# TABLE OF CONTENTS

Parent Letter ........................................................................................................................................ 4  
Graduation Project Statement of Purpose and Goals ............................................................................. 5  
Requirements ...................................................................................................................................... 6  
Graduation Project Terms .................................................................................................................... 7  
Sections of Paper-Requirements ........................................................................................................... 8  
MLA Citation Guide .............................................................................................................................. 11  
Graduation Project Correlation Examples ............................................................................................ 12  
Who’s Who in Graduation Project? ....................................................................................................... 13  
Guidelines for Topic Selection .............................................................................................................. 14  
Graduation Project Proposal Form & Example .................................................................................... 15  
Proposal Form & Rubric ....................................................................................................................... 17  
Student Checklist .................................................................................................................................. 18  
Guidelines for Mentor .......................................................................................................................... 20  
Graduation Project Mentor Agreement Form ....................................................................................... 21  
Mentor Letter Example .......................................................................................................................... 22  
Documentation Log ............................................................................................................................. 23  
Display Board/Website Label ............................................................................................................... 24  
Organizing Your Graduation Project Portfolio ..................................................................................... 25  
Graduation Project Presentation Planning Sheet ................................................................................... 26  
Calculating Grade for Senior Project .................................................................................................... 27  
Graduation Project Rubric: PAPER ..................................................................................................... 28  
Graduation Project Rubric: SPEECH .................................................................................................... 29  
Graduation Project Rubric: PORTFOLIO/BOARD/WEBSITE/PRODUCTS ................................. 30
Student Checklist
2017-2018

Checklist can be found at Ragsdale.GCSNC.com

Students> Graduation Project

Senior Project

Check sheet for Senior Project
Dear Parent/Guardian:

All students at Lucy C. Ragsdale High School participate in the Graduation Project. The faculty and staff are excited about the opportunity for all our seniors to demonstrate their skills and achievements as they prepare to graduate.

The Graduation Project includes a comprehensive research study requiring students to write a six- to eight-page research paper, create a tangible product showing some application of the research findings, and make a presentation to an evaluation board about the significance of the study. Students will receive instruction and support from a number of resource persons, including a faculty advisor, a mentor (someone with knowledge in the subject matter), the media specialist, and the senior English teacher. The faculty advisor will assist the student with the investigative process. The mentor, selected by the student, will provide the senior an opportunity to work with someone who is an expert in the selected area of study. The media specialist will provide additional hours in the media center and computer lab for the Graduation Project. Finally, the English III teacher will provide instruction in writing, research; and the English IV teacher will provide instruction in speech development and speaking. In addition, the Graduation Project coordinator, Jean Ransom, will be available to assist students who need one-on-one feedback about their projects during the school day.

This project will constitute 20% of the course grade in English III and IV. In addition, there will be grades given along the way for the completion of various steps in the project. We invite you to be a part of this very important project by working with your child and by working with a student (other than your own) as a mentor. Please encourage your child to turn all components in on time.

By completing this project, the senior student demonstrates his or her readiness to enter the business world or start a college education. This project is the senior’s “rite of passage,” legacy, and personal expression of self.

Sincerely,

James Gibson, Principal

My child has shared the Graduation Project notebook with me, and I am aware it counts 20% of his/her course grade in English III and IV. I am also aware that plagiarism will result in a mandatory revision of the essay.

___________________________________________  ______________
Parent/Guardian Signature  Date

Print Student’s First and Last Name __________________________________________
Graduation Project Statement of Purpose and Goals

The purpose of the Graduation Project is to give the student an opportunity to exhibit the skills he or she has acquired during school, particularly in the areas of oral and written communication. Each student will have the chance to choose an area of interest to demonstrate his or her skills in a meaningful, practical way by researching a topic, producing a product, and presenting findings in a formal speech to a panel.

- Seniors will develop a life-long approach to learning.
- Seniors will increase knowledge in a particular area of interest.
- Seniors will develop, practice, and demonstrate good communication skills.
- Seniors will experience self-directed learning.
- Staff members will facilitate projects and advise seniors.
- Community members will have increased opportunity for positive school involvement.
- The Graduation Project will increase curriculum integration.
Paper + Product + Portfolio + Presentation = Graduation Project

Requirements

SAMPLE

1. **Research Paper: See page 9**

   ***The use of another person’s ideas without proper documentation will result in a paper revision.***

   -- six to eight, double-spaced, typed, 12 point, 1” margins, Times New Roman only
   -- ten sources consulted
   -- six sources cited in paper (source types determined by English teacher)
   -- MLA style bibliography (not Works Cited)

   Based on the experience of Guilford County Schools students, the following topics/subjects should be avoided:
   - tattoos
   - athletic instruction, e.g., teaching cheerleading to younger children
   - fundraisers
   - home renovation
   - foster animal care/injured animals
   - cooking (if it is the only activity being done for the project)
   - building models of any kind of structure (kits of any kind)
   - growing plants (unless there is something rare or exotic about them)

2. **Product:**

   -- a documentation log explaining the way you spent your 15 hours and reflecting on the process. (Explanations must be thorough.)
   -- a tangible product that takes a minimum 9 hours to complete and is a logical extension of your research. You may choose to complete a physical object, a performance-based product, a service-oriented event, or a job shadowing experience.
     -- a trifold board and/or website that serves as a display showing the connections between paper and product. It serves as an attractive advertisement. It may serve as no more than 2 hours of your 15 hour documentation log.
   -- The remainder of your 15 required hours can be spent writing documentation logs, and assembling the portfolio

3. **Presentation:**

   Present your research and product before a panel of judges in an eight- to ten-minute presentation with time for questioning.

4. **Portfolio:**

   See page 22 of this manual for more information.
Graduation Project Terms

SAMPLE

Mentor: A mentor is a community member over 21 years old who has expertise in the student’s selected field of study. He or she should be willing to advise students on subject matter, offer support, give suggestions, and approve the content of the student’s final paper and product. A family member may NOT serve as a mentor.

