

MOLALLA RIVER ACADEMY

CEDARS INDEPENDENT PROJECT



STUDENT GUIDE

THE PROJECT DEFINED:

All MRA students complete an annual Independent Project. Seventh grade projects are yearlong and have the optional component of a mentor. Eighth grade student projects are yearlong and must include a mentor.

What is the MRA Cedars Independent Project?

The MRA Cedars Independent Project is a great opportunity to:

- learn about a topic that interests you
- show off some of your talents
- apply the skills you have developed while participating in the Molalla River Academy in all your subjects and through approaches to learning.
- develop and showcase talents and interests that you may have and apply them to a chosen goal
- apply your knowledge of project based learning
- apply the study and research skills that you have acquired throughout the years at Molalla River Academy
- do what **you** want to do **on your own**.

As a Cedar, Your Independent Project Should:

- have a clear and achievable goal
- be focused on one area of interaction
- allow you to express a truly personal message
- be the result of your initiative, creativity and ability to organize and plan
- reflect your special interests, hobbies, special abilities, or concerns about particular issues
- deal with a topic or area to which you are committed
- **be entirely your own work**—authenticity is very important and you will be required to sign a document stating that the project is your own work.

What your Independent Project should not be:

- a group project
- an all consuming project taking over your whole personal and social life
- an interference with your studies, even though it will involve many hours of work
- anything that does not truly reflect your own work, values, interests and/or concerns.

How will it be graded?

- Your project will be graded using the **Independent Project Rubric**.
- The final product presentation will be evaluated by your teacher and your peers using a rubric.

The project is an independent activity and you will complete it on your own. You will, however, receive guidance and support during selected homeroom classes. This packet is designed to help you through the process and to ensure that your project has all the required components.

What type of project can you do?

You will be working on this project for an extended period of time, so it needs to be something you **really want to do**. Depending on your goal, you might choose to do:

- an exploration of an art form (for example, visual, dramatic or performance)
- a written piece of work on a special topic (for example, literary, social, psychological or anthropological)
- a piece of literary fiction (for example, creative writing)
- an original science experiment
- an invention or specially designed object or system
- the presentation of a developed business, management, or organizational plan, or the development of a new student or community organization.

What are the required components of the Cedar Independent Project?

- A Project Folder compiling your work through all the phases the project
- A link to an area of interaction
- A guiding question
- A presentation of the final project with visual aids
- All Independent projects must include a **structured piece of writing** including:
 - ✓ a cover/title page
 - ✓ a table of contents
 - ✓ an introduction, defining the goal of your project, describing an explicit focus on chosen area(s) of interaction, and providing an outline of how you intend to achieve the goal
 - ✓ a rationale: why you chose this project
 - ✓ a description of the process you followed to complete this project
 - ✓ an analysis of the inspiration, research and influences guiding the work
 - ✓ a conclusion where you will reflect on the impact of your project, and on new perspectives that could be considered
 - ✓ a bibliography
 - ✓ appendices, if appropriate.
- Use of a mentor – 8th graders only

Writing format:

- ✓ Professional font and formatting – could be project dependent
- ✓ double spaced as appropriate
- ✓ Cite sources using MLA

Your project may involve others (for example, if you are directing a play, organizing an exhibition, or starting a new student/community organization). Remember, however, that your own contribution must be central to the event, and clearly visible. It is **your** work that will be assessed.

Cedars Independent Project Timeline

October 7, 2015	Seventh/Eighth Grade Project Presentation. Start thinking about what you want to do. Review forms and process and deadlines
October 14, 2015	Investigate: Submit your Problem Statement and Design Brief, Submit your Project Proposal of 2 ideas of a project you would like to do. See attached forms
October 21, 2015	Design: select one topic and elaborate on your design. See form. All teachers help review proposals and help students select projects.
October 28, 2015	8 th Grade only - Project Mentor Chosen and turned in to Ben; With all teachers write your project goal (see SMART Goal sheet or create your own)
November 4, 2015	Submit your written goal with a rubric.
November 18, 2015	Turn in Signed Mentor Form and First Outline – Peer Evaluate with all teachers support
December 9, 2015	First Binder Check: Submit Design Folder showing documentation of the creation process (include process journal entries, photographs, tapes, drawings, rough drafts, etc.)
December 16, 2015	First Draft Due – turn in only
January 13, 2016	Second Binder Check: Submit Design Folder showing documentation of the creation process (include process journal entries, photographs, tapes, drawings, rough drafts, etc.) Go over first draft with each student
February 3, 2016	Second Draft Due
February 10 and 17, 2016	Conferences on second drafts and revisions
March 9, 2016	Final Draft Due Third Binder Check: Submit Design Folder showing documentation of the creation process (include process journal entries, photographs, tapes, drawings, rough drafts, etc.)
April 6, 2016	Final Binder Check: Submit Design Folder showing documentation of the creation process (include process journal entries, photographs, tapes, drawings, rough drafts, etc.)
April 20, 2016	8th Graders – Mentor Evaluation Due
April 27, 2016	Written Personal Statement: see checklist
Week of April 25, 2016	Classroom Presentations: Peer and Teacher practice
Week of May 2, 2016	Project Fair: presentation of projects to underclassmen.

