

OSUNGO

**Culminating
Project
Handbook**

VALLEY



**Inspiring, developing, &
empowering life-long
learners to enrich
the world.**

HIGH SCHOOL

OSWAYO VALLEY HIGH SCHOOL

CULMINATING PROJECT

“Prepared For the Future”

An Introduction

The Oswayo Valley School District requires all students to complete a culminating project as a graduation requirement. The culminating project offers students the opportunity “to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding” as a demonstration of skills and abilities acquired through their high school career. This booklet describes the Oswayo Valley School District’s regulations for fulfilling the graduation requirements.

According to the district’s Comprehensive Plan, the mission of the Oswayo Valley School District--through the collaborative efforts of students, staff, parents and community--is **inspiring, developing, & empowering life-long learners to enrich the world.**

As a foundation for its educational program, the Board of School Directors of the Oswayo Valley School District believes in the following shared values are essential in the educational process:

I. We believe each student will:

- Achieve high academic standards with a strong foundation in core knowledge and skills
- Demonstrate unique interests and abilities
- Uphold high ethical standards

II. We believe learning will:

- Promote a nurturing and stimulating environment
- Engage each student in an interactive process
- Be enhanced by the utilization of technology
- Be defined, measured, and recognized in a variety of methods and settings
- Foster respectful, positive, and collaborative relationships

III. We believe the staff will:

- Actively engage each student
- Benefit from continuing professional development both in and out of the school district
- Grow professionally from interdisciplinary collaboration with peers
- Model positive academic, ethical, and social behaviors expected of students
- Expect high standards of achievement

IV. We believe effective schools will:

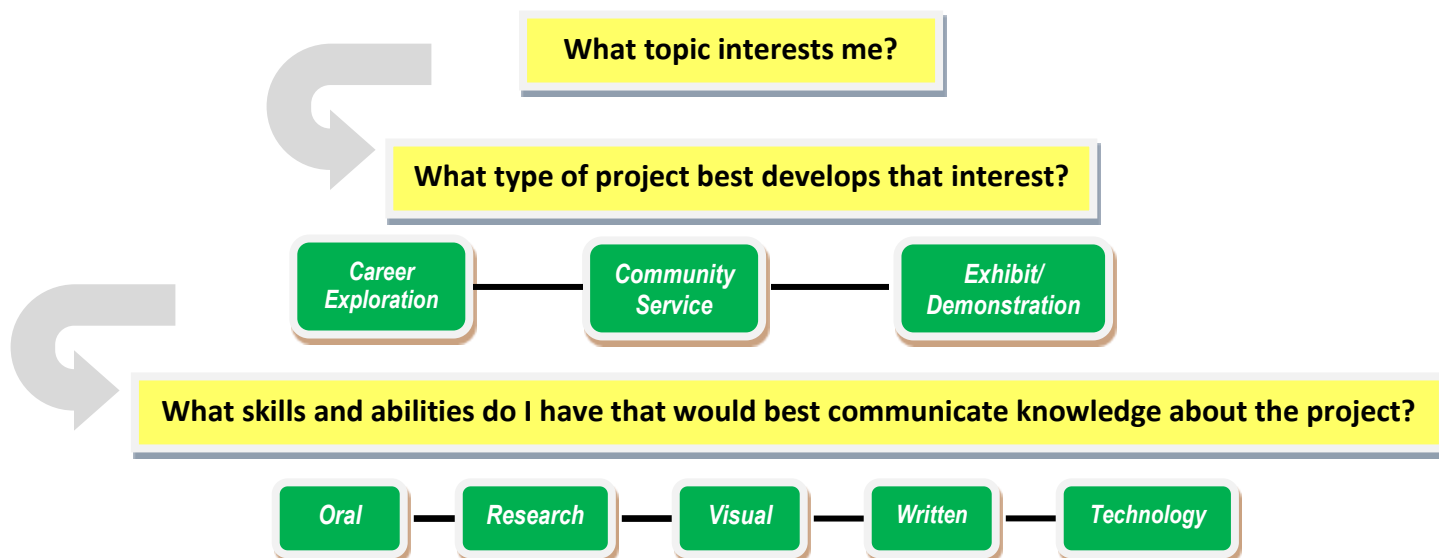
- Recognize, understand, and appreciate diversity and foster mutual respect for all
- Encourage and foster parent involvement in all facets of the educational experience
- Collaborate with the community in the educational process
- Add value to the community by serving as a community resource
- Achieve success by ensuring a safe environment
- Anticipate and adapt to changes within the local, state, and national educational practices
- Create responsible citizens through shared civic and cultural responsibilities at all levels

These goals—in conjunction with the District requirement—have been used to develop the high school culminating project described in this booklet.