Thesis: The statement of purpose for the entire paper. The thesis should be a one- or two-sentence idea. The statement of purpose is due with the outline and bibliography.

Outline: A structured layout of the student’s main ideas.

Bibliography: A list of all sources that the student has used to gather information for his or her paper. These sources should be alphabetized by the author or speaker’s last name and should follow the MLA format. (A sample is included on page 9.)

Student Checklist Sheet: The sheet that the advisor uses to record student progress and document all meetings with students. This sheet is to be signed by the appropriate person with each due date. This sheet will allow students to become more accountable for each facet of the project.

Documentation Log: Each student will turn in a documentation log on his or her product. This log should prove that the student has worked on the product for a minimum of 15 hours. This log will serve as written verification of the time he or she has spent on the product and should describe experiences and feelings about the various stages of the product. Log forms are provided in your packet. Additional forms may be copied if needed, or you may create your own template on the computer.

Advisor/Mentor Signature Form: The student’s advisor and mentor must sign the appropriate form, verifying they have worked with the student.

Final Project Day: On this day students will display their final projects in the media center. The community and underclassmen will have a chance to view completed projects and observe the projects at Community Review Night. By doing so, they will get an idea of the goals toward which students are working.

Outline of Speech and Index Cards: Students will submit a detailed outline of the speech to the advisor. This outline will include an introductory statement or idea with a “hook,” organized body of speech, and a conclusion that effectively sums up a description of the visual element that will be used in the speech. On the same day, students should bring their index cards to the teacher and advisor for approval. Only index cards no larger than 4x6 will be allowed during the speech. Students may not read from their research paper or outline. Information on index cards should be concise. The cards should provide cues to help students speak. However, students should not write out the entire speech on the cards. They will be penalized for reading the speech.

Practice Speech: Students will practice the speech at least once with the advisor; it is also recommended that a student practice with his or her mentor. The student will give the advisor and mentor a copy of the evaluation rubric to use to evaluate the speech. They are to offer constructive feedback to the student on ways to improve. The advisor should sign off on the advisor form, signifying his or her approval of the speech.
Sections of Senior Project Paper

**Introduction**

Must Include the Hook/Attention Getter, Background Sentences (briefly introducing what your paragraphs are going to be about), and your Claim/Thesis/Position.

- **Attention Getter/Hook:** Introduce your topic by using a fact, statistic, story/anecdote, or quote about your topic. Remember that an attention getter should gain the reader's interest in your topic and make the reader want to keep reading. The Attention Getter should also agree with whatever your claim is.

- **Background Sentences:** What are the main ideas that you are going to cover in all of your body paragraphs. Remember this is where you summarize each of your paragraphs. Cover only the main points that you are proving.

- **Claim/Position/Thesis:** What are you proving in this paper? Remember that a claim is the main point that you want readers to accept, what you are planning on proving about your topic. It is a precise statement that you: Think is true, Can support with accurate and reasonable information, and Expect some readers will disagree with.

**Definition, Historical and Current Information**

In this section you will be defining your topic clearly. Giving information that is needed to understand your topic before you actually start proving your point. Including a graph in this section would be fine. Cite all statistics, quotations, paraphrases, and opinions.

- **Definition:** Make sure that we understand unknown, unclear, or complex ideas. For example, if you are going to prove that children with Autism should be integrated into general education classes more, it would be important to explain what Autism is. Don’t assume people understand or know what your topic is about.

- **Historical:** It is important that the readers have a clear historical context of your topic. This means that you should look at the history of your topic and note any major events that happened, people involved, or major changes that are noteworthy. Info can only be 5 years and older only.

- **Current:** It is just as important that you and the reader know what is currently happening with your topic. This means that you should also look at any current events that involve your topic. Just like historical information, note any major events that happened, people involved, or major changes.

*You should be finding/including statistics/numbers here to support your research.*

**Strands**

After you have covered the above, you are now going to move into proving your Claim/Thesis/Position. All of the following will be included in 1 paragraph. You will have FOUR different sections that will be set up like the following:

- **Argument #1/Strand#1:** What is your first argument to support your claim? Remember that an argument is a reason why you think your claim is right. Only present ONE of your arguments/strands here.

- **Fact/Data #1:** This is your first statistic, quote, fact, etc. that supports your Argument/Strand #1. Remember this has to be from an article or book about your topic.
  - **Analysis #1 (the because):** This is where you give deeper analysis as to how your Fact/Data #1 proves your first argument. It could be your reasons, your because, explaining the deeper meaning of your Fact/Data #1.
  - **Analysis #2 (the 2nd because):** You will give a second sentence just like the above. You should never give a Fact without supporting it with at least two deeper analyses or supporting sentences.
- **Fact/Data #2:** This is your second statistic, quote, fact, etc. that supports your Argument/Strand #1. Remember this has to be from an article or book about your topic.
  - **Analysis #1 (the because) for Fact 2:** This is where you give deeper analysis as to how your Fact/Data #1 proves your first argument. It could be your reasons, your because, explaining the deeper meaning of your Fact/Data #2.
  - **Analysis #2 (the 2nd because) for Fact 2:** You will give a second sentence just like the above for Fact #2. You should never give a Fact without supporting it with at least two deeper analyses or supporting sentences.

You will have THREE more Strands that are set up just like the above. Each of these beginning with a new Argument/Strand that proves your Claim/Position.

**You should be finding/including statistics/numbers here to support your research.**

**Differing Viewpoints**

- **Differing Viewpoints:** This section does not have to be completely opposing opinions. For example: They can be from two different political parties, groups/programs who have the same opinions. You can use two conservative groups who are in agreement with the topic, discuss in separate paragraphs why each group favors/opposes the topic. There are also groups who may disagree/agree with your topic but have different reasons why or recommendations.
- **Refute:** After each viewpoint you must tell why each is incorrect in their logic. This is where you show why your claims are still correct and make their arguments look weak or insufficient.

