



# Dallas School District Completion Project

## Parents' Assurance Form

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Dear Parent/Guardian:

In order for a student to graduate from high school, the Dallas School District requires each student to, "complete a project in one or more areas of concentrated study under the guidance and direction of the high school faculty. The purpose of the project, which may include research, writing or some other appropriate form of demonstration, is to assure that the student is able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding."(Pa. Chapter 4 Title 22)

Some of the most significant benefits will be the skills and new knowledge that students will acquire as they move through the Completion Project program. Whether an individual plans to continue their education, enter into military service, or join the work force, the acquisition of research, writing, and communication skills are of critical importance.

This handbook contains the procedures required to successfully complete the project. This written assurance form is to confirm that your child has received a copy of this handbook and has shared the contents with you. Please take the time to review the contents of the handbook. In addition, please sign and return the bottom portion of this page to your child's project advisor to signify that you have reviewed the material with your child.



School Year: \_\_\_\_\_

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

My child has received a copy of the Dallas School District Completion Project Handbook and has shared the contents with me. As the parent/guardian, I recognize the importance of the project as a requirement for graduation from the Dallas School District.

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

\_\_\_\_\_  
Date

**RETURN TO PROJECT ADVISOR**

## A Letter from the Principal

**Dear Future Successful Dallas Graduate,**

All students who intend to graduate from Dallas Senior High School must undertake and complete a graduation project that meets the standards and provisions stated by the Dallas School District Board of Directors and the state of Pennsylvania. This manual is written with the intent of providing you with very specific guidelines and procedures that will help you meet that responsibility.

Please share this document with your parents/guardians and review the contents with them. It is very important that they have a complete and thorough understanding of this process. In gaining understanding of the nature and seriousness of the project, it is our hope that your parents/guardians will become active partners in assuring the choice of a project that is both meaningful and challenging.

As your Principal, I am very proud of the high quality of completion projects that are presented annually. Our dedicated staff will provide you with the direction and guidance necessary to help you with this endeavor. *Finally, you must recognize that the primary focus of this assignment rests with you, the student.* Good Luck!

Sincerely,

*Jeffrey D. Shaffer*  
Principal, Dallas Senior High School  
2000 Conyngham Avenue  
Dallas Pa. 18612-0721  
(570) 675-5201 (phone)  
(570) 674-6843 (fax)  
jshaffer@dallasd.com

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## The Vision of the Completion Project

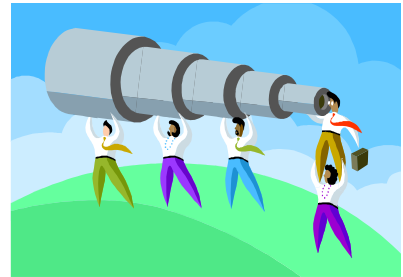
The Completion Project Curriculum at the Dallas School District is focused on all students. It lays the foundation for a basic education program that will be reinforced in the major program areas. The Project comprises a common educational experience that seeks to develop the learners' opportunities for broadening and enriching the classroom experience through the sharing of viewpoints and ideas. It also encourages a spirit of collegiality in the pursuit, discovery and transmission of knowledge and truth, which are essential elements to intellectual growth, maturity and personal fulfillment.

Project components are fundamentally based so that human issues and problems are approached from diverse viewpoints represented by a variety of disciplines. This emphasis on breadth offers students the opportunity to become familiar with differing methodologies, visualizing the unity of knowledge rather than viewing it as non-related bits of information.

As affirmed in its Mission Statement, the Dallas School District is committed to offering its students an education that prepares them for a purposeful life, as well as personal and social development.

More specifically, the district seeks:

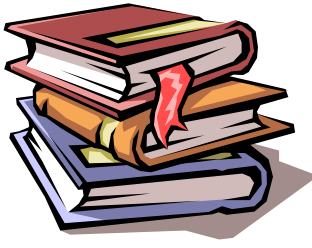
- to develop in students the fundamental thinking and communication skills required of every community member;
- to convey to students knowledge of the humanities, social sciences and natural sciences
- to give students an understanding of how the various disciplines differ, how they are related and how their distinct perspectives enrich our lives
- to endow students with a respect for their culture and that of others
- to provide students with academic and pre-vocational major programs of study that build upon the foundational courses of the Completion Project Curriculum
- to engage students in the philosophical dimensions of life
- to cultivate students' capacity and desire for independent and lifelong learning
- to help students recognize their personal worth
- to develop in students a sense of purpose and willingness
- to encourage students to assume responsibility for their own decisions



The following factors contribute to the attainment of these goals: the explicit and implicit content of components, the various teaching/learning strategies employed by instructors, the effectiveness of advisement and counseling, the impact of co-curricular activities, the quality of facilities, and the intellectual and social climate of the school.