May 25, 2016

Evaluate: Submit **self evaluation** of project

Components of the Cedars Project

The **three** components of the Cedar Project are the **physical project/product**, the **paper**, and the **presentation**. References to mentors pertain to 8th graders only.

I. Physical Project/Product

Students must spend a minimum of 5 hours to complete a physical project dealing with an area of community service or a potential career. (Travel time, time spent conferring with mentor about forms, and time completing writing assignments **DO NOT** count in the hourly total.) This project must stretch each student **beyond** his or her current area of experience and requires active participation --- not simply learning by shadowing another person performing tasks.

- A final physical product is required, and a minimum of the experience should be shared during the presentation piece. Ideas include but aren't limited to a performance, a video or teaching opportunity, a chance to work with someone in the profession, and so on.
- An approval committee consisting of Cedars teachers **must approve** the student's project proposal **before work on the project may begin**.
- The physical project must be completed outside of the classroom, and for 8th graders should include the aid of a mentor who is at least 21-years-old. The mentor must have experience in the area the student will be completing.
- All students must complete a time log of work associated with the physical project. The mentor of 8th graders must see the project in the beginning, middle and finished stages. Points will be deducted from the project if students fail to communicate with their mentor.
- All students will complete an income/expenses worksheet. The student, parent, and mentor (8th grade only) must account for all monies spent and collected in relationship to the project. Students will collect and attach receipts for the project, and if the project involves donating money to a charity, a receipt for the money donated must be presented. Failure to account properly for income and expenses could result in a lower score on the project.
- Any project that affects the MRA facility requires approval from administration before project proposal is completed.
- **Students must earn a 2 or better to earn credit for the physical project. (see attached scoring requirements)**

II. Paper

- This component includes a variety of writing opportunities: a project proposal, write-ups of two interviews, one of which must be the 8th grade Cedar's mentor, a research paper, and a reflection.
- All writing assignments are to be done in MLA format as described by the teacher.
- Writing assignments are connected to the physical project. Cedars will compile written work in a portfolio, which will be reviewed by the Cedars Teachers.
- **To earn credit for the writing component of the Cedar Project, a student must earn a 2 or better on the final draft of the research paper. All papers must, regardless of 1st draft quality, revise and submit a minimum of a 2nd final draft!**

III. Presentation

- Students must give an oral presentation discussing his or her Cedar Project experience. The 5-7 minute presentation takes place

in late May and is planned and practiced in their Cedar LA class. The presentation should include a visual aid such as a power point, prezi, physical object, etc. Tri-Folds and posters are not allowed.

- A group of teachers evaluates each student's speech. This may include additional staff members and/or community members who have special interest or expertise in the student's project area.
- A question-and-answer period will follow the presentation. Prior to the presentation, the teachers are required to read the student's portfolio, which contains assignments included in the written component of the project.
- The teachers evaluate the content and delivery of the presentation, as well as the poise and knowledge shown during the question/answer period.
- **Students must earn a 2 or better to earn credit for the oral presentation.**

Students will be given assignment handouts and instructions in their Cedars class.