**Conclusion**

- **Wrap Up Statement:** Begin with a closing Transition Statement. Then REWORD your Claim. Do not rewrite your claim word for word here. Look back at your original claim and wittily reword it.
- **Background Info:** Yes again. What were the main ideas that you covered in your Strand paragraphs? This is where you will review/summarize all of the major items that you covered in your paper in case your reader missed it. Included the most important information that they should have read about or knowledge that they should have gained during their reading. Do not copy your original words for those sections word for word.
- **Closing Statement:** Write a Memorable/Dramatic statement here. Look back at your Attention Getter. Just like you opened with something that grabbed the reader’s attention, you should close with one. Remember that if you started with a story, you should finish that story here. If you used a quote/fact/statistic, you could reflect on those here as well. The point is to leave the reader with something to “chew on”.

**Expert Opinions Only**

Explain and analyze two or more differing viewpoints. For example, environmentalists and ranchers have differing ideas about wolf re-introduction. In some cases, different groups have conflicting data. You compare and contrast the attitudes, the data, the claims of success and failure. Cite all statistics, quotations, and opinions. Consider how graphic representations of the data could be used.

- **An “A” paper will not use “I” or “Me”**
**Graphical Support-Appendix**

You must include at least one graph in your paper. This will either be included in your paper where the information fits best or you can refer to it at least once in your paper or include it in your appendix. This graph must support information that is directly discussed/provided in the section that you include it in. For example: If you include/reference your graph in the Current Situation section—it must have information from 2005 or newer and it must address data discussed in that section. You can find a graph that has been created in advance for you (copy and paste), or you can take statistics/numbers that you have found while researching and create your own graph. Either way, the information is not your own so you must cite where you obtained the graph or the statistics/numbers.

*The graph is not included in the 6 pages of typed information. So if you decide to include the graph somewhere within the paper, such as in the Strand I section, and you make it half a page in size, you will still have to have half a page more of information to fulfill the 6 pages. So don't think if you make it take up a lot of space you are saving yourself from typing. You still have to have 6 pages of actual typed information.*

**Citations within the paper**

*You must give credit to the author or source from which you take information.* If you do not give credit, you have plagiarized. A plagiarized paper will not be graded. If you try to claim someone else’s work as yours, you will receive a grade of zero. You should have AT LEAST 1 CITATION PER PARAGRAPH. Therefore you will cite:

- all quotations
- all statistics
- all opinions given by experts
- all paraphrases and summaries, including those for the annotated bibliographies
- all graphs and charts that you have re-created or copied
- any information that is likely to be challenged

Use correct MLA format for internal citation. MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

- Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

  Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

- Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:


**Works Cited**

You are to list, in alphabetical order, those sources you cited in your paper. This is double spaced. The lines, after the first line, are indented five spaces/hanging indent. Only MLA is acceptable. You must have SIX CREDIBLE SOURCES.
MLA Citation Guide

Book
Author’s last name, Author’s first name. *Title of Book.* City: Publishing Company, Year.

Textbook
Author’s Last Name, Author’s First Name (if available). “Title of Chapter.” *Title of Book.* Ed. Editor’s Name. City: Publishing Company, Year. Page numbers.

Journal Article from Online

Website
Authors last name, Author’s First name (if available). “Title of Webpage.” Date of Revision. Name of Institution Affiliated with the Cite. Date of Access. Web.

Personal Interview
Last Name of Person Interviewed, First Name. Personal Interview. Date.

Movie
*Title of Film.* Director’s Name. Perf. Main Actors Names. Production Company, Year. Medium (Film, Web, DVD, or VHS).

Television Show
“Title of Episode.” *Title of TV Show.* Network. Station, City. Air Date.

Creating the Notecards:

1. Take a 3x5 card and determine your necessary citation. Label the 3x5 card A (or B, C, D, or E depending on where you are in the process). Enter the citation information.

2. Take a 4x6 index card and label it A1 (or A2 or A3….or even B1, B2, B3 depending where you are in the process).
   -Write a quote.
   -Provide a summary in your own words.

-Explain how this relates to a component in your thesis.
### Graduation Project Correlation Examples

<table>
<thead>
<tr>
<th>Topic</th>
<th>Thesis</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equestrian therapy</td>
<td>Therapeutic riding is an acceptable form of physical therapy for people with Multiple Sclerosis.</td>
<td>Service Learning: Volunteer for an equestrian therapy program by working directly with clients as a therapy assistant.</td>
</tr>
<tr>
<td>Solar power</td>
<td>The multiple junction solar cell is the efficient enough for a third-world country to use effectively as a source of electricity.</td>
<td>Physical Product: Design a solar cell that powers a simple water filtration system.</td>
</tr>
<tr>
<td>Ice hockey</td>
<td>Ice hockey has its roots in field hockey, lacrosse, and hurling and should therefore be an Olympic sport.</td>
<td>Performance: Become a certified junior ice hockey referee.</td>
</tr>
<tr>
<td>Veterinary orthopedic medicine</td>
<td>Veterinary orthopedic medicine requires specialization in human orthopedics.</td>
<td>Job Shadowing: Shadow a veterinary orthopedic surgeon and create a care plan for five patients.</td>
</tr>
<tr>
<td>Elizabethan fashion</td>
<td>Elizabethan fashion was a reflection of the social views of the time.</td>
<td>Physical Product: Design and sew an aristocratic Elizabethan garment.</td>
</tr>
<tr>
<td>Interior design</td>
<td>Interior design and interior decorating are not the same vocation.</td>
<td>Physical Product: Design an office space for a quadriplegic.</td>
</tr>
</tbody>
</table>
Who’s Who in Graduation Project?

All seniors, all faculty members and members of the community will work together to make this project a success. The following are the roles and responsibilities of all participants:

**Graduation Project Coordinator:**
Ms. Jean Ransom  ransomj2@gcsnc.com
(The coordinator is in charge of organization, scheduling, and related questions).

