health.
Presentation Skills	<ul style="list-style-type: none"> ▪ Communication #1 — The student uses listening and observation skills to gain understanding. ▪ Communication #2 — The student communicates ideas clearly and effectively. ▪ Communication #3 — The student uses communication strategies and skills to work effectively with others. ▪ Communication #4 — The student analyzes and evaluates the effectiveness of formal and informal communication. ▪ The Arts #2 — The student demonstrates thinking skills using artistic processes.

Proposal for Culminating Project

For your proposal, complete the “Culminating Project Proposal Template.” This is available on the District website at www.bham.wednet.edu/learning/culminating-project/index.htm. As you work on your proposal, look ahead to the rubrics that will be used to evaluate the proposal, the scholarly paper, the portfolio, the written reflection and the presentation. This will show whether your ideas match the standards on which you will be evaluated.

To be ready for review, your proposal must include:

- Proposal Coversheet
- Culminating Project Proposal Template
- Culminating Project Parent Consent

All three of these pieces must be completed before your proposal can be approved. Once approved, it is your responsibility to place these in your Culminating Project Portfolio.

Proposal Components

Project Topic/Idea

- Briefly describe your idea for a culminating project.

Goals and Rationale

❑ **Connection/Benefit to Community**

- How will your project benefit/connect to the community?
- Identify proposed community advisor. Describe his/her expertise and potential connection to your project.

❑ **Learning Goals**

- What do you already know about your chosen area of study?
- What formal training/accomplishments do you have in this area? How will it help your work?
- What significant new learning will you experience? What do you want to learn from this experience?

❑ **Benefit to Self**

- How does this project match a passion or interest you have?
- How will completion of the project benefit your future?

Scholarly Paper

- What essential question will you pursue in your scholarly paper? (*one sentence*)
- List specific sources you expect to find most valuable.
- How will your scholarly paper relate to your overall project?

Plan and Portfolio

- What is your vision of the final result of your Culminating Project? (*Examples: skill improved, performance given, product created, service planned and delivered, process/system designed and accomplished, event organized and coordinated, career investigated.*)
- List supplies or materials you will need and the projected costs.
- What obstacles and risks might you encounter?
- How will you document the progress of your culminating project?
- How will your community advisor help you carry out the plan?

Guidelines for Working with Community Advisor

Qualifications for Community Advisors

- Must be at least 21 years old.
- May be a relative if that individual has sufficient experience and expertise, but students are highly encouraged to look beyond relatives and find a professional in their field of interest.
- Not a member of the residing school faculty.
- Knowledgeable or experienced in the student's chosen field of interest.
- Unless the student's parent or guardian waives the requirement, the advisor must complete a criminal background check prior to working with the student.

Selection of the Community Advisor

- Complete your proposal so you are clear about what you want to learn and the type of support you believe you will need from your advisor.
- Find a community advisor who is also involved in your field of interest and willing to share knowledge, experiences or insights. Your community advisor may be someone with whom you and your parent/guardian are familiar. The district will want to protect you by doing a criminal background check on your advisor unless your parent/guardian waives this requirement. If you need help finding a community advisor, there are agencies such as the Whatcom Volunteer Center or Whatcom Connections that may be helpful in your search. Your teacher or school Career Center will have information about how to access lists of possible advisors in your field of interest.
- Provide your advisor with the *Becoming a Community Advisor* brochure and the Letter to Potential Community Advisor
- Ask your advisor to complete a Community Advisor Acceptance Form and to return it to the District office. If your parents are waiving the background check, submit the waiver form to your school's Culminating Project Coordinator.
- Work with your advisor after either your parent or guardian completes the waiver or the official background check process has been completed.

Protocol Guidelines and Expectations

- Be prepared and punctual for all appointments with your advisor. Make a point of finding out how your community advisor prefers to be contacted (phone or email).
- Communicate in a timely manner. Call ahead of time to meet with your advisor and do not expect him/her to fit into your schedule on short notice. Clearly state the purpose of your communication.
- When contacting your advisor by voicemail or e-mail be sure to leave complete information that includes your full name, school's name, how to reach you and the date and time.
- Cultivate a respectful and professional relationship with your advisor. Be polite and flexible.
- Stay in regular contact with your advisor. Keep him/her apprised of the progress you are making on your project.
- Express your appreciation every time the advisor makes time for you, whether it is for a few minutes on the phone or a few hours on the job.
- Treat the community advisor's tools, books, materials, etc., with profound respect.
- Discuss how your project will benefit the community. Ask for his/her input and discuss this issue with the advisor to get their perspective as a member of the community.
- For safety reasons, stay alert to inappropriate behaviors or communications. Discontinue contact immediately if you are uncomfortable with anything being said, done, suggested or implied.