The Culminating Project

The Oswayo Valley culminating project will be incorporated into the Senior Economics and English classes. Students will choose one of the following types of projects: **career exploration**, **community service**, or **exhibit/demonstration**. The project may be, but is not required to be, linked to the specific career interest. To recognize and allow for individual student interests and aptitudes, each student will select a weighted evaluation matrix for the project. Each project must include five individual components: **oral presentation**, **research**, **technology**, **visual presentation**, and **written submission**. The percentage each component plays in the final evaluation will be chosen by the student and approved by the instructor. Students will receive a Pass/Fail grade for the District's requirement; they will receive cumulative grades for the course requirement as the project is completed.

The following diagram illustrates the decision-making process by which a student selects a culminating project.



Follow this timeline for successful completion of the Culminating Project:

October.....	Introduction to the Culminating Project
Fall Meeting (October & November).....	<i>What Do You Want To Do For Your Project?</i>
Winter Meeting (January & February).....	<i>How Are You Progressing?</i>
January 18.....	Written Plan Finalized
February.....	Written Component
Spring Meeting (March & April).....	<i>Are You Ready?</i>
April 24.....	Research, Technology, Visual Components Completed
May 10.....	Open House
June 2.....	Commencement

The culminating project should be seen as an opportunity to showcase the student's knowledge, abilities, and work rather than as a meaningless requirement to be satisfied. As such, the student will be required to display their projects at an open house held at the school during the spring. Fellow students, family, and community members will be encouraged to attend the open house. **Attendance at Open House is required for successful completion of the Culminating Project.**

Definition of Terms

Assessment: The evaluation of the project will be based on predetermined criteria and will be presented in an objective format.

Mentor: A mentor, if chosen by the student, advises the student in a particular field of expertise. Mentors must follow all guidelines set forth for satisfactory completion of the project.

Presentation Components: The culminating project has five parts: oral presentation, research, technology, visual display, and written work.

Project: The project is based on the formal, in-depth exploration of a self-selected form. It should be a real life extension of learning that emphasizes both the process and the product.

- ☐ Provides a significant learning experience
- ☐ Provides choice, allowing students to pursue individual interests
- ☐ Promotes the opportunity for creativity as well as practicality
- ☐ Promotes the self-confidence gained by completing a project
- ☐ Integrates learning
- ☐ Promotes the idea of ownership
- ☐ Promotes accountability and responsibility

Project Booklet: This pamphlet, containing all information as well as forms that must be completed as part of the project process. The booklet will be revised as needed.

Self-Evaluation: The student will be asked to assess his/her performance on the project. Each student must demonstrate reflective self-evaluation.

Written Plan: The introductory "contract" written by the student and agreed to by the instructor in which the student describes the activity, generalizes the subject for the research paper, indicates project type, and weights the required component assessments.

General Guidelines and Comments for All Projects

- ☐ A written proposal—The Written Plan—must be developed to detail the project and establish the project.
- ☐ *Specific guidelines for the Position Paper come from the English teacher.*
- ☐ Limit your project “size” to what would fit on a standard school table (8’ x 3’); exceptions are possible.
- ☐ Any media device (such as music) used should be essential to the project, not just an add-on.
- ☐ Be certain your technology is compatible with the school’s resources/capabilities.
- ☐ The visual component displays *pictorial*, not *written* work.
- ☐ The visual, research, written, and technology components of the project should “stand alone” without the oral. In other words, viewers should be able to see or read the entire emphasis and theme of the project without relying on explanation by the student.
- ☐ Attendance at Open House is required for successful completion of the Culminating Project
- ☐ Job Shadowing is not required for the Culminating Project (unless you opt for Career Exploration). If you choose to Job Shadow, *which you should consider sometime this year*, follow the guidelines described in the Job Shadow booklet from the Guidance Office.

Important. The Culminating Project represents an independent study by the student. Minimal class time will be spent on the project. You, as the student, must learn to create and develop self-guided projects, thereby increasing your marketable skills. Feel free to seek help when help is needed—from the classroom teacher as well as others. **YOU** must take full ownership of this project. *Please be aware that you will forfeit points if parents call with questions or inquiries.*

Individual Project Descriptions

Career Exploration

The Career Exploration Project offers the student the opportunity to research, experience, and report on a specific career field of interest.

The specific guidelines for the Career Exploration Project would include:

- ☐ Job shadow for a minimum of 15 hours
 - Complete the pre-job shadowing questionnaire
 - File the necessary permission forms with the office
 - Observe the work/career
 - Complete the post-job shadowing questionnaire
- ☐ Develop a preparation/training guide for the career, investigate personality and ability criterion, and write an extensive job market forecast to supplement the research paper (but does not count for the page requirement)
- ☐ Write a resume to supplement the research paper (but does not count for the page requirement)

Although the research component will be the highest weight for the project, the other four components must be included as part of the project.

Community Service

The Community Service Project allows the student the opportunity to research, experience, and report on some aspect of community service of significance to the local area.

The specific guidelines for the Community Service Project would include:

- ☐ Select a non-profit agency or organization and provide a minimum of 24 hours of free service
- ☐ Contact, name and discuss with a project mentor and provide information about the service to the instructor
- ☐ Document a minimum of four meetings with your mentor throughout the project experience
- ☐ Document service in a journal and be sure to include a description of activities
- ☐ Complete a time log verified by the mentor

Although the research component will be the highest weight for the project, the other four components must be included as part of the project.

Exhibit/Demonstration

The Exhibit/Demonstration Project gives the student the opportunity to research, design, and create some original 3-dimensional display showcasing his/her creative talents, skills, or abilities.

Specific guidelines for the Exhibit/Demonstration would include:

- ☐ Because this type of project emphasizes the visual component, there is a 500 word limit that applies to all student created text that appears on or as part of an exhibit. This includes the text you write, titles, subtitles, captions, graphs, timelines, media devices or supplemental materials.
- ☐ Demonstrations should seek to engage the audience in the content of the project.

Although the visual component will be the highest weight for the project, the other four components must be included as part of the project.

Graduation Project Weighted Assessment

The following is a *guideline* to help you break down the five required components into percentages (10-40) for the final approval of your Culminating Project. Most areas are negotiable, and the possibilities are almost limitless. Some areas are broken down into ten percent increments, but others only suggest the minimum level; students need to propose what they want to do to be counted at higher percentages in those areas. No component will count for more than 40% nor less than 10% with the total of the five being 100%.

Oral	30%	30 minutes—scheduled for 3 demonstrations at Open House
	20%	20 minutes—scheduled for 2 demonstrations at Open House
	10%	10 minutes—showing up at Open House and discussing your project with guests
Research	10%	This is the minimum—five sources (at least two print and two electronic)
	Other	Anything above the minimum in this area is negotiable. Examples of research that could add five percent: interviews, field trips, additional sources (groupings of five), other original research including surveys, experiments, etc.
Technology	10%	This is the minimum; at least use one type of technology medium
	Other	Anything above the minimum in this area is negotiable. Figure roughly 10% increments for each piece of technology used in the creation of the project. For example, use a digital camera to create photographs for a PowerPoint presentation would be at least 20%; add complex animation and sound to the same presentation and the weighting could increase to 30%.
Visual	10%	Simple, two-dimensional charts, graphs, pictures, posters, etc.
	Other	Values will vary based on the complexity of the exhibit/display.
Written	40%	Minimum of 3-5 pages of text
	30%	Minimum of 3-5 pages of text
	20%	Minimum of 3-5 pages of text
	10%	Minimum of 3-5 pages of text

Sample Component Assessment Chart			
Required Component		Rubric Grade	Weighted Score
Oral	20%	80	16
Research	10%	70	7
Technology	30%	90	27
Visual	30%	90	27
Written	10%	80	8
Total	100%	Final Grade >>>>>>	Pass/Fail

The weighting for evaluating the culminating project is part of the planning stages. The student will incorporate the weighting of the required components into the written plan. Changes to the weighting will be penalized. Grading rubrics for each of the required components will be given to student on an individual basis as needed. Final grades will be based on the standard OVHS grading scale.

This page is a sample of your Assessment Sheet used for the Culminating Project

**Oswayo Valley High School – Culminating Project
Assessment Sheet**

ORAL	/50*	Grade	Weight	Score
Attendance at Open House is mandatory to successfully complete the Culminating Project. (10%)				
Demonstrations (additional 10-20%)				
RESEARCH	/125*	Grade	Weight	Score
Written Plan (Jan) /30				
Meetings /15 1 st (Fall) 2 nd (Winter) 3 rd (Spring)				
Research Component /80 (see separate sheet for explanation)				
TECHNOLOGY	/50*	Grade	Weight	Score
Word Processor Technology #3				
Technology #2 Technology #4				
WRITTEN		Grade	Weight	Score
VISUAL	/100*	Grade	Weight	Score
Final Grade for Culminating Project				PASS / FAIL

***Grades recorded for 4th marking period (in your Economics section with Mr. Smelko or Mrs. Metcalf)**

Bring this paper—hopefully with some information on it—to your initial, Fall meeting.

Culminating Project – Written Plan (draft)

Student Name:

Topic:

Project Type:

Describe the plan for your project (use the back if necessary):

Identify specific supplies/equipment you will need from OV (i.e. computer, TV, etc.)

Weight the assessment for the required components:

<i>Required Component</i>	<i>Weight</i>	<i>Description of Component</i>
Oral		
Research		
Technology		
Written		
Visual (Display)		

Student Signature

Date