

North Providence  
High School

# SENIOR PROJECT



**2021/2022**

1828 Mineral Spring Avenue  
North Providence, RI 02904  
(401) 233-1150 ext. 3457  
[rita.cellucci@npsd.k12.ri.us](mailto:rita.cellucci@npsd.k12.ri.us)  
[madonna.thompson@npsd.k12.ri.us](mailto:madonna.thompson@npsd.k12.ri.us)  
<http://nprovschools.org>

The **Mission of North Providence High School** is to educate all students in a safe, nurturing, and challenging environment which empowers them to become well-rounded individuals who are life-long learners and productive members of society.

The **Mission of the Proficiency-Based Graduation Requirement (PBGR)** at North Providence High School is to provide students with the opportunity to show proficiency in the many skills they have acquired while in the North Providence Public Schools. The PBGR empowers students to take responsibility for their learning and to have a powerful voice in their development as individuals. Students express what they know, display what they are able to do, and showcase their talents.

## **Core Values & Beliefs**

### **We believe:**

All students can learn in a student-centered educational program that reflects rigor, relevance, and relationships that collaboration and communication among students, teachers, administrators, parents, and community are essential; in recognizing and adapting to the needs of our students; in on-going evaluation of the educational program based on best practice in order to improve teaching and learning; in high expectations for students & all other members of the school community; in fostering and promoting literacy across all disciplines; in an educational program that prepares students for higher education and the global marketplace of the 21<sup>st</sup> Century; and community service learning is an essential component of student growth.

# 21<sup>st</sup> Century Graduation Expectations

All graduates of North Providence High School must possess a common core of knowledge, skills, and dispositions needed to become responsible citizens, productive workers and lifelong learners. The North Providence High School Community has identified and adopted four core expectations that support the accomplishment of the school's mission and are aligned with the standards and performance indicators identified in district and school curriculum documents. These interdisciplinary expectations encompass academic, civic, and social outcomes and identify what a North Providence High School student should know and be able to do upon graduation.

## **The North Providence High School graduate will be able to:**

- 1.0 Achieve proficiency in all content areas of a standards-based curriculum by:
  - 1.1 acquiring and applying knowledge and skills within and across the curriculum
  - 1.2 analyzing and evaluating information
  - 1.3 applying technology as a learning tool across all disciplines
  
- 2.0 Solve problems and make decisions effectively by:
  - 2.1 working cooperatively and/or independently
  - 2.2 applying problem-solving strategies
  - 2.3 utilizing resources and time effectively
  - 2.4 accessing, compiling, interpreting, and presenting data and information
  
- 3.0 Display a strong sense of self-discipline which enables him/her to act responsibly by:
  - 3.1 making informed life and career decisions
  - 3.2 recognizing and respecting the diversity and individuality of others
  - 3.3 understanding and accepting the benefits and consequences for his/her behavior
  - 3.4 participating in community service, leadership roles and/or school activities
  
- 4.0 Communicate effectively by:
  - 4.1 reading widely and critically
  - 4.2 writing clearly, concisely, and persuasively
  - 4.3 speaking, listening, and interpreting effectively
  - 4.4 mastering technology as a means of communication

## PROFICIENCY-BASED GRADUATION REQUIREMENT (PBGR) 2021-2022

**Essential Question: What gives my life meaning?**

<u>Due Date*</u>	<u>Experience</u>
<b>Tues., Sept. 28</b>	Parent/Senior Orientation
<b>Tues., Oct. 12</b>	Parent Consent Form Senior Project Proposal Mentor Form
<b>Tues., Nov. 30</b>	Minimum 4 Hours of Fieldwork/Research
<b>Tues., Jan. 25</b>	Final 4 Hours of Fieldwork/Research Evaluation from Mentor Thank You Email to Mentor
<b>Tues., Feb 8</b>	Final Annotated Bibliography
<b>Tues., Mar. 1</b>	Research Component Reflection & Product Plan (Parts One and Two of Outline)
<b>Tues., Apr. 5</b>	Final Research Component (Part Three of Outline) Final Product
<b>Tues., Apr. 26</b>	Final Google Site
<b>Wed., May 11</b>	Oral Presentations