**Community Mentor:** Members of the community who have expertise in the selected field of study.
1. Allocates time and makes arrangements to work with the student on the project.
2. Provides suggestions and advice to the student on applicable aspects of the research paper, portfolio, and oral presentation but focuses on the product.
3. Provides accurate and honest verification of the student’s work.
4. Serves as a support and resource to the student in all stages of the Graduation Project process.
5. Signs and returns all required forms.

**Faculty Advisor:** Each faculty member will serve as an advisor for two to three students.
1. Help the student refine the project idea and create a debatable thesis.
2. Approve the proposal before it goes to the Graduation Project Committee.
3. Complete and sign all applicable forms such as progress checks, documentation logs, product description and approval form, and appeal request form.
4. Read the research paper and work with the student on revision of format, documentation, focus, organization, support and elaboration, style, and conventions. (The responsibility for editing and revision falls on the student, not the advisor. An advisor should neither edit nor proofread for a student; the advisor’s role is to make broad recommendations about issues such as error patterns and improper documentation and confer with the student about revisions that must be made in order for the student to complete the research paper in a satisfactory or exemplary manner.)
5. Hold the student accountable for deadlines.
6. Junior and senior English teachers should not be advisors.

**Student:**
1. Print graduation project packet
2. Select topic.
3. Write proposal for project and submit to English teacher.
4. Write a research paper and submit rough draft and final draft to teacher.
5. Design and create a product, display board or technology piece, and portfolio.
6. Prepare a presentation to be delivered before a panel of community judges.

**English Teacher:**
1. Oversee master student checklist designed by Graduation Project Coordinator.
2. Provide instruction on writing a research paper and preparing a speech.
3. Submit seniors’ names to Graduation Project Coordinator for scheduling of speeches.
4. Record deadlines.
5. Attend Graduation Project Community Review Night

**Graduation Project Committee Members**
1. Read and evaluate project proposals.
2. Evaluate products and portfolios in the media center.
4. Review and consider appeals.

**Committee Members:** Patricia Boyarizo, Jacqueline Gronwald, Ashley Honaker, Graham Horne, Melissa Loveday, Deanne Lowe, Daniel Turner, Suzanne van Thillo, Colt Weaver, Wendy Parshley, Jean Ransom
Guidelines for Topic Selection

- The research topic should be broad enough to allow you access to enough information but narrow enough to make the research specific. For instance, a student choosing the topic AIDS would find it impossible to include EVERYTHING about AIDS. There is too much information out there, and your research paper, product, and speech would not be focused enough. On the other hand, if you chose to research AIDS cases in infants on a certain road in Guilford County from 2000 to 2005, your topic would be too narrow.

- The research topic should be something in which you’re interested, but it shouldn’t be a topic on which you are already an expert. If you’ve been a diabetic for 10 years, worked closely with the Juvenile Diabetes Association, and have been a volunteer in the children’s diabetic ward in a local hospital, you probably already know a great deal about the subject of juvenile diabetes. Unless you pursue a new angle to diabetes, that topic will not yield much new learning for you. (Students may not research hobbies, athletics in which they participate, or part-time jobs, unless there is a new angle.)

- The research topic should be one that requires cumulative knowledge across grade levels and content areas. The topic you choose should be a natural outgrowth of interest and combined skills of all, or most, content areas. For example, if you research the changes in the ozone layer, you should use cumulative knowledge from at least English, math, science, and history.

- The research topic should be challenging to you both academically and creatively. Take care not to choose a topic that is limited to simple ideas or that has little possibility for extension. The topic should require an academic and creative stretch for you.

- Choose a topic that would lend itself to the creation of a tangible product. It is much easier to make a tangible product when your topic is woodworking than when it is The Vietnam War. Choose your topic with the tangible product that you must create in mind. (It must take you 15 or more hours to complete, and you must have something that you can display.)

- Avoid choosing topics that might involve expenses you aren’t prepared to handle. For instance, if your research involves long-distance travel or requires you to purchase a lot of materials, you may want to make another choice. Remember, you aren’t expected to spend money in order to complete your project. Expenditures will not enhance the evaluation of your product.

- Avoid choosing topics that might endanger you or someone else. For instance, experiments which are potentially explosive or activities such as handling poisonous snakes are not appropriate. You will not be allowed to bring animals such as dogs and snakes to your presentation, so choose wisely.

- Remember that primary research is one of the requirements of the project. That means that you need to choose a topic that will allow you to do some personal interviews, informal surveys, etc. to obtain some of your information.

- Before you make your final choice, do some research! Find out a little bit about the topics that interest you and then decide which topic would work best with this set of criteria.

- Use good judgment when selecting your topic. Remember that you are presenting this to a review board, your English teacher, and members of your community.
Graduation Project Proposal Form for the class of 2019

(Be sure to write your answers on a separate sheet of paper and number your responses to match-up with the questions.)

1. In a well written paragraph, describe the topic that you plan to research and at least four specific areas that you will investigate in your research.

2. Why are you interested in this topic?

3. What previous experience have you had related to your topic?

4. What do you hope to learn from researching this topic?

5. Describe the kind of product you plan to create to go along with your research. (Even if you shadow, you need to create a tangible product).

6. Define plagiarism. Write a brief statement explaining that you are aware that plagiarism is against school policy and will result in academic and disciplinary consequences.

Signed Parental Form (Due August 29, 2017 to your English teacher)

I have discussed with my parent/guardian the responsibilities associated with the North Carolina Graduation Project. My parents/guardians are aware that this will require work outside the school setting. Also, they are aware I will be working on a research paper during the 2017-2018 school year, and a project, a portfolio, and a presentation during the 2018-2019 school year.