Essential Elements for Cedar Project Proposals

To complete a proposal for a Cedar project, you must have:

- **A detailed description of physical project**
 1. Specify the goal and/or final product of the project. The final product must be clear.
 2. Explain the steps you will go through to complete the project.
 3. Describe the evidence that will show your project's completion.
Evidence could mean any (or a combination) of the following:
 - Earn a certificate/license from a qualified person
 - Demonstrate the knowledge you have learned by teaching it to others
 - Exhibit the skill you have acquired by demonstrating it to the board
 - Bring a finished project to the board
- **An estimated cost to complete the project**
 1. Cost is not what makes the project. The cost must be realistic for your financial situation. Your parent(s) must give written consent to this figure.
 2. Itemize. Don't simply give a general figure. Be specific about what you think you will have to purchase and estimate how much each item will cost.
 3. It is possible to choose a project that does not have a monetary cost. All income and expenses related to the project must be accounted for on the Income & Expense forms.
- **A time estimation for completion of the project.**
 1. Figure out when you plan to start, how long you believe it will take, and the date you intend to finish (pay close attention to due dates for each step). Projects slated to finish in April will not be approved.
 2. Make sure you plan to finish your project at least a **week** before the final mentor evaluation is due.
 3. Use due dates as a guide. You want to be sure you give yourself adequate time to do a good job and finish the project on time.
 4. The minimum time requirement is 5 hours.
- **A challenge factor**
 1. Write an explanation of the challenge the project poses for you.
 2. What difficulties might you have to overcome to meet your goal?
 3. How does this project stretch you?
- **A community service/world of work factor**
 1. Write an explanation of how this project connects your classroom learning with "real-life" experiences in the work place or in the community.

2. How is this project relevant to your personal, academic, and career interests and post-high school goals?

3. If the project is service based, explain who will benefit from your project and what your goals are for that

- **A mentor (8th Graders Only)**

1. Locate a community member willing to advise you in your project.
(Check qualifications before choosing your mentor!)

Mentor Qualification and Cedar Responsibilities

Mentor's Qualifications and Responsibilities

Qualifications:

- Be over 21-years-old
- Be knowledgeable about the Cedar's physical project
- Have adequate time to devote to mentoring a student, and be reasonably accessible.

Responsibilities:

- Be available to meet with student **in person** and give him/her information, feedback, and/or advice in the preparation of the following:
 - The Project Proposal
 - Task Analysis and Interview
 - Final Evaluation and Time Log (at least 5 hours)
- Aid Cedar as needed with the physical project (***Must view the project as it progresses at least 2 times***)
- Complete final evaluation according to timeline.

A mentor is not responsible for contacting the Cedar to remind him/her to work on or finish the project, for paying for the physical project, or for completing the project for the Cedar. They are there to advise you.

Cedar's Responsibilities to Mentor

- Contact the mentor and work with him/her.
- Keep mentor updated on progress.
- Fulfill periodic responsibilities of meeting with the mentor and reporting progress and results of meetings.
- Assume all financial responsibilities for the physical project.

Cedar Project Coordinator's Responsibilities to Mentor

- Provide progress reports and evaluation materials.
- Provide support as needed for mentor to have a successful experience.

Mentor Information: (Please have your mentor provide the following. **PLEASE PRINT**)

Mentor's Name: _____ Field of Expertise: _____

Contact Address: _____ Contact Phone #: _____

City, State, Zip: _____ Best time to call: _____

Email : _____ (*Cedar Project Coordinator's preferred method of contact*)

Student: How long have you known your mentor? _____ In what capacity? _____

Mentor:

- List briefly your background/experience/career that will enable you to help the Cedar with his/her project:

Mentor:

As mentor, I agree that the student can complete the project as described in his/her Physical Project Proposal. I have read the list of mentor duties and qualifications and I agree that I meet the qualifications and will perform those duties. I will only advise and aid the student in completing the project; I will not complete the project for the student. I will accurately assess the student's completion of the project when filling out and signing the Task Analysis, Time Logs, and Final Evaluation forms.

Mentor Signature _____ Date _____

Parent/Guardian:

As parent/guardian, I support my student's choice of a Cedar Project as described in his/her Physical Project Proposal. I understand that any costs, injury, travel expenses etc. accrued through my student's completion of the project are totally my responsibility.

Parent/Guardian Signature _____ Date _____

Student:

As a Cedar, I agree to complete all of the work on my Cedar project as described/assigned. I will do so in a respectful manner that brings pride to Molalla River Academy by following the rules and behavioral expectations of the school. I realize that if I do not, my physical project will receive an automatic failing grade, which will prevent me from passing the Cedar Project.

Student Signature _____ Date _____

Dear Mentor:

Thank you for helping a Molalla River Academy student with his/her Cedar project. Enclosed is a copy of the student-written and committee-approved Cedar Project Proposal that indicates what your student has set for his/her goals for the physical portion of the project. The student must successfully complete all of the activities on the proposal to complete the physical component of the project. Your student must spend a **minimum of 5 hours** on the project.

