

# NORTH PROVIDENCE HIGH SCHOOL SENIOR PROJECT 2025-2026

North Providence  
High School



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## North Providence High School

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.

### Vision of the Graduate

The Senior Project is a culminating activity that highlights the transferable skills in NPHS's **Vision of the Graduate** in that:

- Students **collaborate** with community mentors to apply their **content knowledge** to the real world.
- Students practice **productivity and responsibility** by securing a community mentor, adhering to project guidelines and deadlines, and taking the lead on their own investigative process.
- Students apply **critical thinking and innovation** skills in their design and execution of a final product.
- Students demonstrate **adaptability** in a year-long, flexible process in which SMART goals are created and proven.
- Students use **communication** skills to work with their teachers, community mentors, and school administration to present their findings to a panel of community members.

### 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, guardians, 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.

# North Providence High School

## 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

# Senior Project

## Proficiency-based Graduation Requirement (PBGR)

### 2025/2026

**Essential Question: What is my purpose?**

<u>Due Date*</u>	<u>Experience</u>
<b>Tues., Oct. 7</b>	Senior Guardian Orientation
<b>Tues., Oct. 14</b>	Guardian Consent Form Senior Project Proposal Mentor Form
<b>Tues., Nov. 18</b>	Minimum 6 Hours of Fieldwork & Photo Evidence
<b>Tues., Jan. 27</b>	Final 6 Hours of Fieldwork & Photo Evidence Product Plan w/Mentor guidance Mentor Evaluation Form
<b>Tues., Feb 3</b>	Final (4-5 Page) Research Paper
<b>Tues., Mar. 3</b>	Final Product Evaluation from Mentor Thank You Email to Mentor
<b>Tues., Apr. 7</b>	Senior Project Final Reflection
<b>Tues., Apr. 21</b>	“About Me” Slide
<b>Wed., May 27</b>	Oral Presentations

# Senior Project

## PBGR Plagiarism and Academic Dishonesty Policy

Plagiarism is a term that refers to the stealing of words or ideas from someone else (including generative AI) 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

### STUDENT USE OF AI

#### [NPSD AI Protocol](#)

Students are responsible for understanding and adhering to this policy, as well as the district's appropriate policies. Questions about the use of generative AI systems should be directed to the building IT staff or the Director of IT. Questions about attribution and transparency in student use of AI should be directed to the course teacher.

Students are required to use AI in an ethical manner and subject to the following limitations and rules:

- Students are required to maintain academic integrity in the work they produce for their classes.
- Students shall properly cite AI used in their work.
- Submission of completely AI-generated work or unreferenced material is a violation of the plagiarism policy.
- Even if a particular use of AI is permitted by the AI policy, when a teacher prohibits use of AI or implements more stringent rules for AI use in that teacher's classroom, students shall follow the policies put in place by such classroom teacher.

# Senior Project

## 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 serious consequences that will adversely affect graduation status. Penalties may include, but are not limited to, the following:

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

**\*\* STUDENTS WILL NOT BE PERMITTED TO PRESENT ON SENIOR PROJECT DAY  
WITHOUT A PROFICIENT PRACTICE PRESENTATION WITH THEIR ENGLISH TEACHER \*\***  
**Final Deadline for practice presentation proficiency: Thursday, May 21, 2026 2:00pm**

# Senior Project

## Essential Question: What is my purpose?

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, Creative Pursuit, etc.**. 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 is my purpose?**
- Complete research using the school library databases and write an Annotated Bibliography showing your research on this topic. Additionally, you will complete a Senior Project Reflection linked to the research and process of this topic.
- Complete a minimum of 12 hours of **fieldwork** on this topic under the guidance of a community mentor. You must develop the particular scope and goals of your **fieldwork** and discuss these with your mentor *before* you begin.
- Explain in your final reflection how your **Product and Senior Project Research Paper** 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 self-direction and the ability to solve problems creatively, independently, and cooperatively in a variety of contexts.
  - Knowledge:** Each student will demonstrate curiosity and ability to accumulate and synthesize data and information.
  - Responsibility:** Each student will display a strong sense of self-direction and agency.
- Complete an **“About Me” Slide**.
- Deliver a 10-15 minute **presentation**, communicating your research and experiences.

# Senior Project Topic Selection

## Essential Question: What is my purpose?

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. Consider one of the following categories: **Identity, Social Justice/Community Service, Creative Pursuit, etc..**

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>• What 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 of substantial length</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. **Be persistent!** 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, be resilient!** 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

### GUARDIAN CONSENT FORM

As you know, your student will be engaged in a Senior Project during this school year. This Senior Project will provide enormous benefits for your student 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. 3457.

.....