# PBGR Plagiarism and Academic Dishonesty Policy

Plagiarism is from the Latin word for “kidnapper.” It is a term that refers to the stealing of words or ideas from someone else without giving credit to that person. This definition includes computer programs, drawings, artwork and all other types of work, which are not one’s own. Types of plagiarism include word-for-word, mosaic (rearrangement or rewording), and indirect (paraphrasing). Examples of plagiarism may include, but *is not limited to*:

- Failing to cite with quotation marks the written words of another;
- Failing to credit the author and source of materials used in a composition;
- Failing to cite research materials in a bibliography or works cited;
- Failing to cite a person who is quoted;
- Failing to cite an author whose works are paraphrased or summarized;
- Presenting another person’s creative work or ideas as one’s own in essays, poems, music, computer programs, or other projects;
- Copying or paraphrasing ideas from literary criticisms or study aids without documentation.

Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own. Students are expected to conduct themselves to the highest standards of personal integrity. Students must adhere to the rules prohibiting academic dishonesty and to resist peer pressure to violate these high standards of integrity. Students are not expected to use dishonest methods to fulfill academic expectations and responsibilities. Whenever students have any questions about this procedure or any procedure, they should ask their teachers, counselors, or administrators.

- Forging signatures
- Doctoring forms (erasures, obliterations, additions, deletions, etc.)
- Altering grades
- Falsely obtaining credit for work

## PBGR Disciplinary Action

Any student who has been found guilty of plagiarism and/or academic dishonesty during any aspect of the Senior Project will face very serious consequences that will adversely affect graduation status. Penalties may include, but are not limited to, the following:

- Invalidation of Senior Project
- Invalidation of that specific component of Senior Project
- Parent Conference
- Detention
- Social Suspension
- Ineligibility for interscholastic athletics and co-curricular activities
- Dismissal from various school organizations or societies
- Suspension
- Loss of scholarships
- Legal proceedings

Any student who has **missed a deadline** during any aspect of the Senior Project may be subjected to the following actions:

**\*A student will be placed on indefinite and irrevocable social suspension if he/she has missed three or more PBGR deadlines.**

- ✓ Indefinite Social Suspension
- ✓ Ineligibility for interscholastic athletics and co-curricular activities
- ✓ Failure to graduate

## Senior Project

### Essential Question: “What gives my life meaning?”

Before you can begin work on your Senior Project, you must present a proposal of your idea for your project and receive formal approval. This proposal should state how you will meet the basic requirements for the Senior Project:

- Select a topic or area of study that interests you within one of the following categories: **Identity, Social Justice/Community Service, or Creative Pursuit**. Your project must represent a **learning stretch** for you; therefore, if you have previous experience in the area, you will have to explore this subject from a new and challenging perspective.
- Connect to the following essential question to guide the exploration of your topic: **What gives your life meaning?**
- Complete a **Senior Project Research Component** linked to this topic or area of study.
- Complete a minimum of 8 hours of **fieldwork and research** on this topic under the guidance of a community mentor. You must develop the particular scope and goals of your **fieldwork and research** and discuss these with your mentor *before* you begin. Under certain circumstances, faculty may serve as mentors for students with administrator and PBGR Coordinator approval. **SPECIAL NOTE: PER THE STATE OF RHODE ISLAND COVID GUIDELINES, STUDENTS MUST WEAR A MASK AT ALL TIMES WHEN MEETING WITH THEIR MENTOR. INTERVIEWS AND RESEARCH CAN BE PERFORMED VIA VIDEO, EMAIL, PHONE, OR IN PERSON. THESE COVID GUIDELINES ARE SUBJECT TO CHANGE.**
- Explain how your **Fieldwork and Research Component** are *linked* in a credible and substantial manner. Both components should be connected in terms of their content and information/knowledge you plan to gain or discover.
- Explain how your completed Senior Project demonstrates proficiency in at least three of the NPHS 21st Century **Graduation Expectations**, a requirement of the North Providence High School Diploma System. The expectations are:
  - Communication:** Each student will demonstrate the ability to communicate effectively using appropriate technology and a variety of methods.
  - Problem-Solving:** Each student will demonstrate the ability to solve problems creatively, independently, and cooperatively in a variety of contexts.
  - Knowledge:** Each student will demonstrate the ability to accumulate data and information.
  - Responsibility:** Each student will demonstrate the ability to assume responsibility.
- Maintain a **Google Site** of your experiences.
- Deliver a 10-15 minute **presentation**, communicating your research and experiences.