Student’s Signature ____________________________ Date __________________

Parent/guardian’s Signature ____________________________ Date __________________

Topic selected: ________________________________________________
Proposal Form Example

Formally declare your project in proposal form to the Graduation Project Committee. We realize that you have had many conversations about your project in class, but this form announces to parents, judges and the Graduation Project Committee exactly what your intentions are. The project committee will then read the letters or forms and approve/disapprove topics and make suggestions. Once this has been completed, you may NOT change your topic unless approved by the committee, so think seriously about choosing something that will interest you. Re-submissions must be returned to your English teacher by deadline (See Student Checklist for date) to receive full credit on project rubric. The “Approved” letter or form MUST be included in your final Graduation Project Notebook for future grades. STUDENTS WHO CHOOSE TO PROCEED WITHOUT APPROVAL MAY EARN NO HIGHER THAN AN 85/B (IF PROJECT IS A 4.)

Graduation Project Proposal [Example]
Jane Doe, Class of 2019

1. For my graduation project, I plan to research equine (horse) therapy. The four areas of research that I will investigate are the history of equine therapy, physical equine therapy, psychological equine therapy, and finally programs and companies that offer these types of therapy.

2. I am interested in this topic because one of my neighbors has a son who benefitted from horse therapy. I see a big difference in the way he copes with his disability now that he has been through this type of therapy. Seeing this has made me curious about the topic.

3. I have no experiences with horses. The only experiences I have with this topic are the conversations I’ve had with my neighbors.

4. I hope to learn how to take care of horses that are used for equine therapy. I also hope to learn about what it would take to work in this area as a career.

5. I plan to create an informational video about different horse therapy programs in the state. I plan to interview owners, record caretaking of the horses, and hopefully interview my neighbor who has benefitted from horse therapy. I know I will have to get consent forms and documentation for all videoing.

6. Plagiarism is taking someone else’s work and not giving them credit, or taking credit for it as your own. I understand that plagiarism of any kind is against Ragsdale policy, and I understand that plagiarism would result in serious academic and disciplinary consequences.
Rubric for Proposal Approval

Graduation Project Proposal Approval Rubric

______ 1a. Is the information for question one presented in paragraph form?
______ 1b. Does the student discuss four specific areas of research?
______ 2. Does the student explain his/her interest in the chosen topic?
______ 3. Does the student explain any related experience?
______ 3a. Does the student have considerable experience with this topic? (For example, is this topic stretch for the student?) Researching one’s heritage is a topic in which the student has extensive prior knowledge.
______ 4a. Does the student explain what s/he hopes to learn from this project?
______ 4b. Does the research serve the community? The student? Or society at large?
______ 5. Does the student describe the type of product he/she will create?
______ 6. Does the student correctly define plagiarism?

Additional Comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Approval: _________________________

Resubmit: ________________________

Feedback for student to use to improve project proposal:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Graduation Project Student Checklist for 2017-2018

Student Name ___________________  Advisor ___________________

Topic: __________________________

2017-2018 English III students

- June 2017  Letter to parents about Graduation Project (on line)
- August 29, 2017  Proposal due to English teacher
- Research, editing, rough draft, final paper during English III class

2017-2018 English IV students

ALL students regardless of which semester you have English IV:

- Aug. 29  Turn in mentor log with at least 3 contact dates completed with signatures.
- Aug. 29  Turn in completed mentor application.

Fall Semester Students

- Sept. 22  Student must schedule appointment with advisor to look over his/her paper by this date.

Advisor Recommendations:

- Oct. 30  Meet with advisor by this date to discuss plans for product and display board OR website.

Advisor Recommendations:

- Oct. 27  Meet with advisor to discuss display board OR website.

Advisor Recommendations:

- Nov. 3  Meet with advisor to discuss product development.

Advisor Recommendations:

- Nov. 10  Display board OR website and product to English teacher for critique.

Advisor Recommendations:

- Nov. 17  Meet with advisor to go over speech outline; schedule a time to meet to practice speech.

Advisor Recommendations:

- Nov. 29  Product, display board OR flashdrive with website link, portfolio in media center by 8:40 AM for faculty judging

- Nov. 30  Faculty judging; pick up project from media center by 4:00 PM (NOT RESPONSIBLE FOR UNCLAIMED PROJECTS)

- Dec. 6  Practice speech in English class and for advisor by this date.

Advisor Recommendations:

- Dec. 7  PROJECT SPEECH and Presentation night 6:00-8:00 PM
Spring Semester Students

- **Feb. 2** Student must schedule appointment with advisor to look over his/her paper by this date.

  **Advisor Recommendations:**

- **Feb. 16** Meet with advisor by this date to discuss plans for product and display board.

  **Advisor Recommendations:**

- **Mar. 2** Meet with advisor to show display board OR website.

  **Advisor Recommendations:**

- **March 9** Meet with advisor to discuss product development.

  **Advisor Recommendations:**

- **Mar. 23** Display board OR website and product to English teacher for critique.

  **Advisor Recommendations:**

- **Mar. 30** Meet with advisor to go over speech outline; schedule a time to meet to practice speech.

  **Advisor Recommendations:**

- **April 18** Product, display board or flashdrive with website link, portfolio in media center by 8:40 AM for faculty judging

- **April 19** Faculty judging; pick up project from media center by 4:00 PM (NOT RESPONSIBLE FOR UNCLAIMED PROJECTS)

- **Apr. 25** Practice speech in English class and for advisor by this date.

  **Advisor Recommendations:**

- **April 26** PROJECT SPEECH and Presentation night 6:00-8:00 PM
Guidelines for Mentor

Thank You for Becoming a Part of the Graduation Project at Lucy C. Ragsdale High School

Graduation Project can be one of the most fulfilling experiences for a student because it allows him or her the chance to explore topics beyond the standard school curriculum. That is why you are so important. As an expert in your field, you can help students in ways teachers cannot. Graduation Project is a way for teachers and community members to form a partnership to best reach our students. This letter will provide a basic introduction to the process.

Who can be a mentor?

There are only three criteria:

1) You must have a strong knowledge of and experience with the topic the student chooses.
2) You cannot be related to the student.
3) You must be at least 21 years of age.

What does the student have to do?