The Dallas School District recognizes that the student is the most important ingredient in the educational process. The student's talents, experience and aspirations influence a student's educational experience at Dallas. In light of the intensely personal nature of education, Dallas strives to give each student the kind of individual attention needed to provide the student with the opportunity for positive growth.

## Why a Completion Project?



The foundation for the Completion Project may be found in Chapter 4 of Title 22 of the Pennsylvania School Code. Specifically, in order for a student to graduate from high school, the code requires each student in Pennsylvania to, “complete a project in one or more areas of concentrated study under the guidance and direction of the high school faculty.

The purpose of the project, which may include research, writing or some other appropriate form of demonstration, is to assure that the student is able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.”

The Dallas School District chose the Completion Project as the vehicle to meet this requirement. The most important rewards are the skills and new knowledge that students will acquire as they move through the Completion Project program. Research, writing, and communication skills will help no matter what direction life takes students and will be especially important if they plan to go to college.

## Project Description

The purpose of the project is to assure that the student is able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding. The project topic must be committee-approved. **Each student** will submit to his advisor a detailed Proposal Statement, a research paper, and a written Self-Evaluation. Sources of information may include scholarly research, personal interviews, surveys, and any other appropriate sources. All written materials including the Works Cited list must use standard MLA format.

## Completion Project Timeline

### *In the freshman and sophomore years:*

- students will practice through course work and activities their skills in word processing and research, both of which are necessary components of the project

### *In the beginning of junior year:*

- students participate in the advisor selection process
- students select an overall topic or theme for their projects
- students submit the Statement of Intent to their homeroom teacher, which is signed by their advisor and indicates their proposed project
- once the project choice has been approved by the Completion Project Review Committee, the students then complete the formal written project proposal and submit it to the advisor by the due date established by the building principal. **Failure to submit a formal proposal on time will result in notification of parents by the student's advisor and may result in reassignment of the student to the last available dates (late March-April) of senior year. The student will not be eligible for any senior privileges until the project has been rated passing/satisfactory.**
- once the formal proposal has been accepted and approved by the advisor, students begin working on the project by implementing the steps outlined in the proposal, meeting with advisors to review progress

### *In the junior year:*

- **any changes made in topic must be approved by the Completion Project Review Committee and a revised Statement of Intent must be submitted**
- students are responsible for meeting regularly with their advisors to review progress and meeting all submission deadlines
- project completion should be accomplished by mid-way through the second semester
- the advisor in concert with the student determines that the project is ready to be submitted to the review panel. The review panel consists of faculty members.

### *In the senior year:*

- **ANY STUDENT WHO DOES NOT FULFILL THE REQUIREMENTS OF THE COMPLETION PROJECT ONE-WEEK PRIOR TO GRADUATION MAY NOT BE PERMITTED TO PARTICIPATE IN COMMENCEMENT EXERCISES.**

### *Transfer students:*

- a student who transfers to Dallas prior to October 1<sup>st</sup> of his junior year (according to the credit requirements of the district) will be mandated to immediately assume all responsibilities of the completion project
- a student who transfers to Dallas after October 1<sup>st</sup> of his junior year will complete project responsibilities before graduation

## **2009-2010 COMPLETION PROJECT CALENDAR**

Students should adhere to the timeline listed below for completion/submission of project components. Five hour long advising sessions will be held after homeroom on the dates indicated below.