**\*\* STUDENTS WILL NOT BE PERMITTED TO PRESENT ON SENIOR PROJECT DAY  
WITHOUT A PROFICIENT PRACTICE PRESENTATION \*\***

# Topic Selection

## Essential Question: "What gives my life meaning?"

The selection of a topic for Senior Project deserves a great deal of contemplation and discussion. Students who take great care in their decisions enjoy Senior Project. You will be required to choose from one of the following categories: **Identity, Social Justice/Community Service, or Creative Pursuit.**

Identity Topic Requirements	Social Justice/Community Service Topic Requirements	Creative Pursuit Topic Requirements
<p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>How has your identity been shaped by cultural differences or different kinds of media?</li> <li>How does it mean to be "X"?</li> <li>What is your story? Where do your ancestors come from?</li> <li>Who are you as a person and why are you proud to be this person?</li> <li>What should other people know about your experiences?</li> <li>What does your heritage mean to you?</li> </ul> <p><b>Required: Make something that represents who you are</b></p> <p><b>Product Examples:</b></p> <ul style="list-style-type: none"> <li>Create a Family Tree</li> <li>Make a scrapbook</li> <li>Write a manifesto</li> <li>Create a video of a choreographed dance that you perform and connect it to identity</li> </ul>	<p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>How can you make changes in your community (hunger, homelessness, animal abuses, police academy, etc.)?</li> <li>Who benefits, who suffers and how?</li> <li>What are the consequences of action or inaction?</li> <li>How can you and your peers take action?</li> <li>What is your connection to this issue?</li> <li>Why are you passionate about this issue?</li> </ul> <p><b>Required: Active involvement (attend conference/class, volunteer, etc.)</b></p> <p><b>Product Examples:</b></p> <ul style="list-style-type: none"> <li>Letter to the Editor published in the <i>Valley Breeze</i></li> <li>"Teach In" - 30 minute lesson to a class</li> <li>Create a Ted Talk video on your topic (ex: animal abuse)</li> <li>Create a video of you coordinating a community cleanup in town (or other community event)</li> </ul>	<p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>What fulfills you outside your obligations?</li> <li>What is your dream hobby?</li> <li>What are the components of this pursuit?</li> <li>What is the history of this pursuit?</li> <li>What is the cultural importance of this pursuit?</li> <li>How does doing this make you feel?</li> <li>How do you overcome challenges and roadblocks?</li> </ul> <p><b>Required: You must choose one: Documentary, Podcast or "How To" Video</b></p> <p><b>Product Examples:</b></p> <ul style="list-style-type: none"> <li>Documentary on a theater production</li> <li>"How to" video on building a car engine</li> <li>Podcast on movie reviews</li> </ul>

Some advice:

1. **Dare to dream!** Make a list of the possibilities. Seek advice and input from your family and friends.
2. **Do not get discouraged!** If you are having difficulty finding a mentor, ask the Senior Project Coordinators, faculty members, School Based Coordinator, and other members of the North Providence High School community to suggest potential mentors and resources.
3. **Approach potential community mentors personally!** Act as though you are preparing for a job interview; give them the facts about your plans, and sell yourself! A personal discussion is very important!
4. **Above all, do not give up on your dream!** If you truly want to try something, there are resources and organizations willing to dream with you. Just ask for help.



**NORTH PROVIDENCE HIGH SCHOOL  
SENIOR PROJECT  
PARENT CONSENT FORM**

As you know, your son or daughter will be engaged in a Senior Project during this school year. This Senior Project will provide enormous benefits for your child both now and in the future. Additionally, the Senior Project will be a valuable tool in determining the student's mastery of our 21<sup>st</sup> Century Graduation Expectations in the areas of knowledge, communication, problem solving, and responsibility. Please read the Senior Project Handbook; sign and return this form to your child's Senior Skills teacher. Please address any questions or concerns to the Senior Project Coordinators at 233-1150 ext. 13457.



I, \_\_\_\_\_ the parent or guardian of  
(Please Print Parent/Guardian Name)

\_\_\_\_\_ who is a student  
(Please Print Student Name)

enrolled at North Providence High School, have reviewed the components of the Senior Project as presented in the handbook and understand that students must complete the Senior Project in order to meet the requirements of their senior English class.