The student must choose a topic that interests him or her and presents a “stretch.” The student cannot have previous experience with this topic. All topics must be approved by the Graduation Project Committee before work begins. The student must first research the topic and write a six to eight-page paper. He or she must then document at least 15 hours creating a tangible product related to the topic. Finally, he or she must prepare a speech explaining what he or she learned. This three-part process is worth 20% of the final grade for English 11 and 12 (The research is 20% of the course grade in English III and the remaining components product; presentation; and display board are 20% of the course grade in English IV).

What does a mentor do?

You will serve as a reference for your field of expertise. You may answer questions, demonstrate techniques, provide sources for research, be interviewed for the research paper, etc. Most importantly, however, you are a role model. Many students are exploring new interests or even career options, and your guidance can be an important source of encouragement.

Please remember that it is solely the student’s responsibility to do all the work for the paper, product, portfolio, and presentation. You will also have no part in the grading, and there is no set schedule for meetings with your student. The two of you can decide what would be most helpful. The only requirement is that the mentor writes a letter for the student stating clearly how many hours the student spent with you and exactly what he or she did while there. (If possible, please use your business letterhead.)

Whom do I contact if I have questions?

Hopefully, you will find Graduation Project an easy and enjoyable process. If you do have any questions or concerns, you may contact the student’s English teacher or the Graduation Project Coordinator, Jean Ransom, at 336-454-7400.

Once you have read and understand your responsibilities, please fill out and return the attached form to the student. We require pertinent information from all mentors to assist with possible follow-up throughout the semester. Thank you again for helping to improve the education of students at Lucy C. Ragsdale High School.
Guilford County Schools

Graduation Project Mentor Agreement Form

Guilford County Schools appreciates the services provided to students by those people willing to serve as a Mentor for a student completing the Graduation Project. Mentors may have direct contact with and supervision of students for extended periods of time without direct supervision of the GCS staff as approved by the student’s parent, caretaker or legal guardian.

<table>
<thead>
<tr>
<th>Agreement Information: The parent needs this information to approve your serving their child.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Full Legal Name -- First, Middle &amp; Last</td>
</tr>
<tr>
<td>Work Street Address:</td>
</tr>
<tr>
<td>City:</td>
</tr>
<tr>
<td>Employer:</td>
</tr>
</tbody>
</table>

**Graduation Project Topic and Product:**

Please briefly explain your expertise in the area of the student’s topic and how you will assist him/her:

<p>| |</p>
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</table>

I certify that all of the information provided above is true and accurate. I commit to supervising and evaluating the student for 15-20 hours.

Mentor’s Signature: Date:

I/We, the undersigned parent(s), agree(s) that the above person will serve as my/our child’s mentor for the Graduation Project.

Parents’ Signature: Date: Parents’ Signature: Date:

I agree that the above named person will serve as my mentor for the GCS Graduation Project.

Student’s Signature: Date:
Mentor Letter Example
*Should be done upon completion of time with Mentor.

To: Graduation Project Committee, Ragsdale High School

From: Jonathan Doe, CEO of Horse Sense – Equine Therapy

Date: April 1, 2018

Subject: Mentorship of Sandra T. Student

To Whom It May Concern,

My name is Jonathan Doe and I’m and the owner and CEO of Horse Sense – Equine Therapy, a non-profit organization created to help individuals with special needs through riding and caring for certified therapy horses.

Sandra T. Student has spent 17 hours with me from January 15, 2018 to March 2, 2018. During this time, she learned how to care for the horses (including daily feeding and grooming), how to lead a horse during a therapy session, and how to appropriately interact with clients. She also worked on creating her final product by videoing a typical day at the Horse Sense farm.

Sandra has been an excellent apprentice and I’ve enjoyed working with her.

Sincerely,

Jonathan Doe, Founder & CEO

Horse Sense – Equine Therapy, Anytown, NC
DOCUMENTATION LOG
(Use a separate documentation log each time you work on your project.)

NOTE: Typing is encouraged but not required. However, legibility is a requirement on the rubric, so be aware of penmanship.

Date: ______________ Time Spent on Project: ___________ Mentor Signature ________________ (if time was spent with Mentor)

Procedure (What exactly did you do during this time?)
* Writing should reflect the amount of time invested on a particular day and be in complete sentences. The more you experience with your mentor, the more you should have to write about. Should have at least a paragraph (5-8 sentences) reflecting on your time spent.

Reflection (How are things going with your project? Weaknesses, success?)
* Please use at least ten sentences for your response.

**If the time listed above was spent with Mentor, please have mentor complete the following:**

Recommendation(s) based on time spent with your mentee:
Display Board Label

- Neatly cut out and securely attach to lower right hand corner of display board.
- Write in only blue or black ink or type.
- Complete prior to project due date!!! (Codes will be assigned to you by your English teacher.)

Website Label

- Use a Sharpie to write your student code on a flashdrive.
- Save a Word document (use your student code to name the Word document) on your flashdrive with a link to your website and a completed label as shown below.

| STUDENT CODE: ______________________________ |
| RESEARCH PAPER TOPIC: ______________________________ |
| PRODUCT DESCRIPTION: ______________________________ |
Organizing Your Graduation Project Portfolio

**REQUIREMENT:** *When your entire project goes to the media center for grading, you MUST have a binder organized as listed below with clearly labeled, tabbed dividers.*

**Suggestions:**
- Use a binder with a view window
- Use your creativity to create a thematic cover and slide it into the view window of the binder.
- Strive for neatness
- Typed documentation logs are easier to read.
- Don’t wait until the last minute to get necessary signatures.