### **STATEMENT OF INTENT/ADVISOR SELECTION – Monday, August 31, 2009 8:00 A.M.** (to homeroom teacher)

- If students do not submit complete statements by the deadline, they will be assigned to a faculty advisor by lottery.
- Statements will be reviewed and accepted or rejected by **Friday, September 18, 2009.**

- *ADVISING SESSION #1 – Monday, October 5, 2009*

### **FORMAL PROPOSAL- Monday, October 12, 2009 3:00 P.M.** (to advisor)

- *ADVISING SESSION #2 – Monday, November 9, 2009*
- *ADVISING SESSION #3 – Monday, December 7, 2009*

### **RESEARCH PAPER (DRAFT) – Friday, December 18, 2009 3:00 P.M.** (to advisor)

- *ADVISING SESSION #4 – Tuesday, January 19, 2010*

### **RESEARCH PAPER (FINAL) – Tuesday, February 16, 2010 3:00 P.M.** (to advisor)

### **SELF-EVAULATION- Wednesday, March 31, 2010 3:00 P.M.** (to advisor)

### **ACCOMODATION FORM/ACTIVITIES LOG: Wednesday, April 7, 2010 3:00 P.M.** (to advisor)

- *ADVISING SESSION #5 – Wednesday, April 7, 2010 – At this last advising session, faculty advisors will determine if students are ready to present their projects to the review panel*

### **PRESENTATION DATES: Wednesday May 5 & 12, 2010**

## A. Project Choice

A student selects a topic that is of interest to him/her, completes a Statement of Intent and submits it to his/her homeroom teacher. The Statement of Intent will be reviewed by the Completion Project Review Committee to determine if the project meets acceptable standards. If the committee approves the project, the student moves to the next step, which is the formal written proposal

Students should be careful to limit the scope of the topic to make the project and associated research manageable. Regardless of the topic chosen, the presentation of the research and conclusions must clearly meet those objectives and goals set forth for the Completion Project.

The project must include hands on time performing an activity whether that includes community service, building an item, etc. The research paper must relate in some way to the hands on hours spent on the project.

Students who wish to use school facilities should refer to page 11 for information regarding obtaining clearance and adherence to school board policy.

## B: The Formal Written Proposal



Using the Formal Written Proposal Guidelines, students must complete a formal written proposal that outlines the title of the project, the type of product that will result from the project, and the steps that will be taken to complete the project.

If students will be working in a group, each student must complete his or her own written proposal. In it, each student identifies the title and the end product, which typically will be similar for all students in the group. However, in the individual proposals, students must outline the general responsibilities that they will assume in implementing the project. Advisors will be looking for an even distribution of workload among group members. The Formal Written Proposal is submitted to the advisor for approval.

## C. The Project Activity Log

Once the advisor has approved the Formal Proposal, students will begin working on the project. **Students** are responsible for meeting regularly with advisors to discuss progress. The advisor uses the student activity log to chart progress toward project goals. Students should pay close attention to this process since continuous demonstrable progress is part of the overall evaluation of the project. **Submission of an activity log is mandatory prior to the project presentation.**

## D. Research Paper

**Each** student must submit an **individual** research paper as part of the completion project. **Group papers are not acceptable.** This paper, 750 – 1250 words in length (approximately 3-5 pages), must follow MLA format for documentation and mechanics. Students must use a minimum of three sources, including two different types. (example: books, periodicals, Internet-accessed information, personal interviews, technical manuals, etc.) General encyclopedias are **not** acceptable. All papers must use internal citation and

include an Outline page and a Works Cited page. The paper will be assessed for originality, focus, accuracy, and technical adherence. Rules governing plagiarism are outlined in the student handbook. All papers must include a thesis statement.

Due dates for the paper draft and final version will be determined by the building principal. Papers that do not meet the defined standards will be returned. Submitted drafts should contain all elements of the paper. Students will have one week from the date of returning to make revisions. **Failure to make the necessary corrections in that time period will result in rescheduling of the presentation to the following year.**

#### E. The Presentation Accommodations Request Form

All students are responsible for submitting an Accommodations Request form indicating the type of visual aids to be used in the presentation, as well as any special requirements for the presentation. Examples of special requirements include, but are not limited to technological requests such as Promethium boards, audio-visual requests, such as DVD players, and specific locations needed for demonstrations, such as the parking area or gym, etc. It is necessary that this form be submitted by the due date determined by the building principal in order to facilitate scheduling of project presentations.

#### F. The Self-Evaluation

All students are responsible for submitting a formally written, self-evaluation that addresses the questions listed in the self-evaluation guidelines. The self-evaluation must be written in MLA format.