- Individual teachers, the school district or the advisor are not responsible for providing supplies or materials or any expense encountered during the project. Do not expect the advisor to provide you with these items.
- Let your parent/guardian and teachers know when you are meeting with your advisor, how long you plan to meet, the purpose of your meeting and transportation plans.
- Keep a log of the times and activities that you do with your advisor. Use Project Time Log to keep track of your project activities and contacts with your advisor.

Culminating Project Proposal

Student Name: _____ Faculty Contact: _____

High School: _____ Graduating Year: _____

Project Description – Attach the full proposal.
Culminating Project Topic:
Proposed Scholarly Paper Essential Question:

Community Advisor Information

Community Advisor: _____ Organization: _____

Phone Number: _____ Email: _____

Mailing Address: _____

Street /City/Zip

Parent/Guardian Approval for Community Advisor (Attach to this form)

Community Advisor Background Check:
 Waived **Cleared** **Clearance Date** _____

Final Approval (signature required from faculty contact)

Statement of Integrity

Proposal approved – Student may proceed. (Have Community Advisor sign Rubric A. Keep approved proposal and Rubric A for portfolio.)

Proposal not yet approved – See comments for modifications

Faculty Contact Signature

Date

Comments:

Student: _____

Date: _____

Use complete sentences in answering the questions.

Project Topic/Idea

- **Which category best suits your project?**
 - Developing or improving a skill or performance
 - Designing or creating a product, service, system, or event
 - Investigating a career

- **What is your idea for a culminating project?**

- **When and where will your project take place?**

Goals and Rationale

Connection/Benefit to Community (examples of community include: local, regional, national, and international)

- **How will your project benefit/connect to the community?**

- **How will your Community Advisor's expertise help you with your project?**

Learning Goals

- **What do you already know about your chosen area of study? Have you had any formal training or accomplishments that will help you with your work?**

- **What is the significant new learning you will experience and why will this be a learning stretch for you?**

Benefit to Self

- **How does this project match a passion or interest you have?**

- **How will completion of the project benefit your future?**

Scholarly Paper

- **How will your scholarly paper relate to your overall project?**

Plan and Portfolio

- **What is your timeline for your Culminating Project? (When will you start and when will you finish?)**

- **List supplies or materials you will need *and the projected costs.***

- **What obstacles and risks might you encounter?**

- **In addition to the required *Culminating Project Time Log* and *Community Advisor Final Observation Form*, what artifacts will you collect for your portfolio that will document your progress and culminating project work?**

Culminating Project Parent/Guardian Consent

As the parent/guardian of _____, I/we understand that the Culminating Project is a new graduation requirement established by the Bellingham School District for students beginning with the class of 2006. The Culminating Project has **five components: an overall proposal, scholarly paper, portfolio, written reflection, and presentation. Students must meet minimum standards on each of the components** to be successful in meeting the graduation requirement. Rubrics are provided to describe culminating project work that does not meet standard (requires further work), meets standard (minimum requirements), or exceeds standard (excellent).

I/We understand that our student's failure to meet the standard on any of the five components or failure to meet any published project deadlines may jeopardize his or her graduation.

The Culminating Project Resource Guide will address most questions a parent/guardian may have about the Culminating Project, such as expectations and due dates.

Questions about the Culminating Project process may be directed to your school's Culminating Project Coordinator. The contact information is at the bottom of this page. The link to the Culminating Project Resource Guide is also available on each high school's web site.

I/We understand that for his or her Project, my student plans to:

I/We understand that _____ will be his or her community advisor, and that I/we have the phone number(s) needed to contact this community advisor with any questions.

I/We also understand that while the community advisor and/or the parent(s)/guardian(s) play an important role in guiding the student through the project phase of the Culminating Project, the student alone is ultimately responsible for completing the project and submitting all of the forms and assignments required of him or her. Staff coordinating the Culminating Project will remind all seniors that this is to be their Culminating Project, not their parent's project or their community advisor's project.