1. Approved Proposal with Approval Form  *(Page 17)*
2. Revised Research Paper (CLEAN COPY. No drafts. No teacher’s marks)
3. Documentation Logs (must show a minimum of 3 Hours spent with Mentor and 15 hours total spent working on project)  *(Page 23)*
4. Advisor Log (if using old version) and Student Checklist: for Fall students or Revised GP Student Checklist (Log should have at least five rows filled/checklist should have signatures for all dates and recommendations from Advisor)  *(Page 18)*
5. Mentor Letter with signature, on business letterhead (preferably) or emailed  *(Page 22)*
SAMPLE

Graduation Project Presentation Planning Sheet

- Reminder: You may use index cards during your speech. Use this sheet to plan and then transfer the information onto index cards. Helpful Hint: Discuss research for four minutes and product for four minutes, then wrap up speech.
- You must refer to your board at least twice and to your product at least once.

I. Content
   A. Hook: ____________________________________________________________

   B. Thesis: __________________________________________________________

   C. Body:
      * Information and details about your topic. (This is the big part of your speech and where you will spend the majority of your time planning. You will need additional paper to organize and plan this section of your presentation.)
      * You must talk about your research paper AND your product.

      * Why did I choose this topic? ______________________________________

      * What was my process? ____________________________________________

      * What obstacles did I encounter? ____________________________________

      * What was successful? _____________________________________________

   D. Conclusion:
      * Restate the main idea in a new way (reword thesis): __________________

      * What did I learn? ________________________________________________

      * How does it affect me? ____________________________________________

      * “So what?” (Explain how this information is important to the audience.)

II. Visual Aids (You must have at least two. The display board must be one.)
   My visuals are ________________________________________________________
Calculating the Grade

- The Graduation Project – research paper counts 20% of your course grade in English III. The Graduation Project counts 20% of your course grade in English IV (display board, portfolio, presentation, and product).
- The research paper is scored by the English III teacher.
- The product, display board, and portfolio are scored on a 0-4 scale by two faculty members. The scores are averaged for a product grade. (Rubrics will be reviewed for accuracy and are subject to correction.)
- The speech is scored on a 0-4 scale by a board of at least three community judges. The scores are averaged for a speech grade.
- An average is calculated for the portfolio, product, board, and speech and then converted to a numerical grade.
- For every day one of the three major components (paper, product/portfolio, speech) is late, the student will lose 10 points (including weekends.) This includes any portion of the required elements. Students who are absent on due dates are STILL responsible for getting the assignment to school on due date to receive full credit.
- If the student submits a paper in which others’ ideas are used and not credited, that student must resubmit a paper.
- Extended time is only granted on rare occasions and must be approved by your English teacher AND Graduation Project Committee at least one week before the due date of the element for which the student is asking for an extension.
- The Graduation Project Coordinator is available to answer students’ questions. Students simply need to schedule an appointment with Jean Ransom. She is NOT responsible for grades or appeals.
## Senior Project Paper Rubric

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Developing/Emerging</th>
<th>Resubmission Necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

- **Insightful and focused thesis statement**
  - Exemplary: Thesis statement has adequate insight and focus
  - Satisfactory: Thesis has minimal insight and focus
  - Developing/Emerging: Provides a poorly organized progression of ideas and supporting information by ineffectively incorporating transitional statements.
  - Resubmission Necessary: Does not provide a progression of ideas and supporting information

- **Effectively provides logical progression of related ideas and supporting information as revealed through effective transitions between points**
  - Exemplary: Adequately provides progression of ideas and supporting information using adequate transitions between points
  - Satisfactory: Arrives at an adequately-documented conclusion in 6-8 pages.
  - Developing/Emerging: Arrives at an insufficiently documented conclusion in 6-8 pages.
  - Resubmission Necessary: Does not arrive at a documented conclusion in 6-8 pages.

- **Effectively synthesizes complex ideas from research sources. Dialogue and connection between sources is skillfully accomplished.**
  - Exemplary: Sufficiently synthesizes ideas from research sources. Dialogue and connection between sources is present
  - Satisfactory: Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas.
  - Developing/Emerging: Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas.
  - Resubmission Necessary: Lacks supporting information clearly relevant to thesis and its related ideas.

- **Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas.**
  - Exemplary: Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas.
  - Satisfactory: Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas.
  - Developing/Emerging: Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas.
  - Resubmission Necessary: Lacks supporting information clearly relevant to thesis and its related ideas.

- **Provides a meaningful presentation of multiple perspectives.**
  - Exemplary: Provides an adequate presentation of multiple perspectives.
  - Satisfactory: Provides a limited presentation of multiple perspectives.
  - Developing/Emerging: Does not present multiple perspectives.

- **Skilfully integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to emphasize important content.**
  - Exemplary: Effectively integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.
  - Satisfactory: Includes student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.
  - Developing/Emerging: Shows no use of student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.

- **Exhibits skilful use of language, including effective word choice, clarity, varied sentence structure, paragraph structure and consistent voice.**
  - Exemplary: Exhibits good use of language, including some mastery of word choice, clarity, varied sentence structure, paragraph structure and consistent voice.
  - Satisfactory: Exhibits ineffective use of language, including weak word choice, limited clarity, limited variety sentence structure, limited paragraph structure and inconsistent voice.
  - Developing/Emerging: Exhibits severely flawed use of language, including weak word choice, no clarity, no variance of sentence or paragraph structure and no voice.

- **Demonstrates a sophisticated and consistent use of the prescribed format (MLA), including pagination, and citations of six sources minimum.**
  - Exemplary: Demonstrates adequate use of the prescribed format (MLA), including pagination, and citations of six sources minimum.
  - Satisfactory: Demonstrates limited use of the prescribed format (MLA), including pagination, and citations of six sources minimum.
  - Developing/Emerging: Demonstrates no use of the prescribed format (MLA), including pagination, and citations of six sources minimum.