In the event that students are working in groups, each student must submit his own self-evaluation. Also, each student must specifically identify his individual responsibilities for carrying out the project. A group's evaluations must therefore clearly delineate the division of work.

#### G. The Final Project Evaluation

Once a project has been completed and the students submit the formal written self-evaluation, the students, in conjunction with their advisors, determine that the project is ready for final evaluation. This evaluation will occur in the spring of the junior year. The evaluation panel consists of two teachers (the student's advisor cannot be member of the evaluation team).

At the final evaluation, the students make a formal verbal presentation of their projects, delineating the proposal, the actual implementation process, the findings or resultant products, and highlights of the self-evaluation. Visual and/or audio aids are **required** to help clearly communicate with the audience.

When students opt to work in a group, **each student is responsible to conduct part of the final presentation.**

At the conclusion of the presentation, the panel will convene to complete the final project evaluation. Evaluators will use the rubrics designed for various project components. The grade awarded by the committee is either pass or fail. The final grade is based on a combination of the formal written proposal, the research paper, the project itself, the oral presentation, and the written self-evaluation. Supporting data such as the student's activity log are also submitted with the student's portfolio for consideration in

the grading process. When a student or group is unsuccessful, the evaluation material is submitted to an Administrative Advisor Council for review and action. The Advisory Council may allow students to improve their projects or require students to initiate a new project in the senior year.

- **ANY STUDENT WHO DOES NOT FULFILL THE REQUIREMENTS OF THE COMPLETION PROJECT ONE-WEEK PRIOR TO GRADUATION MAY NOT BE PERMITTED TO PARTICIPATE IN COMMENCEMENT EXERCISES.**

### **Role of Faculty Advisor**

The overriding theme for the Completion Project is that **it is the students' responsibility to complete the application, implement the project, and perform a self-evaluation as outlined in the project guidelines.** The onus must be placed squarely on the shoulders of the students. The faculty advisor's role is to monitor student progress in adhering to the timelines and meeting the benchmarks of the project. The advisor must approve the Formal Written Proposal. Any irregularities will be addressed by an Administrative Advisor Council.

**Faculty advisors are not mentors, and do not necessarily serve as content experts in the field of the projects.**

Advisors will keep folders on each advisee to insure continuity in the rare event that advisors are changed due to unforeseen circumstances.

### **Facility Usage**

Students who wish to use the Dallas School District facilities, including buildings and grounds, should refer to Dallas School District Board Policy Section 707. The student must also secure a Facilities Usage Form, which can be obtained at the District Administration Offices. Students should be aware that using school facilities is a privilege. The student will be responsible for securing janitorial services through the district, chaperones, proof of insurance, and other considerations. This form must be signed by building principals, athletic director, superintendent, and approved by the school board.

Students who wish to use school facilities must secure this permission at least three months **before** the planned activity. Students should be aware that facility usage is not guaranteed to any student.



**Dallas School District**

**Completion Project**

**Statement of Intent**

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

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

Additional Group Members: \_\_\_\_\_  
\_\_\_\_\_

Advisor: \_\_\_\_\_

Project Title: \_\_\_\_\_

Project Description (1-2 sentences outlining project):

Student Signature: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

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Completion Project Review Committee Decision:

Project Topic is:    **APPROVED**        **NEEDS REVISION**

**Dallas School District  
Completion Project**

**Formal Written Proposal Guidelines**

Use the following sample heading for your proposal:

Smith 1

Kristen Smith

Mrs. Redmond

Senior Completion Project

29 September 2005

The Lake Wallenpaupack Watershed Problem

Using MLA format, prepare a written proposal that addresses the following. Make sure to write a minimum of one paragraph for each point:

- Describe the project.
- Describe the project goals.
- Describe the strategies and steps that you will take in completing the project.
- Discuss the resources and materials that you will need to complete the project.
- Explain how you propose to present the final product to the evaluation panel (i.e. self-made videotape, Power Point, posters/visual aids, etc.)
- What prompted you to select this project?



**Dallas School District  
Completion Project**

**Self-Evaluation Guidelines**

Use the following sample heading for your proposal:

Smith 1

Kristen Smith

Mrs. Redmond

Senior Completion Project

30 April 2005

The Lake Wallenpaupack Watershed Problem

Using MLA format, prepare a self-evaluation that addresses the following.