I, \_\_\_\_\_ the guardian of  
(Please Print 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 guardian.

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.

Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

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

\_\_\_\_\_

Student's Full Name

English Teacher Name

Class Name

Date (Day Month Year)

**Senior Project Proposal**  
**Essential Question: What is my purpose?**

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

**Focus**

- What will you explore/research for your Senior Project?
- How does my topic relate to my purpose?
- What do you already know about your topic?
- What do you hope to learn?

**Mentor**

- Who is your mentor?
- What is your mentor's occupation/area of expertise? What credentials/experience does your mentor have in the field? (Ex: My mentor has owned his/her/their own business for twenty years.)
- How will your mentor assist you with your culminating product plan?

**Product**

- Describe your product (video, scrapbook, event, etc.)
- Who is your anticipated audience for your product? (Demographics, Psychographics, etc..)
- What do you hope will be the impact of your final product?

# Senior Project 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 twelve hours** of interviews and research with your mentor via in person, 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. 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 is my purpose?

## 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
- Be outside the capacity of one of your educators, coaches, and/or support staff (PBGR/Administrative approval needed)
- 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 **product, 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.

### Use of Property Protocol

- [Use of Property Protocol](#) [Use of Property Policy](#)

Any student interested in using any property associated with North Providence School District is required to read “Use of Property” and complete Use of Property forms, which must be approved by Senior Project Coordinators (Rita Cellucci and Sara Hurley).

# Senior Project 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: \_\_\_\_\_

<p>During my first 6 hours (due 11/18), with help from my mentor, I plan to ...</p>	<p>During my remaining 6 hours (due 1/27), with the help from my mentor, I plan to ...</p>
<ul style="list-style-type: none"> <li>● decide what matters to me / what gives my life meaning</li> <li>● discuss what I want to accomplish and produce (preliminary)</li> <li>● discuss how my mentor can guide me through this journey</li> <li>● brainstorm ideas for my final product</li> </ul>	<ul style="list-style-type: none"> <li>● <b>review the Senior Project Final Research</b></li> <li>● discuss with my mentor what resources are still 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 is my purpose?" in great detail</li> <li>● review my anticipated <b>Goals for my final Product</b></li> </ul>

**Fieldwork, Research, and Product Plan have read and reviewed the mentee's Proposal and Product Goals. I approve the fieldwork and research plan.**

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

\_\_\_\_\_  
Guardian's Signature

# Senior Project

## 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: [rita.cellucci@npsd.k12.ri.us](mailto:rita.cellucci@npsd.k12.ri.us) OR [sara.hurley@npsd.k12.ri.us](mailto:sara.hurley@npsd.k12.ri.us)

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

# Senior Project Fieldwork 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 Product Plan

**\*\*To be completed with Mentor (due January 27, 2026)\*\***

Student Name:

Mentor Name:

Guiding Questions	Example Responses	Student Responses
What will you create?	<b>My final product is going to be a fully finished and sailable boat.</b>	
Who is your target audience?	<b>Individuals who enjoy sailing and are in the market for a small sailboat to enjoy their hobby.</b>	
How can your mentor guide the creation of this product?	<b>My mentor will provide the tools, materials, and workspace to construct the actual boat, as well as help me figure out how to manage the project and lead my peers.</b>	
What steps will you take to complete the product? (Include self-imposed due dates)	<p><b>October 11:</b> Complete all forms and have a project plan completed</p> <p><b>November 1:</b> Finish all hull and frame pieces</p> <p><b>December 1:</b> Have hull stitched together</p> <p><b>April 1:</b> Have a plan for launch day and a charity picked out, and determine logistics for the raffle.</p> <p><b>May 24 or June 3:</b> Launch Day</p> <p>My mentor and my group members will help me track my progress throughout this process.</p>	

# Senior Project

## Final Reflection

### Essential Question: What is my purpose?

#### I. Introduction - Where I began

- A. My inspiration for this project
- B. Were there any shifts (changes from the proposal) that occurred throughout the course of the project completion process? If not, looking back, would you change anything? Why/why not?

#### II. Final Product

- A. Description of product (video, scrapbook, event, etc.)
- B. How did your research connect and help you to complete your final product?
- C. How does the final product **connect** with the target audience?
- D. What new skills did I obtain as a result of completing the product?

#### III. Conclusion - Final Thoughts

- A. Reflection on essential question:
  - 1. How does the project help define your purpose?
  - 2. Why does the completion of this project matter to you?
- B. What did I learn about this topic and/or myself that I did not know at the start of this project?

# Senior Project

## “About Me” Slide

The purpose of the “About Me” Slide (as the first slide in your presentation) is an opportunity for the judges to get to know who you are as a person **prior** to presenting your Senior Project. The information below is designed to get you thinking about what you would like to share with your judges.

**About Me - When the viewer has read your slide, they should have a good understanding about who you are as a human. You must address 4 of the 6 items below.**

- What personal information about yourself do you feel the viewer needs to know?
- College, future plans?
- Culture? Beliefs?
- What values and experiences have shaped you?
- What hobbies, passions and / or special interests do you have?
- What have you learned about yourself during your educational, work, and / or senior project experiences?

**CTE (2nd slide / if applicable) - These instructions are ONLY for those students who are in the CTE Programs, and you must address ALL of the items below.**

- How has your CTE Pathway helped to shape your school, college, career, and readiness goals?
  - If you earned college credits be sure to mention that, as well as any industry credentials and / or certifications.
- Identify an experience from your pathway that has enhanced your educational journey.

# Senior Project

## Oral Presentation

### Essential Question: What is my purpose?

The final phase of the Senior Project is the oral presentation. Your presentation will serve to further explain fieldwork, research, 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 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 and the process/stages of creating your product.
- 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.**

# Senior Project

## 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 work world. Your dress and personal appearance is an important part of this presentation. If a student is not dressed appropriately, he/she/they will be sent home, and the presentation will be rescheduled.

### **Business casual attire may include:**

- Collared shirt or casual button-down
- Collared or noncollared blouse
- Slacks like khakis or chinos
- Dress or skirt (at or below the knee)
- Sport coat or casual blazer (optional)
- Dress shoes, loafers, or nice boots with socks, high heels, dress boots or flats
- Belt
- Tie (optional)
- Modest jewelry

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

# Senior Project

## PBGR Advisory Board

### What is the PBGR Advisory Board?

The PBGR Advisory 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 and appeals **must** be submitted to the PBGR Coordinators **at least two weeks** prior to the deadline. You must complete one of the "Petition to the PBGR Advisory Board" forms in which you describe your reasons for needing a particular deadline extended. Both you and your 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.

# Senior Project

## General Petition to PBGR Advisory Board (Extensions and Appeals)

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 you have completed so far.
  - d. Explain in detail what obstacles you now face.
  - e. Explain why you think you should be granted this appeal.
  - f. If you are appealing for an extension, state how long you are requesting the 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 guardian.

Student name: \_\_\_\_\_

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

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

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

Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

**Senior Project Research Paper Rubric**

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

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

	<b>Distinguished (4)</b>	<b>Proficient (3)</b>	<b>Emerging (2)</b>	<b>Unacceptable (1)</b>
<b>Reading Comprehension of Key Ideas and Details</b>  <b>RI.1 / RL.1</b>	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis with relevant and convincing textual evidence	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis with relevant textual evidence	The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence	The student response does not demonstrate comprehension of ideas, providing inaccurate analysis and little to no textual evidence
<b>Introduction</b>  <b>W.1a</b>	The student response effectively introduces topic, identifying clear relationships among reasons and evidence and establishes a compelling argument (thesis statement)	The student response introduces topic, identifying relationships among reasons and evidence, establishing an argument (thesis statement)	The student response introduces topic, attempting to identify relationships among reasons and evidence, somewhat establishing an argument (thesis statement)	The student response does not introduce topic, identify relationships among reasons and evidence, and/or does not establish an argument (thesis statement)
<b>Development</b>  <b>W.4</b> <b>W.9</b>	The student response addresses the prompt, providing effective and comprehensive development of the claim (and counterclaim – when applicable) or topic that is consistently appropriate to the task, purpose, and audience by using clear and convincing reasoning supported by relevant textual evidence	The student response addresses the prompt, providing development of the claim (and counterclaim - when applicable) or topic that is mostly appropriate to the task, purpose, and audience by using reasoning supported by relevant textual evidence	The student response addresses the prompt and develops the claim or topic, providing minimal development of the claim (and counterclaim – when applicable) somewhat appropriate to the task, purpose, and audience by using limited reasoning and text-based evidence	The student response does not address the prompt and /or develop the claim or topic, failing to provide development of the claim (and counterclaim – when applicable), and is inappropriate to task, purpose, and audience, using limited reasoning and text-based evidence
<b>Conclusion</b>  <b>W.1e</b>	The student response provides an effective conclusion that follows from and skillfully supports the argument presented	The student response provides a conclusion that follows from and supports the argument presented	The student response provides a conclusion that somewhat follows from or supports the argument presented	The student response provides a conclusion that does not follow from or support the argument presented
<b>Organization / Style</b>  <b>W.1c</b> <b>W.1d</b> <b>L.3</b>	The student response effectively uses transitional language to link the major sections of the text, to create purposeful coherence, and to clarify the relationship between reasons and evidence in an engaging and formal style	The student response uses transitional language to link the major sections of the text, to create coherence, to clarify the relationship between reasons and evidence in an engaging and formal style	The student response attempts to use transitional language to link the major sections of the text, to create coherence, and to clarify the relationship between reasons and evidence in an engaging, yet informal style	The student response does not use transitional language and is written in an informal/ineffective style
<b>Conventions / Format</b>  <b>L.1</b> <b>L.2</b>	The student response demonstrates full command of the conventions of standard English and fully attends to the norms and conventions of the discipline (MLA Format)	The student response demonstrates some command of the conventions of standard English and mostly attends to the norms and conventions of the discipline (MLA Format)	The student response demonstrates limited command of the conventions of standard English and partially attends to the norms and conventions of the discipline (MLA Format)	The student response demonstrates no command of the conventions of standard English and does not attend to the norms and conventions of the discipline (MLA Format)

**Distinguished: 24- 21**

**Proficient: 20 – 16**

**Emerging: 15 - 10**

**Unacceptable: 9 - below**

Comments:

**SENIOR PROJECT ORAL PRESENTATION RUBRIC**

**NAME:**

	<b>DISTINGUISHED (4)</b>	<b>PROFICIENT (3)</b>	<b>EMERGING (2)</b>	<b>UNACCEPTABLE (1)</b>	<b>TOTAL SCORE</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, product and research	Communicates ideas, concepts, and information about essential question, fieldwork, product and research	Attempts communication of ideas, concepts, and information about essential question, fieldwork, product and/or research	Lacks communication of ideas, concepts, and information about essential question, fieldwork, product and/or research	____ x 2 = _____
<b>FINAL PRODUCT IMPLEMENTATION / IMPACT</b>	Product is an advanced representation of all aspects of the Senior Project work  Reflects student's learning / personal growth and/or community impact  Incorporates comprehensive visual evidence of the process of creating the product from start to finish	Product is a final representation of all aspects of the Senior Project work  Reflects student's learning / personal growth and/or community impact	Product is evident but not a full representation of the Senior Project work	Product not evident	____ x 2 = _____
<b>CONNECTION BETWEEN RESEARCH AND PRODUCT</b>	Thoroughly identifies and explains the connection between research and product	Identifies and explains the connection between research and product	Attempts to identify a connection between research and product	Connection not evident	
<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>	Articulately uses language and expertly 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 from and thoroughly supports the information and explanation presented, and the student clearly identifies a learning stretch and audience takeaways.	Provides a conclusion that follows from and supports the information or explanation presented, and the student identifies a learning stretch or audience takeaways.	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> <b>L.11-12.1 / L.11-12.2</b>	Advanced use of digital media and/or visual displays to express information, to enhance understanding of findings, and to add interest  Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Incorporates digital media and/or visual displays to express information, to enhance judges' understanding of findings  Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Digital media and/or visual displays express information / findings  Some errors in conventions of standard English capitalization, punctuation, and spelling when writing, but they do not impede judges' understanding	Ineffective use of digital media and/or visual displays to express information, to enhance understanding of findings  Extensive errors in conventions of standard English capitalization, punctuation, and spelling when writing.	____ x 2 = _____
<b>TIMING (10-15 minutes)</b>	Adheres to time			Significantly above or below time	
				<b>Total Rubric Score</b>	

<b>Distinguished</b> 52-46	<b>Proficient</b> 45-37	<b>Non-Proficient</b> 36 and below	<b>Level of Achievement:</b>
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# Senior Project

## Final Reflection Rubric

Needs Improvement	Proficient	Distinguished
	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>● My inspiration for this project</li> <li>● My proposal overview -- where I THOUGHT I was going and how I shifted from my initial plan of action (where I am NOW)</li> </ul>	
	<p><b>Final Product</b></p> <ul style="list-style-type: none"> <li>● Description of product (video, scrapbook, event, etc.)</li> <li>● How does the final product <b>connect</b> with the research?               <ul style="list-style-type: none"> <li>○ Highlight and explain how two <b>specific</b> sources from the annotated bibliography were particularly impactful in helping me complete the product.</li> <li>○ What new skills did I obtain as a result of completing the product?</li> </ul> </li> </ul>	
	<p><b>Conclusion / Final Thoughts</b></p> <ul style="list-style-type: none"> <li>● Reflection on essential question:               <ul style="list-style-type: none"> <li>○ Why does the completion of this project matter to you?</li> <li>○ How does it connect to your purpose?</li> <li>○ What did I learn about this topic and/or myself that I did not know at the start of this project?</li> </ul> </li> </ul>	

# Senior Project

## 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) Policy

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.