Listed below are the forms you will need to complete as you work with the student on the project. Give them to the student to return to us as soon as the student has completed the specified stages of the project and you have had a chance to look at the project. Students may submit the final evaluation before the deadline if they finish their project early.

- **Task Analysis/Mentor Interview:** This should be completed early in the mentoring process. You, as the mentor, should advise the Cedar as they complete the form with you in attendance. Please give the completed form directly to the student to return to the school before November 18, 2015. The student will also be interviewing you as part of the project during this meeting, so set aside some time so you won't be rushed.
- **Time Logs/Income/Expense Worksheets:** As a mentor, we ask that you view the project at least **two** times: once as it begins and then finally at the end of the process. Cedars will fill out the time log form, and your signature will ensure that they are completing the tasks you set for them in the Task Analysis. Cedars are responsible for turning in the time logs and income/expense worksheets with the final evaluation. The mentor **only** signs the forms. The Cedar submits all paperwork to the Cedar Project Coordinator.
- **Final Evaluation:** Complete the evaluation of the physical project **after** the student has finished work. We require the evaluation of the project to be **completed and submitted** to us **on or before** April 20, 2016. The student should not ask you to complete the form the night before the evaluation is due! You need time to assess the work. On the final form, grade the student's work using the guidelines provided on page 13-14. Please place the final evaluation in a sealed envelope, sign the back of the envelope over the seal, and give it to the student to bring to us **on or before** April 20, 2016.

If you have any questions, please call Molalla River Academy and ask to speak with Ben Poff, the Cedar Project Coordinator. You may also email him at bpoff@mra-k8.com. We appreciate the time you are spending with your student and your help in evaluating the physical project. Thank you for reinforcing the value of community involvement in our school by making the Cedar project possible as well as a positive experience for MRA's Cedars.

Sincerely,

Molalla River Academy Cedar's Teaching Staff

2015-2016 MRA Task Analysis
Due: November 18, 2015 – Attach Mentor Interview

This form must be completed by the student with the mentor giving input.

Student's Name: _____ Mentor's Name: _____

1. Briefly describe the physical project:

2. List challenges the mentor believes the student will face with this project.

3. **Goal Setting:** List two to four goals the student should plan to achieve while completing this project. The goals include both project skills and personal life skills the student will develop.

A: _____

B: _____

C: _____

D: _____

4. Briefly list what the Cedar already knows about the project.

5. Which tasks related to the project have the student already finished?

7. In the mentor's opinion, the project will take at least _____ hours for the Cedar to complete.

8. **Project tasks and timeline:** This is a list of all tasks the Cedar should complete in order to finish the project. This includes all the steps involved, the time needed for each task, and approximate due dates the mentor would like the Cedar to follow. *(Attach additional sheets if needed.)*

Task	Approximate time to complete	Date to be completed

B. Materials: This is a list of materials the student will need to find or purchase and their estimated costs.

Item	Estimated Cost

C. Literature review: This is a list of the titles and authors of books, articles, videos, manuals and/or pamphlets which may be useful as resources for the project. *(They might also be used for the research paper.)*

D. Other resources: This is a list of the names and phone numbers of people other than the mentor who the student could talk to for guidance and/or instruction regarding the project.

Mentor:

I have worked with my student on this task analysis for his/her Cedar project in order that the project will run smoothly and the Cedar will understand how to successfully complete the project. I know that this project will take at least 5 hours to complete and be an appropriate challenge for the student.

Mentor signature

Date

Student:

I have worked through this task analysis form with my mentor, providing input when appropriate, and agreeing to all that my mentor has recommended/suggested.

Student signature

Date

Please give to student to return to Molalla River Academy by November 18, 2015

2015-2016 MRA Mentor Evaluation
Due: April 20, 2016 – With Time Logs/Income & Expense Sheets

Student's Name: _____

Project Description: _____

Mentor's Name: _____

Each student is required to spend a minimum of 20 hours on this project and complete all parts of the approved project by April 20, 2016. (Travel time, time spent conferring with mentor about forms, and time completing writing assignments **DO NOT** count in the hourly total.) In the blank, please write the date the project was completed.

Date completed: _____ **The student has taken** _____ **hours to complete the project.**

- Using the guidelines below, please indicate a grade for this student. Check only **one** line. If you would like to comment further on the student's project, feel free to do so at the bottom of the page or attach another page.