**PLEASE PRINT LEGIBLY**

Mentor's Name \_\_\_\_\_

Mentor's Phone Number \_\_\_\_\_

Senior Project Topic \_\_\_\_\_

I fully understand that the selection of the fieldwork/project component is a decision made independently of the staff and administration of North Providence High School. All consequences of the fieldwork/project choice, production or experience, unless otherwise stated, rests solely with the student and parent.

Also, I fully understand that plagiarizing or falsifying any aspect of the project will result in a failing grade and may adversely affect the student's English grade, a requirement for graduation.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



Student's Full Name

English Teacher Name

English IV

Date

## Senior Project Proposal

*(Each section can be a bulleted list that addresses each of the provided questions)*

### Topic

- My topic is ...
- I chose this topic because (explain your personal connection to the topic) ...
- What I already know about this topic ...

### Essential Question

- My essential question is: **What gives my life meaning?**
- I will find the answer by ... (describe your anticipated research process and sources)

### Interviewee/Mentor

- My mentor is ...
- His/her occupation/area of expertise is ...
- He/she works at ...
- This person will assist me in answering my essential question by ...

### Project Product

- My final product for my Senior Project will be ...
- My project will impact me, others, etc. ...

# FIELDWORK

## What is Fieldwork?

Fieldwork is an opportunity to extend your learning beyond the classroom by working with an expert in your selected area of interest. For your Senior Project, you are required to complete a **minimum of eight hours** of interviews and research with your mentor via in person (see SPECIAL NOTE below), video, email, and/or phone. Fieldwork should not be so easy or beneath your skill level that there is no challenge for you. In addition, you cannot be paid for your fieldwork hours. **SPECIAL NOTE: PER COVID GUIDELINES, STUDENTS ARE REQUIRED TO WEAR A MASK WITH THEIR MENTOR. INTERVIEWS AND RESEARCH CAN BE PERFORMED VIA VIDEO, EMAIL, IN PERSON OR PHONE.** Your fieldwork may build upon previous knowledge or experience, but must represent a “**learning stretch.**” Fieldwork brings you closer to answering your essential question: What gives my life meaning?

## How is Fieldwork Documented?

**Your fieldwork is documented in the following ways by:**

- Completion of Fieldwork Time Log (including mentor signatures)
- Evaluation from mentor

# MENTOR

## Who Can be a Mentor?

A mentor is a member of a community who is willing to go on this journey with you and guide you through the process. Under certain circumstances, faculty may serve as mentors for students with administrator and PBGR Coordinator approval. In addition to this requirement, your mentor must:

- Be at least 25 years of age
- Not be a family member or relative
- Not be a current employer

## What is a Mentor's Role?

Before you begin, you will develop a plan for your fieldwork and research with your mentor. Be sure your fieldwork is both challenging and achievable. Your mentor will oversee your project - guiding, advising, and encouraging you throughout. It is your responsibility to stay in contact with your mentor during the fieldwork process. Ultimately, this is *your* project, and your mentor is there to support and assist you along the way.

**MENTOR FORM**  
**Student Information**

Name: \_\_\_\_\_

English Teacher: \_\_\_\_\_ Skills Teacher: \_\_\_\_\_

Senior Project Topic: \_\_\_\_\_

**Mentor Information**

Name & Occupation: \_\_\_\_\_

Name of Business/Company: \_\_\_\_\_

Street Address: \_\_\_\_\_

City/State/Zip Code: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

**Fieldwork/Research Component Plan (see Outline)**

During my first 4 hours (due 11/30), with help from my mentor, I plan to ...	During my remaining hours (due 1/25), with the help from my mentor, I plan to ...
<ul style="list-style-type: none"> <li>● decide what gives my life meaning</li> <li>● discuss what I want to accomplish or produce (preliminary)</li> <li>● discuss how my mentor can guide me through this journey</li> <li>● review the <b>Research Component Outline and due dates</b></li> <li>● develop a timeline of "student driven" due dates in order to stay on track</li> </ul>	<ul style="list-style-type: none"> <li>● revisit and review the <b>Research Component Outline and due dates</b></li> <li>● discuss with my mentor what resources are needed</li> <li>● go over the Senior Project calendar and make sure I am on track</li> <li>● be able to answer the essential question "What gives my life meaning?" in great detail</li> </ul>

**I have read and reviewed the mentee's Proposal and the Research Component Outline. I approve the fieldwork and research plan.**

\_\_\_\_\_  
Mentor's Signature

\_\_\_\_\_  
Parent/Guardian's Signature

## Evaluation from Mentor (Required)

Thank you for mentoring a senior from North Providence High School. Please take a few moments to evaluate your mentee.

Student's Name \_\_\_\_\_  
(Please Print)

Mentor's Name: \_\_\_\_\_  
(Please Print)

Evaluation Criteria	Distinguished	Proficient	Unacceptable
Did the student contact you in a timely manner?			
Did the student communicate frequently, clearly, and appropriately?			
Was the student punctual, courteous, and professional?			
Did the student work to solve problems?			
Did the student face challenges with an appropriate attitude?			
Did the student complete the activities you assigned or provided?			
Did the student demonstrate interest and passion?			
Did the student ask appropriate and insightful questions?			
Did the student suggest or offer new ideas?			

Comments:

Mentor's Signature: \_\_\_\_\_

Email: [madonna.thompson@npsd.k12.ri.us](mailto:madonna.thompson@npsd.k12.ri.us) OR [rita.cellucci@npsd.k12.ri.us](mailto:rita.cellucci@npsd.k12.ri.us)

Mail: Senior Project Coordinators  
1828 Mineral Spring Avenue  
North Providence, RI 02904

# SENIOR PROJECT FIELDWORK/RESEARCH TIME LOG

Student's Name: \_\_\_\_\_ Topic: \_\_\_\_\_

English Teacher: \_\_\_\_\_ Skills Teacher: \_\_\_\_\_

Mentor's Name: \_\_\_\_\_

Mentor's Email: \_\_\_\_\_ Phone #: \_\_\_\_\_

Date/Time	Number of Hours	Detailed (bulleted) list of fieldwork, interviews, research process, etc.

**Total Hours:** \_\_\_\_\_

**Mentor Signature:** \_\_\_\_\_

## Senior Project Research Component Outline

### Essential Question: What gives my life meaning?

#### Part One: Research Component Reflection (Due: Tuesday, March 1, 2022)

- I. Introduction - Where I began
  - A. My inspiration
  - B. My proposal overview -- where I THOUGHT I was going
  
- II. Research - Highlights of Final Annotated Bibliography (most useful sources used)
  - A. Videos I watched -- here's what I learned from them
  - B. Readings I did -- here's what I learned from them
  - C. People I interviewed -- here's what I learned from them
  - D. Other sources used (ex: Attended conference/class, authentic experiences, etc.) -- here's what I learned from them
  
- III. Synthesis - how I've brought it altogether and shifted from my initial ideas (where I am NOW)

#### Part Two: Research Component Product Plan (Due: Tuesday, March 1, 2022)

- I. What is the final product?
  - A. Description of item (video, scrapbook, etc.), what is it?
  
- II. SMART goal
  - A. Specific
    - What do I want to accomplish/produce?
    - What resources are required?
  - B. Measurable
    - How will I know when the goal is accomplished?
  - C. Achievable
    - How can I accomplish this goal?
    - What are the specific steps I will take to complete this product?
  - D. Relevant
    - Why is this product worthwhile?
    - Why am I the right person to achieve this goal? What is my personal connection? Is this applicable in the current socio/economic environment?
  - E. Time-based (timeline developed by me)
    - Timeline of steps -- student-driven "due dates"

#### Part Three: Research Component Final Reflection (Due: Tuesday, April 5, 2022)

- I. Reflection of the essential question: "What gives my life meaning?"
  - A. How has this project given my life meaning?
  
- II. Reflection of SMART Goal
  - A. How well did I meet it?
  - B. What challenges did I face?
  - C. What successes did I have?
  
- III. Reflection of three Graduation Expectations

# Senior Project Google Site



STUDENT'S NAME: \_\_\_\_\_

- 1. Homepage
- 2. "About Me" Page
- 3. Project Proposal
- 4. Research Component Outline
- 5. Fieldwork / Mentor Page
- 6. Graduation Expectations (3) Page
- 7. PTECH, if applicable

***Please note: You must have a proficient Google Site and a proficient practice presentation in order to deliver your oral presentation.***



# Oral Presentation

## Essential Question: What gives my life meaning?

The final phase of the Senior Project is the oral presentation. Your presentation will serve to further explain your research component, fieldwork, and the link between the two.

Your Senior Project presentation must:

- Be 10 to 15 minutes long.
- Have a recognizable introduction and conclusion.
- Describe the content of your research component and what you accomplished in your fieldwork. Discuss your essential question, research findings, and your conclusions.
- Describe your learning stretch. How was your project a challenge for you, and how did it “stretch” or enhance your skills and knowledge?
- Be the result of an **actual product** and will be a part of your presentation. Include visual aids (video, musical performance, demonstrations, etc.) that will help your audience better understand what you learned from your Senior Project.
- Include a thorough explanation of three Graduation Expectations



**Please refer to the Senior Project presentation rubric for specific requirements and standards for oral presentations. It is your responsibility to be familiar with and be able to meet these standards.**

## Guidelines for Oral Presentation Attire

The purpose of these guidelines is to uphold the professional image of the presentation and to better prepare you for the working world. Your dress and personal appearance is an important part of this presentation.



**\*\* Presentation attire must be approved by English teacher \*\***

# Role of the PBGR Advisory Board

## What is the PBGR Advisory Board?

The PBGR Advisory Board is the “Supreme Court” of the Senior Project. This board enforces the policies of the Senior Project. Questions concerning deadline extensions and appeals of the coordinators’ decisions must be submitted to the PBGR Advisory Board for review.

## Deadline Extensions and Extenuating Circumstances

Petitions for deadline extensions **must** be submitted to the PBGR Coordinators **at least two weeks** prior to the deadline. You must complete the “Petition to the PBGR Advisory Board” form in which you describe your reasons for needing a particular deadline extended. Both you and your parent/guardian must sign the petition. Once your petition is received, the PBGR board will meet in a timely fashion to consider your petition. You will be notified of the PBGR board’s decision immediately after its meeting.

Petitions for deadline extensions received less than two weeks prior to the deadline will only be considered if there are extenuating circumstances involved.



# Petition to PBGR Advisory Board

Date received: \_\_\_\_\_

## Instructions to Applicant

1. Confer with the PBGR Coordinators.
2. Complete all requested information on this appeal form.
3. Type a letter and attach to this completed form. Include any relevant supporting documents.  
**State the nature of your appeal, addressing the following:**
  - a. On which date did you first contact your mentor?
  - b. What was the date of your last conversation (either via video, over the phone, in person or by email)?
  - c. Explain what fieldwork, research, etc. you have completed so far.
  - d. Explain in detail what obstacles you now face.
  - e. Explain why you think you should be granted an extension.
  - f. State how long you are requesting an extension.
4. Deliver completed form and letter to the PBGR Coordinators **no later than two weeks prior to the established deadline.**
5. If requested, appear before the PBGR Advisory Board with a parent/guardian.

Student's name: \_\_\_\_\_

English teacher: \_\_\_\_\_ Skills teacher: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone number: \_\_\_\_\_ Email: \_\_\_\_\_

**I have discussed this petition with my child.**

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**PBGR Advisory Board Recommendation:** \_\_\_\_\_

**Signature of Board Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SENIOR PROJECT ORAL PRESENTATION RUBRIC**

**NAME:**

	<b>DISTINGUISHED (4)</b>	<b>PROFICIENT (3)</b>	<b>EMERGING (2)</b>	<b>UNACCEPTABLE (1)</b>
<b>INTRODUCTION</b>	Creatively engages the audience	Engages the audience	Student introduces self and topic	Introduction is not evident
<b>CONCEPTS PRESENTED</b> <b>SL.11-12.1a</b>	Expertly communicates ideas, concepts, and information about essential question, fieldwork, and research	Communicates ideas, concepts, and information about essential question, fieldwork, and research	Attempts communication of ideas, concepts, and information about essential question, fieldwork, and/or research	Lacks communication of ideas, concepts, and information about essential question, fieldwork, and/or research
<b>LINK BETWEEN RESEARCH COMPONENT AND FIELDWORK</b>	Thoroughly identifies and explains the link between research component and fieldwork	Identifies and explains the link between research component and fieldwork	Attempts to identify a link between research component and fieldwork	Link not evident
<b>LEARNING STRETCH</b>	Identifies learning stretch and explains in great detail	Identifies and explains learning stretch	Vaguely references learning stretch but it is not explained	Learning stretch not evident
<b>DOMAIN-SPECIFIC VOCABULARY</b> <b>L.11-12.4; L.11-12.6</b>	Expert use and clarification of advanced domain-specific words, phrases, and concepts	Uses and clarifies domain-specific words and phrases	Attempts to use domain-specific words and phrases	Does not use domain-specific words and phrases
<b>21ST CENTURY GRADUATION EXPECTATIONS</b>	Clearly identifies, explains, and connects three 21st Century Graduation Expectations to the topic not just the process	Identifies, explains, and connects three 21st Century Graduation Expectations to the process	Identifies three or fewer 21st Century Graduation Expectations	21st Century Graduation Expectations were not identified
<b>DELIVERY</b>	Effectively uses a variety of strategies of address (eye contact, speaking rate, volume )	Uses strategies of address (eye contact, speaking rate, volume)	Limited use of strategies of address (eye contact, speaking rate, volume)	Ineffective use of strategies of address (eye contact, speaking rate, volume)
<b>ORGANIZATION</b> <b>SL.11-12.4</b>	Effectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience.	Presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience.	Attempts to present information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are somewhat appropriate to task, purpose, and audience.	Ineffectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are not appropriate to task, purpose, and audience.
<b>CONCLUSION</b>	Provides an effective conclusion that follows form and thoroughly supports the information and explanation presented	Provides a conclusion that follows form and supports the information or explanation presented	Attempts to provide a conclusion that follows the information presented	Does not provide a conclusion that follows the information presented
<b>VISUAL AIDS</b> <b>SL.11-12.5</b>	Strategic use of digital media and/or visual displays to express information, to enhance understanding of findings, and to add interest	Appropriate use of digital media and/or visual displays to express information, to enhance understanding of findings, and to add interest	Limited use of digital media and/or visual displays to express information, to enhance understanding of findings, and to add interest	Ineffective use of digital media and/or visual displays to express information, to enhance understanding of findings, and to add interest
<b>TIMING (10-15 minutes)</b>	Adheres to time	Closely adheres to time	Somewhat adheres to time	Significantly above or below time

<b>Distinguished 44 - 40</b>	<b>Proficient 39 - 31</b>	<b>Non Proficient 30 -</b>	<b>LEVEL OF ACHIEVEMENT:</b> _____
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## Senior Project Research Component Outline Rubric

	Needs Improvement	Proficient	Distinguished
<b>Research Component Reflection, Due March 1</b>		<b>Introduction</b>	
		<ul style="list-style-type: none"> <li>• Describes inspiration for topic/product</li> <li>• Gives a brief summary of the details from initial proposal</li> </ul>	
		<b>Research</b>	
		<ul style="list-style-type: none"> <li>• Provides highlights of Final Annotated Bibliography (articles, books, videos, interviews, and/or authentic experiences)</li> <li>• Discusses information learned from each useful source</li> </ul>	
		<b>Synthesis</b>	
		<ul style="list-style-type: none"> <li>• Discusses connection(s) between proposal and research</li> <li>• Draws conclusions about the research</li> </ul>	
<b>Research Component Product Plan, Due March 1</b>		<b>Proposed Final Product</b>	
		<ul style="list-style-type: none"> <li>• Describes the proposed final product</li> </ul>	
		<b>SMART Goals</b>	
		<ul style="list-style-type: none"> <li>• Writes specific, measurable, achievable, and relevant goals</li> <li>• Establishes self-driven, time-based deadlines to complete project</li> </ul>	
<b>Research Component Final Reflection, Due April 5</b>		<b>Reflection of Essential Question: What gives your life meaning?</b>	
		<ul style="list-style-type: none"> <li>• Provides a reflection that answers this essential question</li> </ul>	
		<b>Reflection of SMART Goals</b>	
		<ul style="list-style-type: none"> <li>• Examines the level to which SMART goals were achieved</li> <li>• Addresses any unexpected obstacles and/or successes that were encountered</li> </ul>	

		<p style="text-align: center;"><b>Graduation Expectations</b></p> <ul style="list-style-type: none"><li>• Lists and explains three (3) Graduation Expectations achieved through the project</li></ul>	
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# **PBGR Transfer Policy**

The following guidelines shall apply to students who transfer to North Providence High School:

1. Students who transfer to North Providence High School during their senior year will be required to complete a Senior Project.
2. All situations regarding transfer students will be decided on a case-by-case basis with appropriate accommodations and modifications determined by the school administration and PBGR coordinators.

## **Alternative Learning Programs (ALP)**

All situations regarding ALP students will be decided on a case-by-case basis with appropriate accommodations and modifications by the school administration and PBGR coordinators.