- **Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.**
  - Exemplary: Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.
  - Satisfactory: Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.
  - Developing/Emerging: Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.
STUDENT MUST TALK ABOUT RESEARCH FIRST THEN DISCUSS THE PRODUCT

Graduation Project Presentation Evaluation Form

Student: _________________________________  Research Topic: _________________________________  
Product: _________________________________

SCALE

4  Outstanding evidence of descriptor (prepared and followed outline)
3  Substantial evidence of descriptor (minor flaws exist)
2  Some evidence of descriptor (seemed slightly prepared)
1  Little evidence of descriptor (seemed disorganized and “winging it”)
0  No evidence of descriptor (showed little interest in speech)

I. Content

<table>
<thead>
<tr>
<th>Hook captures attention with creative introduction (Use of quotes, question, shock statement, or definition as possible hooks)</th>
<th>4 - Exemplary</th>
<th>3 - Satisfactory</th>
<th>2 - Developing</th>
<th>1 - Emerging</th>
<th>0 - Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of research (thesis, logical sequence of research, detailed information from research, shows connection between paper and product). ***Judges should have 1 copy of paper (in portfolio), if not the student must receive a “2” for this section.</td>
<td></td>
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<tr>
<td>Explanation of product development (explains process in creating product).</td>
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<tr>
<td>Explanation of obstacles and success in creating product.</td>
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<tr>
<td>Conclusion (explains what was learned).</td>
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</table>

II. Visual Aids

<table>
<thead>
<tr>
<th>Professional appearance (Males: shirt &amp; tie, dress pants, no sandals or tennis shoes; Females: pants or appropriate skirt/dress, no flip flops or tennis shoes). No costumes or uniforms; unless military uniform. Student must shake hands with each judge upon entering.</th>
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</thead>
<tbody>
<tr>
<td>Display board/website must be used in addition to one other visual (product); catches the eye, neat, enhances the content of speech; board must be present. Demonstration or video clip may serve as visual but should be no more than one minute. (If no display board, score must be a “0”.).</td>
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</tbody>
</table>

III. Delivery

<table>
<thead>
<tr>
<th>Dynamics (volume, rate of speech, expression, enunciation, punctuation, fluency).</th>
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</tr>
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<tbody>
<tr>
<td>Nonverbal (Maintains eye contact, posture and gestures are appropriate and do not distract).</td>
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<tr>
<td>Evidence of planning and rehearsal (shows that the student spent time practicing speech; did not read note cards) ***Must receive a “1” if over half the speech is read.</td>
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<tr>
<td>Extemporaneous Questions: (competent in answering questions.) **All speakers must be asked follow-up questions by at least one judge.</td>
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</tr>
<tr>
<td>Time requirement (Counts X2) 8-10 minutes = 4 6:31-7:59 minutes = 3 4:31-6:30 minutes = 2 2:31-4:30 minutes = 1 Less than 2:30=0 (If a student exceeds 10 minutes, must receive a 3). **If speech sounds unprepared (just trying to meet time) do not give a 4. ***If student arrives late, deduct one point.</td>
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</table>

Comments:  

To be completed by English teacher  
Score __________________/52
## Senior Project Rubric for Faculty Judging

<table>
<thead>
<tr>
<th>Components</th>
<th>Required Elements</th>
<th>4-Exemplary</th>
<th>3-Satisfactory</th>
<th>2-Developing/ Emerging</th>
<th>1-Resubmission Needed</th>
<th>0-Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio</strong></td>
<td>- Approved Proposal/Letter of intent&lt;br&gt;- Research Paper (clean copy)&lt;br&gt;- Documentation Logs: shows evidence of 15+ hours, 3 must be completed with mentor&lt;br&gt;- Signed Advisor Log/Signed Student Checklist&lt;br&gt;- Signed Mentor Log and/or Mentor Letter</td>
<td>All items included <strong>and show exemplary quality</strong>&lt;br&gt;Explain: __________</td>
<td>Missing up to one element <strong>or quality is satisfactory not exemplary</strong>&lt;br&gt;Explain: __________</td>
<td>Missing two elements&lt;br&gt;Explain: __________</td>
<td>Missing three elements&lt;br&gt;Explain: __________</td>
<td>Missing more than 3 elements&lt;br&gt;Explain: __________</td>
</tr>
<tr>
<td><strong>Trifold Board or Website (link to website on flashdrive)</strong></td>
<td>- ID Label is clear and complete&lt;br&gt;- Board/Website Represents <strong>Quality and Original work</strong> (Limited to 3 professional sources) &lt;br&gt;- Shows connection between research &amp; product&lt;br&gt;- Board: large Tri-fold/Website with 3 tabs&lt;br&gt;- Chart/graph included/Website tab 1&lt;br&gt;- Border on 2 edges at minimum&lt;br&gt;- Clever Title that is cut out/Website Homepage&lt;br&gt;- Variety of student centered pictures (student should appear in some) Website Tab 2&lt;br&gt;- Variety of research based information and captions: Reflects learning from paper, mentor, &amp; product/Website Tab 3</td>
<td>All items included <strong>and show exemplary quality</strong>&lt;br&gt;Explain: __________</td>
<td>Missing up to 2 elements <strong>or quality is satisfactory not exemplary</strong>&lt;br&gt;Explain: __________</td>
<td>Missing 3 elements&lt;br&gt;Explain: __________</td>
<td>Missing 4 elements&lt;br&gt;Explain: __________</td>
<td>Missing more than 4 elements&lt;br&gt;Explain: __________</td>
</tr>
<tr>
<td><strong>Product</strong></td>
<td>- Demonstrates learning; shows a stretch of the imagination&lt;br&gt;- Shows <strong>Quality Work</strong>&lt;br&gt;- Shows evidence of self-directed actions&lt;br&gt;- Shows creativity, Problem Solving and or application of acquired knowledge&lt;br&gt;- Tangible element separate from board</td>
<td>All items included <strong>and show exemplary quality</strong>&lt;br&gt;Explain: __________</td>
<td>Missing up to one element <strong>or quality is satisfactory not exemplary</strong>&lt;br&gt;Explain: __________</td>
<td>Missing two elements&lt;br&gt;Explain: __________</td>
<td>Missing three elements&lt;br&gt;Explain: __________</td>
<td>Missing more than 3 elements&lt;br&gt;Explain: __________</td>
</tr>
</tbody>
</table>

**Score:** __________ out of 12
Notes: