



Personal Project
Wood River High School

Guardian Information for the Summer Option

Why Personal Project?

State Requirement for Graduation

Helps impart “soft skills” → communication, organization, responsibility, time management

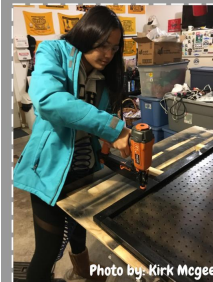
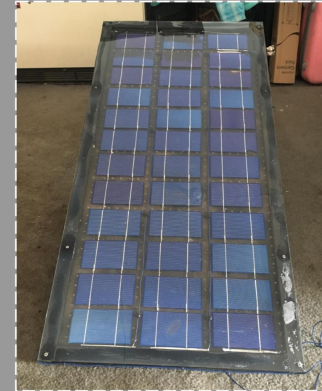
Real life application of skills/knowledge

Student choice

21st Century Skills

Enforce Independent Skills

Building a Solar Panel



Building a 60-watt solar panel that can power small objects.



Caitlin Suire

How PP is Structured

Part 1: Proposal Approval

- Sets up minimum requirements
- Maps out each part

Part 2: Product/Outcome

- Includes evidence, log, and final outcome
- Will be on display for community
- Requirements mapped out in Part 1

Part 3: Research Report

- Written report about what was the academic learning (research)
- Mapped out in Part 1

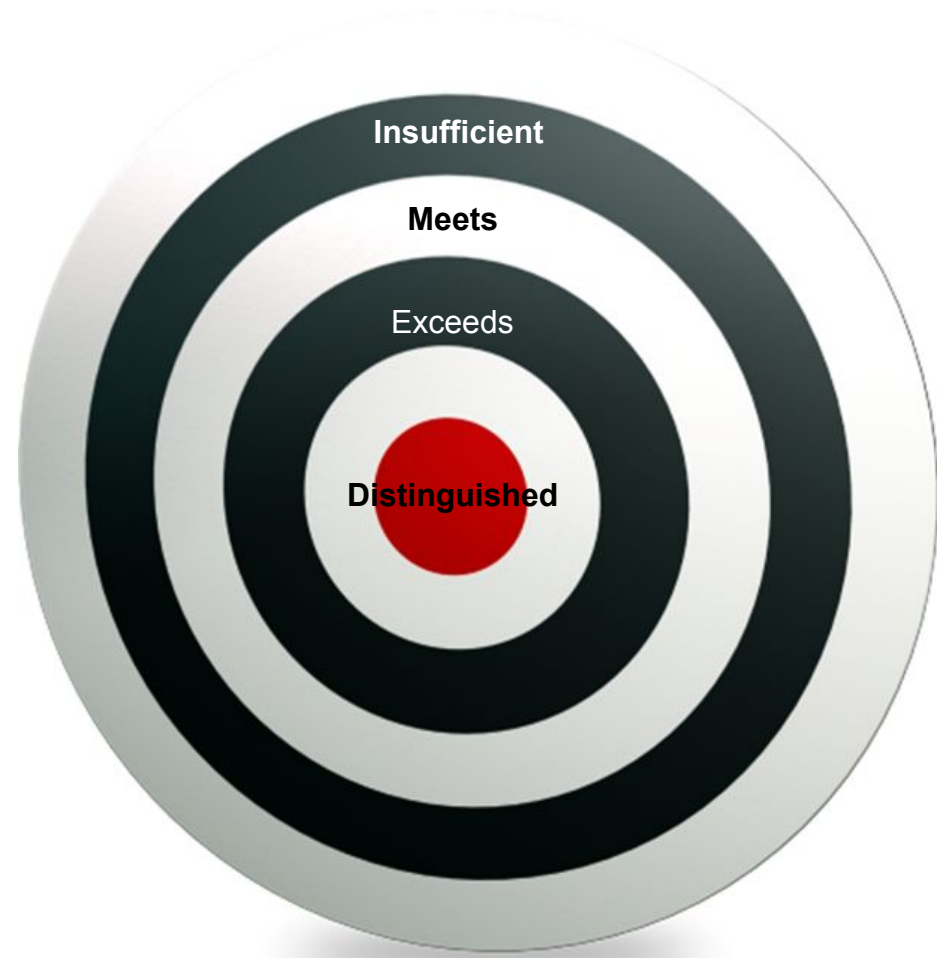
Part 4: Presentation

- Presented to trained panelists
- Content is reflection based

Each part scored separately on a rubric and must be at passing level before moving on to next part.

Rubrics/Scoring

- Students know expectations ahead of time
- Scored on Rubric
 - ◆ Not just did student complete, but how well
- Each Part has separate rubric and is scored once submitted
- Students notified of scores throughout process (with feedback)
- Pass/Fail overall
 - ◆ Determined by 4 scores
 - ◆ Must score at sufficient for each strand to pass



Part 1: Project Approval

What is Scored:

- Prior knowledge/skills
 - What do they already know that will help?
- Goal and requirements
 - Evidence
 - New learning/Challenge
- Research
 - Academic learning
- Plan
 - What they need to do to complete

Part 1: Proposal Approval

Checklist for Completion (must have the following completed before being scored on rubric):

- | | | |
|---|--|---|
| <input type="checkbox"/> Signed District Waiver | <input type="checkbox"/> Signed completed Proposal | <input type="checkbox"/> Has presented idea to Feedback Forum |
|---|--|---|

Rubric

		<u>Feedback</u>
Distinguished Project	A. Prior learning and subject specific knowledge is thoroughly described in detail and addresses specific skills and knowledge relevant to the project. B. Student created goal and requirements are highly challenging and creative, and provide a learning stretch for the student. C. Research is comprehensive and extensive that will provide knowledge beyond project. D. Project plan is detailed and comprehensive providing thorough understanding.	➤
Exceeds Expectations	A. Prior learning and subject specific knowledge is described and addresses the skills/knowledge relevant to the project. B. Student created goal and requirements pushes the student towards an obvious challenge and/or learning stretch. C. Research is thorough that have some topics going beyond project. D. Project plan is considerable and strong.	
Meets Expectations	A. Prior learning and subject specific knowledge is present but not comprehensive or well-detailed. Student focuses on one aspect instead of taking other skills/knowledge into consideration. B. Student created goal and requirements provide a learning stretch in a predictable manner. C. Research is predictable/adequate and provides enough information to help with project. D. Project plan is predictable and applies to basics of project.	
Insufficient Project	A. Prior learning and subject specific knowledge is too narrow and/or does not relate to the project. Student does not take previous skills into consideration. B. Student created goal and requirements are not completed and/or do not inherently describe a challenge or learning stretch. C. Research is vague, minimal, or not related to project.	

Part 2: Product/ Outcome

What is scored:

- Product or outcome
- Evidence
 - Listed in proposal
 - Proves student completed
- Thinking skills/problem solving
 - Found in log
- Self-management
 - Balance of time
 - Working with others
 - Found in log

Part 2: Product/Outcome

Checklist for Completion (must have the following completed before being scored on rubric):

<input type="checkbox"/> At least 25 hours on log	<input type="checkbox"/> Feedback Form from Expert completed	<input type="checkbox"/> Participation in Showcase with evidence and product/outcome on display
---	--	---

Rubric

		Feedback
Distinguished Project	<p>A. Product/Outcome is exceptional and of outstanding quality and is clearly aligned with student created goal and requirements. Product is professional looking and aesthetically pleasing OR Outcome is thorough and allows understanding of knowledge gained.</p> <p>B. An extensive variety of types of evidence are presented in addition to proposed evidence with a detailed description. This allows full knowledge of what was accomplished during the project.</p> <p>C. Thinking skills are outstanding/exceptional. Comprehensive explanations of reasons for decisions, methods of problem-solving, and application of research with good detail is found in the log.</p> <p>D. Self-management skills are exceptional and are consistently demonstrated. Student successfully managed complicated schedules, interactions, etc throughout the project.</p>	➤
Exceeds Expectations	<p>A. Product/Outcome is strong and of good quality and is aligned with student created goal and requirements.</p> <p>B. A variety of types of evidence is presented in addition to proposed evidence with a description. This allows good knowledge of what was accomplished during project.</p> <p>C. Thinking skills are strong. Explanations of reasons for decisions, methods of problem-solving, and/or application of research is found in the log.</p> <p>D. Self-management skills are strong and are consistently demonstrated. Student managed some schedules and/or interactions throughout the project.</p>	
Meets Expectations	<p>A. Product/Outcome is simple/predictable/adequate. Product/Outcome is of average quality but fully completed and matches student created goal and requirements.</p> <p>B. Evidence from proposal is presented with a brief description. This allows basic knowledge of what was accomplished during the project.</p> <p>C. Thinking skills are minimal. Some explanation of reasons for decisions, methods of problem-solving, and/or application of research but not with full detail is found in the log. Some questions still remain.</p> <p>D. Self-management skills are sparse. Time is inconsistent but completed on time. Student did not manage many schedules and/or interactions throughout the project.</p>	
Insufficient Project	<p>A. Product/Outcome is of low quality and/or barely completed. Product/Outcome does not align with student created goal and requirements.</p> <p>B. Missing evidence from proposal, limited or no evidence is presented with no description. Leaves many questions about what was accomplished during the project.</p> <p>C. Thinking skills are not found. Reasons for decisions, methods of problem-solving, and application of research is not mentioned in log.</p> <p>D. Self-management skills are barely evident. Work is done last minute and/or is barely completed. Student did not manage any schedules and/or interactions throughout the project.</p>	

Part 3: Research Report

What is scored:

- Organization
 - How the essay flows
- Formatting
 - Follow MLA
- Sources
 - Used throughout the report
- Writing mechanics
 - Grammar, spelling, syntax, and punctuation

Part 3: Research Report

Checklist for Completion (must have the following completed before being scored on rubric):			
<input type="checkbox"/> 1,500 words maximum	<input type="checkbox"/> Submitted to Turnitin.com with little to no plagiarism	<input type="checkbox"/> Has at least four sources <input type="checkbox"/> At least one interview source	<input type="checkbox"/> Follows MLA format <ul style="list-style-type: none"> <input type="checkbox"/> Evenly double-spaced w/proper font and size <input type="checkbox"/> Proper heading <input type="checkbox"/> Separate works cited page <input type="checkbox"/> Each source cited in paper <input type="checkbox"/> Correct in-text citations <input type="checkbox"/> Correct citations on works cited page

Rubric

		<u>Feedback</u>
Distinguished Project	A. Content is organized in a sustained, coherent, and logical manner with ideas building on each other in a sophisticated way. B. MLA guidelines are consistently followed throughout research report. C. Seamless integration of quality sources are found throughout report. There is a thorough use of details, examples, direct quotations, and paraphrases that relate to research subject. D. Writing has little to no spelling, grammar, syntax, or punctuation errors. Writing is effective.	➤
Exceeds Expectations	A. Content is organized in a substantial manner with ideas building in a logical manner. B. MLA guidelines are used competently or accurately in report (only a couple are missed). C. Integration of quality sources are found throughout report. There is a considerable amount of details, examples, direct quotations, and/or paraphrases that relate to research subject. D. Writing has minor spelling, grammar, syntax, and/or punctuation errors. Writing is not hindered by errors.	
Meets Expectations	A. Content is somewhat organized in an adequate manner with ideas somewhat building on each other. B. MLA guidelines are used somewhat or not used accurately throughout report (a few are missed). C. Sources are found throughout report, although not integrated well. Sources are of subpar quality for research topic. There are some details, examples, direct quotations, and/or paraphrases that relate to research subject. D. Writing has more than a few spelling, grammar, syntax, and/or punctuation errors. Writing is sometimes difficult to understand.	
Insufficient Project	A. Content is minimally organized or not at all. Ideas do not build on each other. Overall report is disjointed and is not clear in organization. B. MLA guidelines are used minimally throughout report (many are missed). C. Few or no sources are found throughout report and are not integrated well. Sources are not considered credible for research subject. There are limited to no details, examples, direct quotations, and/or paraphrases that relate to research subject. D. Writing has many spelling, grammar, syntax, and/or punctuation errors. Writing is difficult to understand.	

Part 4: Presentation

Part 4: Presentation

Checklist for Completion (must have the following completed before being scored on rubric):

<input type="checkbox"/> Has visual that relates to presentation	<input type="checkbox"/> Dressed professionally	<input type="checkbox"/> Speaks for an appropriate amount of time (no more than 15 minutes)	<input type="checkbox"/> Good presentation practices: <input type="checkbox"/> Eye contact <input type="checkbox"/> Good speaking voice
--	---	---	---

What is scored:

- Original idea vs actual outcome
 - What would they do differently?
- Growth mindset
 - Learning through “failure”
 - Examples of perseverance
- Self reflection
 - Personal strengths, weaknesses
 - Connection to future

Rubric

		➤ <u>Feedback</u>
Distinguished Project	A. Comprehensive analysis of how student created goal and requirements compares to actual project with a thorough and honest discussion of personal roles and responsibility in project. B. Explanation of multiple examples of perseverance when project seemed uncertain. Student discussion emphasizes the process of the project and areas of discomfort/learning in addition to final product/outcome. C. Outstanding analysis of self including learning styles, strengths, and weaknesses with a connection to future implications.	
Exceeds Expectations	A. Strong analysis of how student created goal and requirements compares to actual project with a good and honest discussion of personal role/responsibility in project. B. Examples of perseverance when project seemed uncertain. Student discussion focuses on some of the process and some areas of discomfort/learning instead of fully on final product/outcome. C. Strong analysis of self including learning styles, strengths, and/or weaknesses with a connection to future implications.	
Meets Expectations	A. Average analysis of how student created goal and requirements compares to actual project with discussion of personal role/responsibility in project. B. One example of perseverance when project seemed uncertain. Student discussion focuses on the final product/outcome instead of process. C. Average analysis of self including learning styles, strengths, and/or weaknesses with a connection to future implications.	
Insufficient Project	A. Shallow analysis of how student created goal and requirements compares to actual project with limited or no discussion about personal role/responsibility in project. B. No examples of perseverance when project seemed uncertain. Student has limited to no discussion about final product/outcome or process. C. Shallow analysis of self including learning styles, strengths, and/or weaknesses with no real connection to future implications	

Working Over the Summer

Students need to pass Part 1 before moving on to Part 2.

Must be approved before beginning work.

To Be Approved:

1. Signed District Waiver
2. Signed hard copy proposal at passing level
3. Presented to Feedback Forum

No students will be approved during summer → will have to wait until fall.

Help session on Monday, May 7 and Thursday, May 10

After school, in library

Where to Find Information

Advisory Teacher/Class

Information, deadlines, help, feedback, support
Specific to student

Google Classroom

Calendar, deadlines, all assignments and information

Text Messages/Remind

Reminders about upcoming deadlines or scheduling information

Mass Communication from PP Coordinator

Emails sent via Skyward to all students, teachers, guardians
Specific letters mailed home

Website

All information with examples, tips, assignments, etc

Who to Contact....

Advisory Teacher
Specific to each student

PP Coordinator

Sarah Allen
Sophomore PP Coordinator
sallen@blaineschools.org

Rebecca Bornhoft-Duncan
Junior/Senior PP Coordinator
rbornhoftduncan@blaineschools.org

Admin
John Pearce
jpearce@blaineschools.org



Any Questions?