I/We understand that the District in no way certifies and/or verifies the qualifications of the person my son or daughter has chosen as a community advisor. The District requires the community advisor to complete an application and a background check. I/we understand that if we know the community advisor personally, we may waive the District requirement for a background check through Securint., Inc. The District recommends that each parent/guardian regularly visit the location where your student and the community advisor are working. The District will provide no supervision to the student while he or she is working with the community advisor.

Culminating Project Parent/Guardian Consent - Page 2

PLEASE CHECK ONE OF THE FOLLOWING BOXES:

- I/We understand that by checking this box, the community advisor will complete a Community Advisor Background Check Form (to be given to them by the student) and the school district will perform a community advisor criminal background check for the community advisor.

- I/We understand that by checking this box and completing the attached Waiver for Community Advisor Background Check, I/we waive the district's requirement for a criminal background check.

I/We also understand it is our duty as parents/guardians to ensure/verify that the community advisor has the necessary licensing/training/expertise for the activity our student has chosen.

I/We understand that the District prohibits a student from undertaking any activity, which may place the student and/or his or her community advisor at an unnecessary risk of harm or injury.

I/We understand that the District expects the parent/guardian to make the initial determination as to whether a Culminating Project places a student and/or his or her community advisor at an unnecessary risk of harm or injury. I/We understand that if either I/we or the District concludes the proposed Culminating Project places the student and/or his or her community advisor at an unnecessary risk of injury, the District will not approve the activity as the student's Culminating Project.

I/We understand that while the District may periodically check with the community advisor to ensure the student is completing the project in a timely fashion, it is the responsibility of the parent(s)/ guardian(s) to ensure that the Community Advisor is (1) providing their son or daughter with a safe environment, and (2) following all necessary safety procedures.

I/We understand and accept the conditions and expectations of the project phase of the Culminating Project, and I/we approve of my/our student's project as stated above.

I/We agree, to the extent the law allows, to indemnify and hold the District, its agents, officers, employees, and volunteers harmless from and defend and indemnify the same against any and all claims, losses, and damages from every cause, including but not limited to injury to person or property, and related costs and expenses, including reasonable attorney's fees, arising directly or indirectly out of any act, or omission to act, in the performance of the terms of this contract.

Signature

Relationship to Student

Date

Email address

Community Advisor Background Check Form

Student will complete the top lines and give form to the community advisor who has agreed to work with him/her. The advisor should then return the form directly to the District Office. The form is not necessary if the Waiver for Community Advisor Background Check is signed.

Student Name _____

High School _____ Graduation Year _____

Faculty Contact _____

Community Advisor information

Community Advisor legal name _____

Organization _____

Phone Number for student to use in contacting _____ Ext. _____

Home Street Address _____

City, State, Zip _____

Email Address _____

In order for the Bellingham School District to protect its students, the District will perform a criminal background check through Securint, a firm that provides background checks for industries and non-profit organizations. The following information is needed for this check and will be held in strictest confidence by the District: The information will not be circulated in any way.

Community Advisor Date of Birth _____

Community Advisor Social Security Number _____

Community Advisor's Signature Date

Please return this form in person or by mail to:

School Administration
Bellingham School District
1306 Dupont Street
Bellingham, WA 98225

Waiver for Community Advisor Background Check

Student should have their parent/guardian complete this form if they wish to waive the district's requirement for a criminal background check. This form is not necessary if the Community Advisor Background Check Form has been completed and submitted.

Student _____ Date _____

High School _____ Graduation Year _____

As part of the Culminating Project, your student is expected to work with a Community Advisor. The Bellingham School District requires all community advisors to have a criminal background check through Securint, Inc., prior to working with students. Securint, Inc., is a firm that provides background checks for industries and non-profit organizations. The District acknowledges that there may be circumstances in which the family or guardian knows the community advisor (member of family, family friend, etc.) well enough to waive the criminal background check requirement. In order to waive this requirement, parents/guardians must complete this waiver form prior to allowing the student to work in unsupervised situations with his/her advisor.

WAIVER

As the parent/guardian of _____ Birthdate _____

I/we understand that we have the right to waive the district's requirement for a criminal background check. I/We are asking the district to waive this requirement and I/we take full responsibility for ensuring our student's safety while he/she is working with his/her advisor. I/We agree, to the extent the law allows, to indemnify and hold the District, its agents, officers, employees harmless from and defend and indemnify the same against any and all claims, losses, and damages from every cause, including but not limited to injury to person or property, and related costs and expenses, including reasonable attorney's fees, arising directly or indirectly out of any act, or omission to act, regarding this issue.

Signature

Relationship to Student

Date

Letter to Potential Community Advisor

This form is available to personalize online at www.bham.wednet.edu/learning/culminating-project/index.htm.

Name

Address

Town, Zip

Dear Potential Community Advisor:

I am a student from _____ High School in the Bellingham School District, and I am interested in working with you on my Culminating Project. Because you have knowledge or experience in my field of interest, I am asking if you would be willing to serve as my community advisor. I have attached a brochure entitled *Becoming a Community Advisor*.

The roles and responsibilities of a community advisor are to:

- Guide, encourage, assist and support a student in the planning and development of a meaningful culminating project that includes a community experience.
- Serve as a “guide on the side” with the student as the active participant engaged in learning.
- Help student to:
 - establish a goal,
 - develop a schedule and checkpoints for completion,
 - prepare a list of materials and resources needed, and
 - plan a schedule for student/advisor meetings.
- Provide special equipment or a place to work if necessary.
- Sign an advisor log after each meeting once the student has recorded the appropriate information for the session.
- Evaluate the completed project with comments. (You will not be asked to grade a project or determine whether or not a student graduates.)

The project that I propose to work on is:

If you agree to assist me, the Bellingham School District asks that you complete an acceptance form, which includes a criminal background screening through Securint, Inc. Information regarding this is available at www.securint.com. I would be happy to bring you the acceptance form or you may download it from the District’s Web site: <http://www.bham.wednet.edu/learning/learn.htm>.

You may reach me at this phone number _____. My email address is _____.

Thank you for considering working with me. If you have questions, feel free to contact the Culminating Project Coordinator at my high school at the phone number listed below.

Sincerely,

Student name

High school and phone number

Home phone number and Email address

Culminating Project Time Log (Page 2 of 2)

Student's Name _____

Community Advisor's Name _____ Phone _____

Community Advisor Meeting/Contact Hours

MM/DD/YY	Number of Hours	Brief Description of Meeting

Total Number of Hours _____

Please sign below to verify the hours and meeting dates listed above are accurate.

Community Advisor's Signature

Date

Student Verification

I, _____, have completed the hours and tasks listed on both
(Printed Name of Student)

pages of this form. My signature below verifies that I spent a total of _____ hours (totals from both pages) on my Culminating Project.

Student's Signature

Date

Community Advisor Final Observation Form

The community advisor observation is a very important part of the Culminating Project experience. We would appreciate your honest feedback on the student's experience including any other specific information you feel might be helpful to this student. This observation will become a part of the student's final portfolio for graduation. Thank you so much for your time and commitment to our student's personal growth.

Community Advisor Name: _____

Student Name: _____

High School: _____

Graduation Year: _____

How many times did you have contact with your student (personal meeting, email, phone call, other)?

Student Performance Feedback

(Please place an X in the appropriate column listed below)

	Exceeded Standard	Met Standard	Not Yet At Standard
Dress appropriate to project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow Through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments (include description of project activities). If you would like to attach an additional page, please feel free to do so. Please identify any additional skills that your advisee needs e.g., phone skills, time management, project management, etc.

Please return this form to the student or mail to the **Culminating Project Coordinator** at the student's high school upon completion of his/her community experience so that it may be added to his/her portfolio. Feel free to call the Culminating Project Coordinator with any concerns.

Bellingham H.S.
2020 Cornwall Ave.
Bellingham, WA 98225
(360) 676-6575

Sehome H.S.
2700 McDonald Pkwy.
Bellingham, WA 98225
(360) 676-6481

Squalicum H.S.
3773 E. McLeod Rd.
Bellingham, WA 98226
(360) 676-6471

Options H.S.
2015 Franklin
Bellingham, WA 98225
(360) 647-6871

Community Advisor's Signature

Date

Rubric for Project Proposal – (Rubric A) – Page 1 of 2

Student Name _____ Date _____

Approved

Not Approved

	Exceeds standard — excellent	Meets standard—minimum requirements	Does not meet standard — requires further work
Topic	<input type="checkbox"/> Topic is a challenge for student <input type="checkbox"/> Area of study has adequate scope to exceed all project requirements (Rubrics A-E)	<input type="checkbox"/> Topic is appropriate for student <input type="checkbox"/> Area of study has potential to meet all project requirements (Rubrics A-E)	<input type="checkbox"/> Topic is inappropriate for student <input type="checkbox"/> Area of study is too limited to meet all project requirements (Rubrics A-E)
Goals & Rationale	<input type="checkbox"/> Goals represent a significant academic or personal growth challenge <input type="checkbox"/> Goals represent a personal interest or passion <input type="checkbox"/> Goals directly benefit the community	<input type="checkbox"/> Goals represent a learning stretch for this student <input type="checkbox"/> Goals include a personal benefit or challenge <input type="checkbox"/> Goals drive community connection	<input type="checkbox"/> Goals lack learning stretch <input type="checkbox"/> Goals lack a personal interest or passion <input type="checkbox"/> Goals lack community connection
Scholarly Paper	<input type="checkbox"/> Proposal demonstrates how the essential question is vital to the overall project <input type="checkbox"/> Proposal matches the “exceeds standards” criteria in Rubric B	<input type="checkbox"/> Proposal shows clear connection between the essential question and the overall project <input type="checkbox"/> Proposal indicates that standards on the scholarly paper can be met (Rubric B)	<input type="checkbox"/> Essential question is not clearly developed <input type="checkbox"/> Proposal fails to show that standards on the scholarly paper rubric (Rubric B) can be met
Plan & Portfolio	<input type="checkbox"/> People and items are identified; costs are projected and availability, and location are confirmed <input type="checkbox"/> Community advisor identified; expertise and role in project highlighted <input type="checkbox"/> Proposal demonstrates a detailed vision of the end results <input type="checkbox"/> Proposal matches the “exceeds standards” criteria on Rubric C	<input type="checkbox"/> Resources in terms of people and items are identified <input type="checkbox"/> Potential community advisor is identified; expertise and role in project are mentioned <input type="checkbox"/> Proposal shows vision of the end results <input type="checkbox"/> Proposal shows evidence that the standards on Rubric C can be met	<input type="checkbox"/> Resource needs are not identified or are inadequate for scope of project <input type="checkbox"/> Potential community advisor is not identified <input type="checkbox"/> Proposal fails to show vision of the end results <input type="checkbox"/> Proposal fails to demonstrate how the standards on Rubric C can be met

Rubric for Project Proposal – (Rubric A) – Page 2 of 2

	Exceeds standard — excellent	Meets standard—minimum requirements	Does not meet standard — requires further work
Conventions	<input type="checkbox"/> Minimal errors in punctuation, spelling and standard English structures are evident	<input type="checkbox"/> Few errors in punctuation, spelling and standard English grammar structures are evident	<input type="checkbox"/> Many errors in punctuation, spelling and standard English grammar structures seriously affect readability
Quality Overall Proposal	<input type="checkbox"/> Overall proposal demonstrates necessary skills to exceed minimum requirements <input type="checkbox"/> Overall proposal shows evidence of potential to exceed minimum requirements through the planning	<input type="checkbox"/> Overall proposal shows evidence of the necessary skills for the project <input type="checkbox"/> Overall proposal shows evidence of acceptable planning	<input type="checkbox"/> Overall proposal indicates significant skill gaps <input type="checkbox"/> Overall proposal shows incomplete planning

Staff Signature

Date

Staff Signature

Date

Rubric for Scholarly Paper – (Rubric B) - Page 1 of 2

Meets Standard

Not Yet At Standard

	Meets standard—minimum requirements	Does not meet standard — requires further work
Ideas & Content	<ul style="list-style-type: none"> <input type="checkbox"/> Analytical thesis statement shows original thought, is clearly stated, and responds to an essential question <input type="checkbox"/> Research evidence including quotations provides adequate support throughout the paper <input type="checkbox"/> Rationale provides adequate analysis, synthesis, and induction/deduction 	<ul style="list-style-type: none"> <input type="checkbox"/> Analytical thesis statement does not reflect original thought, does not respond to an essential question, and/or is not clearly stated <input type="checkbox"/> Research evidence including quotations provides inadequate support <input type="checkbox"/> Rationale does not provide adequate analysis, synthesis, and induction/deduction
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Organization scheme shows planning and logical order that consistently supports the thesis statement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Organizational scheme is not apparent, does not consistently support the thesis statement, and detracts from readability
Style	<ul style="list-style-type: none"> <input type="checkbox"/> Scholarly tone is employed, avoiding first and second person <input type="checkbox"/> Few redundancies in vocabulary are used <input type="checkbox"/> Variety of sentence structure is evident. <input type="checkbox"/> Smooth transitions move the reader along fluently. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conversational language and tone is inappropriate to audience and purpose <input type="checkbox"/> Redundant, limited vocabulary is used <input type="checkbox"/> Repetitive, simple sentence structure is evident <input type="checkbox"/> Few or awkward transitions are used and fluency is disrupted by sentence fragments or run-on sentences
Conventions	<ul style="list-style-type: none"> <input type="checkbox"/> Few errors in punctuation, spelling and standard English grammar structures are evident 	<ul style="list-style-type: none"> <input type="checkbox"/> Many errors in punctuation, spelling and standard English grammar structures that seriously affect readability are evident

Rubric for Portfolio of Project, Product, Performance – (Rubric C)

Student Name _____ Date _____

Portfolio Meets or Exceeds Standard **Portfolio Does Not Meet Standard**

Assessed By _____

	Exceeds standard — excellent	Meets standard—minimum requirements	Does not meet standard — requires further work
Log/Journal	<input type="checkbox"/> Time log of fieldwork is complete with all required signatures and written reflections are included for entries <input type="checkbox"/> Significant number of entries on time log go beyond the usual effort	<input type="checkbox"/> Time log of fieldwork is complete with all required signatures <input type="checkbox"/> Regular entries on time log show consistent effort (A minimum of 20 hours on the fieldwork portion is recommended)	<input type="checkbox"/> Required signatures are incomplete <input type="checkbox"/> Time log lacks evidence of consistent effort or progress
Application of New Learning	<input type="checkbox"/> Scholarly paper analysis included in portfolio provides background of information and support for project <input type="checkbox"/> New learning from project is evident in portfolio and goes well beyond the usual scope of high school experience	<input type="checkbox"/> Scholarly paper final copy in portfolio demonstrates clear connection between research and project <input type="checkbox"/> Portfolio demonstrates a learning stretch from project	<input type="checkbox"/> Scholarly paper final copy is not included and/or clear connections between topic and scholarly paper are not clear in portfolio <input type="checkbox"/> New learning from project is not evident in portfolio
Connection/ Benefit to Community	<input type="checkbox"/> Portfolio illustrates how project directly benefits community <input type="checkbox"/> Community advisor final observation form is complete with signature and indicates community work that exceeds standards	<input type="checkbox"/> Portfolio shows clear connection/benefit to community <input type="checkbox"/> Community advisor final observation form is complete with signature	<input type="checkbox"/> Portfolio limited to individual or school context; community connection/benefit unclear <input type="checkbox"/> Community advisor final observation form is not included or is incomplete
Artifacts	<input type="checkbox"/> Artifacts indicate project fieldwork exceeded expectations <input type="checkbox"/> Artifacts are of exceptional quality	<input type="checkbox"/> Artifacts show concrete evidence of fieldwork: (e.g., photos, video, completed art object) <input type="checkbox"/> Artifacts are of good quality	<input type="checkbox"/> Artifacts do not show evidence of project fieldwork <input type="checkbox"/> Artifacts are of poor quality
Organization/ Presentation	<input type="checkbox"/> Portfolio is detailed and represents exceptional quality of work <input type="checkbox"/> Contents of portfolio are thoroughly organized and creatively presented	<input type="checkbox"/> Portfolio is neat and represents acceptable quality work <input type="checkbox"/> Contents of portfolio are well organized and presented in a logical format	<input type="checkbox"/> Portfolio represents lack of effort in neatness and quality or work <input type="checkbox"/> Portfolio is unorganized

Rubric for Written Reflection – (Rubric D) – Page 1 of 2

Name _____ Date _____

Written Reflection Meets or Exceeds Standard **Written Reflection Does Not Meet Standard**

Assessed By _____

	Exceeds standard — excellent	Meets standard—minimum requirements	Does not meet standard — requires further work
Ideas and Content	<input type="checkbox"/> Reflection reveals exceptional insight and introspection related to all eight components listed in the <u>Meets standard</u> section	<input type="checkbox"/> Reflection addresses these eight components: <ol style="list-style-type: none"> 1. Description of project summarizes what was created or accomplished 2. Description of process includes sequence of major steps and activities 3. Description of new skills learned or advancement of previous skills; acknowledgement of those who helped 4. Description of challenges and obstacles: e.g., time, resources, support 5. Explanation of personal growth—benefit to self 6. Demonstration of connection/ benefit to community; involvement beyond the school 7. Descriptions of modifications—what student would have done differently 8. Application to future 	<input type="checkbox"/> Lacks reflection about one or more of the eight components listed in the <u>Meets standard</u> section
Length & Format	<input type="checkbox"/> Length is between 500 and 1000 words <input type="checkbox"/> Reflection is typed with 12 point font, double spaced in Times New Roman or equivalent	<input type="checkbox"/> Length is 500 words <input type="checkbox"/> Reflection is typed with 12 point font, double spaced in Times New Roman or equivalent	<input type="checkbox"/> Length is less than 500 words <input type="checkbox"/> Reflection is not typed

Rubric for Written Reflection – (Rubric D) – Page 2 of 2

	Exceeds standard — excellent	Meets standard—minimum requirements	Does not meet standard — requires further work
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Structure is obvious, logical and complete <input type="checkbox"/> Structure fits topic and content <input type="checkbox"/> Components are seamlessly woven through piece while easily identifiable 	<ul style="list-style-type: none"> <input type="checkbox"/> Organization shows planning with a clear beginning, middle and end <input type="checkbox"/> Logical or chronological order is functional <input type="checkbox"/> All eight components are easily identifiable 	<ul style="list-style-type: none"> <input type="checkbox"/> Organizational scheme is not apparent <input type="checkbox"/> Organization detracts from readability <input type="checkbox"/> Some components are missing or difficult to find
Word Choice & Voice	<ul style="list-style-type: none"> <input type="checkbox"/> Words convey exceptional sense of personality <input type="checkbox"/> Creative analogies, metaphors, humor, etc., to describe personal learning are used <input type="checkbox"/> Very few redundancies in word selection are found <input type="checkbox"/> Voice is most appropriate for audience and purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflection is written in standard English, less formal and more personal than the scholarly paper <input type="checkbox"/> Multi-syllabic words are used <input type="checkbox"/> Few redundancies in word selection are found <input type="checkbox"/> Voice is appropriate and functional for audience and purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> Slang and/or inappropriate language is used <input type="checkbox"/> Few multi-syllabic words are found <input type="checkbox"/> Redundant and/or limited vocabulary are found <input type="checkbox"/> Voice is inappropriate for audience and purpose
Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently strong and varied sentence structure are evident <input type="checkbox"/> Effective transitions make reader eager to continue 	<ul style="list-style-type: none"> <input type="checkbox"/> Variety of sentence structure is evident <input type="checkbox"/> Functional transitions move the reader along 	<ul style="list-style-type: none"> <input type="checkbox"/> Repetitive simple sentences, fragments, run-on sentences are evident <input type="checkbox"/> Few or awkward transitions are found
Conventions	<ul style="list-style-type: none"> <input type="checkbox"/> Minimal errors in punctuation, spelling and grammar are found 	<ul style="list-style-type: none"> <input type="checkbox"/> Few errors in punctuation, spelling and grammar are found 	<ul style="list-style-type: none"> <input type="checkbox"/> Many errors in punctuation, spelling, etc. seriously affect readability

Presentation Scoring Rubric- (Rubric E) - Page 1

Name:	Topic:	
Presentation Date:	Start Time:	End Time:

- Student has successfully met the Culminating Project presentation requirement as indicated on Rubric E.
- Student has not yet met the Culminating Project presentation requirement. See comments on Rubric E and contact Culminating Project Coordinator for next steps.

Signed _____ Signed _____

	Exceeds standard— excellent	Meets standard—minimum requirements	Does not meet standard— requires further work
Introduction	<input type="checkbox"/> Creative introduction connects topic and project to audience	<input type="checkbox"/> Introduction contains effective statement of topic and project	<input type="checkbox"/> Introduction lacks clarity of topic and project
	Comment:		
Body	<input type="checkbox"/> Main points are clearly and sequentially presented in a memorable manner <input type="checkbox"/> Interesting, appropriate details support all main points <input type="checkbox"/> Significant academic growth and exceptional insights on personal growth are evident <input type="checkbox"/> Integrated and thoughtful relationship between paper and project is shown <input type="checkbox"/> Application of project to future goals is clearly articulated <input type="checkbox"/> Organization reflects sophisticated thought and planning <input type="checkbox"/> Connection and benefit to community are clearly explained <input type="checkbox"/> Meaningful transitions are implemented	<input type="checkbox"/> Main points are clearly and sequentially presented <input type="checkbox"/> Details support each point <input type="checkbox"/> Both increased knowledge and personal growth are evident <input type="checkbox"/> Clear connection between paper and project is shown <input type="checkbox"/> Application of project to future goals is stated <input type="checkbox"/> Organization reflects thought and planning <input type="checkbox"/> Connection to community is explained <input type="checkbox"/> Appropriate transitions are implemented	<input type="checkbox"/> Main points are not clearly presented <input type="checkbox"/> Ideas and details do not adequately cover topic <input type="checkbox"/> Little knowledge gained beyond typical course work is evident <input type="checkbox"/> No clear connection between paper and project is shown <input type="checkbox"/> Application of project to future goals is not stated <input type="checkbox"/> Organization lacks clarity in planning <input type="checkbox"/> Connection to community is not clear <input type="checkbox"/> Transitions are choppy and disconnected
	Comment:		

Conclusion	<input type="checkbox"/> Closure is uniquely insightful and leaves strong impact on audience	<input type="checkbox"/> Sense of closure is evident	<input type="checkbox"/> Closure is lacking
	Comment:		

Presentation Scoring Rubric – (Rubric E) – Page 2

	Exceeds standard — excellent	Meets standard—minimum requirements	Does not meet standard — requires further work
Delivery - Verbal	<input type="checkbox"/> Delivery is clear and well paced <input type="checkbox"/> Appropriate volume and inflection are used <input type="checkbox"/> Exemplary word choice is used <input type="checkbox"/> Creative personal voice hooks audience	<input type="checkbox"/> Delivery is clear with good pronunciation <input type="checkbox"/> Volume and inflection are acceptable <input type="checkbox"/> Appropriate word choice is used <input type="checkbox"/> Personal voice is evident	<input type="checkbox"/> Delivery is unclear and not well paced <input type="checkbox"/> Inflection is lacking and presentation is difficult to hear <input type="checkbox"/> Repetitive, inappropriate word choice is used <input type="checkbox"/> Personal voice is lacking
	Comment:		
Delivery – Non Verbal	<input type="checkbox"/> Poise, posture and gestures enhance presentation <input type="checkbox"/> Eye contact is distributed throughout audience <input type="checkbox"/> Use of notes is minimal <input type="checkbox"/> Dress sets a professional and respectful tone <input type="checkbox"/> Manner is courteous and engaging	<input type="checkbox"/> Poise, posture and gestures support presentation <input type="checkbox"/> Eye contact is with most of audience <input type="checkbox"/> Use of notes does not detract from delivery <input type="checkbox"/> Dress is appropriate and respectful for formal presentation <input type="checkbox"/> Manner is courteous	<input type="checkbox"/> Body language detracts from presentation <input type="checkbox"/> Eye contact is minimal or avoided <input type="checkbox"/> Speech is mostly read from notes <input type="checkbox"/> Dress is inappropriate for formal presentation <input type="checkbox"/> Manner is discourteous
	Comment:		
Media (visual, and/or audio)	<input type="checkbox"/> Media use is well-integrated and balanced <input type="checkbox"/> Media is of exceptional and professional quality <input type="checkbox"/> Media impacts audience	<input type="checkbox"/> Media use enhances presentation <input type="checkbox"/> Media is of good to excellent quality <input type="checkbox"/> Media is interesting to audience	<input type="checkbox"/> Media use does not support presentation <input type="checkbox"/> Media is of poor quality or non-existent <input type="checkbox"/> Media is uninteresting to audience
	Comment:		

Impromptu Skills	<input type="checkbox"/> Answers reflect deep understanding of research and topic <input type="checkbox"/> Responses are fluent, spontaneous, sincere and confident	<input type="checkbox"/> Answers to questions demonstrate knowledge and understanding <input type="checkbox"/> Responses are relaxed and sincere	<input type="checkbox"/> Answers do not convey necessary information <input type="checkbox"/> Responses are strained and awkward
	Comment:		
Length of Presentation	<input type="checkbox"/> Presentation before panel questioning is within 10 to 15 minute limit	<input type="checkbox"/> Presentation before panel questioning was at least 10 minutes in length	<input type="checkbox"/> Presentation before panel questioning is not within 10 to 15 minute limit
	Comment:		