_____ 4+, 4, 4- Student met **all** deadlines/requirements and exceeded expectations.

Student initiated and maintained communications with mentor during the project.
Student responded well to feedback/suggestions.
Student sought help when needed.
Student was appropriately challenged.
Student produced an outstanding final product.

_____ 3+, 3 or 3- Student's work is not fully a "4" as described above, but it met general expectations and is better than a "2" quality as described below.

_____ 2+, 2 or 2- Student completed project but did not meet school or personal deadlines.

(Students who do not meet the deadlines as listed on the Final Evaluation cannot earn more than a "2" on the project.)

Student initiated most communication/contact.
Student was receptive of feedback but did not incorporate it into his/her project.
Student sought some help.
Student produced an average final product.

_____ 1 Student did not complete final project or it was of very poor quality.
Student DID NOT initiate communication – mentor did.
Student did not welcome feedback/had a negative attitude.
Student did not seek help.

Signature of mentor: _____ Date: _____

Additional Comments for Consideration:

Please give to student in a sealed envelope with your signature across the seal.
Return to Molalla River Academy no later than April 20, 201

2015-2016 MRA Time Log

Due: April 20, 2016 – With Mentor Evaluation/Income & Expense Sheets

Student Name: _____ Humanities Teacher: _____--

Mentor must see project a minimum of 2 times during the work on the physical project

Date of Work	Description of Activity	Mentor Present? Y/N	Hours Spent	Mentor/Parent/Guardian Signature

Total Hours Spent on Project: _____

**2015-2016 MRA Income & Expense Sheets with Receipts Due: April 20, 2016 –
With Mentor Evaluation/Time Logs**

Summary:	<u>Income</u>	<u>Expenses</u>	<u>Funds for Charity</u>
- Income total for project			
- Expenses for project			
Funds delivered to charity			
<u>Income Detail</u>			
<i>Fundraising Income:</i>			
<i>Donations: (List Names Below)</i>			
<i>Other Income:</i>			
<u>Expense Detail</u>			
<i>Fundraising Activities: (List)</i>			
<i>Operating Expenses:</i>			
<i>Total Expenses, 2015-2016</i>			
<i>Net Income, 2015-2016</i>			
<i>Total Provided to Charity</i>			
<i>Signatures validate accuracy of income/expenses of Cedar project</i>			
Signature of Parent _____			
Signature of Mentor _____			
Signature of Student _____			
Signature of Recipient of Charitable Funds _____			
<i>(All Receipts must be attached)</i>			

The Written Report – Required for Cedar Project – 8th Graders

Due Dates: Final Paper Due March 9th, 2016

Required to include with the final paper:

- ✓ **Notes**
- ✓ **Outline**
- ✓ **Journal entries**
- ✓ **Interview**
- ✓ **Drafts**
- ✓ **Final Paper**

1. The written report will be written in paragraph format, using correct MLA format, and show:

General Writing – Organization and Fluency:

- Includes a clear thesis, supporting statements, textual evidence and quotes
- Forms a meaningful whole, moving smoothly from one main point to the next
- Effectively writes to the intended audience
- Shows variation in sentence structure

Use of Texts, Voice:

- Generates, explores and develops topics and ideas
- Writing shows a personal style
- Shows conviction

Contextual Understanding:

- Selects an appropriate genre for the topic
- Uses literary devices to influence the reader

Conventions and Word Choice:

- Uses specific nouns, vivid verbs, and colorful modifiers
- Uses terms specific to the field studied
- Adheres to proper grammar, spelling and punctuation rules
- Maintains appropriate tense

Process, Strategies, Ideas:

- Work shows the use of appropriate strategies used throughout the writing process
- Independently proofread, edited and revised own writing
- Used a variety of drafting techniques
- Works shows the ability to refine text while writing

2. Suggested Information to include in report:

- Interview Information:
 - Discuss the background knowledge and/or experience you had that led you to request an interview with this person.
 - Give information on the work you observed. It is important to conduct the interview at the individual's place of work. A telephone/email interview will not work.
 - Discuss the education/training/experience the interviewee completed to do the work he/she does. Discuss how the education/training/experience all relate to the occupation the person is or was engaged in.
- Include information about the field in general—perhaps: what it was, what it is, what it might become.
- Discuss the role of this field in our society.
- Discuss the rewards and frustrations involved in this occupation.
- Discuss a typical day on the job.
- Discuss the personal qualities and interests best suited to this occupation.

Investigate

Student Name:

Problem Statement:

Five horizontal lines for writing a problem statement.

Design Brief (Brain storm your personal skills and interests and how you could apply/develop them throughout this project):

Fourteen horizontal lines for writing a design brief.

2015-2016 MRA Physical Project Proposal

Due: October 21, 2015

Student: _____ Homeroom Teacher: _____

Date: _____ Student's e-mail (required): _____

Detailed description of physical project: Include demonstration of the evidence that will prove successful completion:

Estimated Dates and Costs of Project:

o Estimated start date: _____

o Estimated date of completion: _____ ***before May 27, 2016***

o Estimated hours to complete: _____

Itemization of cost:

part/product	estimated cost

o Estimated overall cost: _____

Challenge: Be specific about how this project will pose a challenge for you. How will it stretch your comfort zone?

World of Work/Service: Explain how this relates to the world of work or service to the community.

Paper: What is the topic of your paper? Explain how it relates to the physical project in a meaningful way.

Directions: Please get signatures from the following people indicating that they approve of your project and paper topic.

Mr. Poff (Language Arts & Social Studies): _____

Mrs. Shelley (School Administrator): _____

Mr. Luke (Math & Science): _____

Cedar Research Project Proposals (Alternate Form)

Proposal 1:

What I would like to do:

What I would like to learn from this project:

What will be the final product?

Proposal 2:

What I would like to do:

What I would like to learn from this project:

What will be the final product?

Teacher Comments: _____

DESIGN

Describe in detail the product that you decided to pursue and justify your choice:

SMART GOALS

In order for a goal to be useful to us, we need to learn how to construct it in a way that allows us to outline the details, measure the progress, and know when we are done. A simple, yet effective, method is to write our goals in the SMART format. Here is the SMART format for this project:

S	Specific: What do I want to accomplish? What is the purpose? Identify requirements and constraints.
M	Measurable: How will you measure your progress? How will I know when it is accomplished? (Create a rubric to assess your completed project)
A	Area of Interaction: What area of interaction are you going to tie into this goal? Why do you think this Area of Interaction is the best choice?
R	Realistic/Attainable: Are you both willing and able to accomplish the goal? Can you actually accomplish this goal?
T	Timely: What is the time frame for accomplishing the goal?

Write your SMART Goal

Attach the Rubric you will use to assess your completed product

SMART GOAL RUBRIC

The goal is	1	2	3	4	Total
Specific	Student minimally states the goal of his/her project and may fail to identify requirements and constraints.	Student vaguely states the goal of his/her project and identifies few requirements and constraints.	Student states the goal of his/her project and identifies requirements and constraints.	Student clearly states the goal of his/her project and accurately identifies requirements and constraints.	
Measurable	Student has created an insufficient rubric to self assess his/her achievement of the goal.	Student has created an incomplete rubric to self assess his/her achievement of the goal.	Student has created an adequate rubric to self assess his/her achievement of the goal.	Student has created a comprehensive rubric to self assess his/her achievement of the goal.	
Area of Interaction	The connection to the Area of Interaction is inadequate.	The connection to the Area of Interaction is unclear.	Student has adequately connected his/her project to an Area of Interaction.	Student has thoughtfully connected his/her project to an Area of Interaction.	
Realistic/ Attainable	The goal may not be achievable given the student's resources, level and abilities.	The goal is partially achievable given the student's resources, level and abilities.	The goal is achievable given the student's resources, level and abilities.	The goal is highly achievable given the student's resources, level and abilities.	
Timely	The student has identified a minimal time management plan for independent work.	The student has identified inadequate time management plan for independent work.	The student has identified a satisfactory time management plan for independent work.	The student has identified a clear and realistic time management plan for independent work.	
				Total Points:	
F= 1-4	D= 5-8	C= 9-12	B= 13-16	A= 17-20	

The SMART Goal grade will count as the essay part of your Technology/Gifted Mid-term exam.

Process Journal*

Project Title:

Process Journal Entry #

Date:

What I have done *(including any changes I have made to the plan)*:

Explanation and Reflection *(why I have done things this way and how I feel about my progress)*:

What's next:

** Record your progress in your process journal every time you work on your project. Additional process journal entry forms are available on the MRA website.*

Checklist for the Personal Statement

- Cover/Title Page
- Table of contents
- Introduction:** Define your goal of the project and any aims or objectives you might also have. Examples of aims/objectives might include gaining a specific skill or becoming better organized. Tie your goal and aims/objectives into the Area of Interaction on which you decided to focus. Also provide a brief outline of the process you followed.
- Rationale:** Write a few paragraphs about why you chose this project and the particular Area of Interaction. Include a discussion about the social significance of your project. Remember to keep this part personal!
- The Process:** Looking over your Process Journal and thinking back over your project, what was the process you followed? This will be divided into subsections for each step of the Design Cycle. Include any research or quotes whenever applicable.
 - *Investigating* – What did you discover? What types of sources did you use? What challenges did you face and how did you overcome them? What would you do differently? What did you learn from your mentor?
 - *Designing* – How did you arrive at the particular design for your product? Why did you choose specific materials/programs/mediums/etc.? What challenges did you face and how did you overcome them? Would you do anything differently?
 - *Planning* – What were the materials needed to complete your project? How did you organize your time? What challenges did you meet and how did you overcome them? Would you do anything differently?
 - *Creating* – What process was involved in creating your product? Did you have to make any modifications to your design? Were you successful on achieving your goal? What challenges did you face and how did you overcome them? Would you do anything differently?
 - *Evaluating* – How did you evaluate if your project met the requirements? How did you perform at each step in the design cycle? What impact does your project have on your life, society, and/or the environment? What challenges did you face and how did you overcome them? Would you do anything differently?
- Conclusion:** Did you achieve your goal? How did your project relate to an Area of Interaction? What did you learn or gain from completing this project? What new questions emerged? Do you feel satisfied by your personal engagement effort?
- Bibliography
- Appendices: Include pictures, your interview, and anything else interesting!

Checklist for Presentation

Visual Aid:

During the presentation of your project, you will need to have a visual aid to assist you in presenting the material. Remember, your presentation is to describe the process of your project, not just the results. If you created something, it can be a highlight of your presentation, but it doesn't count as your visual aid. Keep in mind the following things when creating your visual aide:



- Visibility:** Stand back 6 feet to make sure you can still read and see the parts of the visual aid. If using PowerPoint, remember the “6-foot rule” when creating it.
- Pictures:** Images help keep a presentation interesting and pictures you have taken can let the audience see exactly what you experienced. If you use someone else’s pictures, remember to cite your source! Also, if possible, make sure your pictures are original, rather than the same clip art we have all seen 100 times before.
- Text:** You need to introduce yourself and your project, explain the reasons you selected this project and the particular Area of Interaction, and include highlights of the process you went through in completing your project. Include some obstacles you faced along with the situation and summarize your overall success and reflections. You don’t read the text – its purpose is to help the audience follow along and reinforce what you are saying.
- Keep it professional!** Your visual aid should look like you spent quality time making it. If using PowerPoint, remember to include transitions and minimal animations.

Presenting:

Everyone gets nervous before presenting in front of a group, but that nervous energy can actually help inspire you to be prepared. As you practice and get ready, the nervous energy will begin to fade. Here are some tips for your presentation:

- ✓ Be early so you won’t feel rushed. You can use the time to go over your presentation while taking deep breaths.
- ✓ Dress up! You want your appearance to ensure to the audience that you took the project seriously. Don’t wear anything uncomfortable, but treat the presentation as a formal event.
- ✓ Have your materials ready. Have your presentation loaded on your flash/thumb drive
- ✓ Introduce yourself and the topic of your project. This will break the ice and give you a good transition into your presentation.
- ✓ While presenting, maintain eye contact with the audience. This will help to relax you and make the audience feel included in your presentation.
- ✓ Be ready to answer questions along the way or at the end.



Final Project Presentation Rubric

	1	2	3	4	Total
Organization	Presentation is disorganized and as a result difficult to follow	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate.	Student is at ease and answers most questions with explanations and some elaboration.	Student demonstrates full knowledge by answering class questions with explanations and elaboration.	
Visual Aids	Student uses superfluous visual aids or no visual aids.	Student occasionally uses visual aids that rarely support the presentation.	Student's visual aids relate to the presentation.	Student's visual aids explain and reinforce the presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Presentation	Student makes no eye contact and only reads from notes. Student mumbles, incorrectly pronounces terms, and speaks too quietly to hear.	Student occasionally uses eye contact, but still reads mostly from notes. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