Make sure to write a minimum of one paragraph for each point::

- What knowledge or skills, developed in your high school experience, did you need to complete this project?
- What new skills, knowledge, or abilities did you gain from this experience?
- Discuss how you might be able to apply the knowledge you have gained in your plans for the future.
- Indicate what you think are some of the strong points of your project.
- Discuss some of the areas in the project that you feel could be improved.

Dallas School District  
Completion Project  
**Formal Proposal Evaluation Rubric**

The following items describe standards that are applied to the Formal Proposal. Evaluators should mark the appropriate box for each criterion. The student must have a minimum 26 points for the paper to be acceptable. (NOTE: ALL papers must receive a rating of *ADVANCED* / *SATISFACTORY* in category #1— *MLA format* in order to receive a passing score.

Category	Advanced / Satisfactory 4 points	Proficient 3 points	Basic 2 points	Below Basic / Unsatisfactory** 1 point
<b>1. MLA Format</b>	The paper follows all rules of MLA format, including use of a four line heading, running header, correct margins, and font.	✘	✘	The paper does <b>not</b> follow the rules of MLA format.
<b>2. Organization</b>	Information is logically organized and includes transitions.	Information is organized and includes some transitions.	Information is somewhat organized, lacks transitions.	The information appears to be disorganized.
<b>3. Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not well constructed.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
<b>4. Introduction</b>	Introduction includes a <b><u>clear and concise description</u></b> of all components of the project: the activity or service component, the research and the goals. It is at least 5 sentences in length.	Clear introduction of at least 5 sentences including a <b><u>general description</u></b> of the activity or service component, the research and the goals.	Introduction does not mention some components of the project, focuses on a general description of activity, research or goals. It contains fewer than 5 sentences.	Introduction includes <b><u>only</u></b> a general description of project. It contains fewer than 5 sentences.
<b>5. Content</b>	Includes clear, specific descriptions of <b><u>all</u></b> of the following: <b>the planned process</b> for the project, <b>materials and resources needed</b> to complete the project and <b>a plan for the final project presentation</b> .	Includes descriptions of <b><u>2</u></b> of the following: <b>the planned process</b> for the project, <b>materials and resources needed</b> to complete the project and <b>a plan for the final project presentation</b> .	Includes some description of <b><u>1</u></b> of the following: <b>the planned process</b> for the project, <b>materials and resources needed</b> to complete the project and <b>a plan for the final project presentation</b> .	The body of the paper does not describe any of the required topics.

<b>6. Conclusion</b>	Conclusion is a <b>clear, logical and concise summation</b> of the project plan, including personal reasons for project selection. It does <b>not</b> repeat the introduction, but refers to the main points in the plan.	Conclusion <b>summarizes</b> the project plan, but includes some repetition of the introduction, with mention of personal reasons for project selection.	Conclusion is <b>mostly a repetition</b> of the introduction, with little or no mention of personal reasons for project selection.	Conclusion is missing, overly repetitive <b>or</b> lacking some information. It contains no personal reasons for project selection.
<b>7. Grammar</b>	No grammatical errors.	1-2 grammatical errors.	3-5 grammatical errors.	<b>More than 5</b> grammatical errors.
<b>8. Punctuation</b>	No errors in punctuation.	1-2 errors in punctuation.	3-5 errors in punctuation.	<b>More than 5</b> errors in punctuation.
<b>9. Spelling</b>	No spelling errors.	1-2 spelling errors.	3-5 spelling errors.	<b>More than 5</b> spelling errors.
<b>TOTALS:</b>				

**SCORE:** \_\_\_\_\_

**SCORING: 32-36 points**  
**26-33 points**  
**25 or fewer points**

**EXEMPLARY**  
**SATISFACTORY**  
**UNSATISFACTORY—**  
**REVISION AND RESUBMISSION**  
**REQUIRED WITHIN ONE WEEK.**

**\*\*JUDGES: Please provide a written explanation for any ratings of BELOW BASIC in order to assist the student in revision.**

Dallas School District  
Completion Project  
**Research Paper Evaluation Rubric**

The following items describe standards that are applied to the Research Paper. Evaluators should mark the appropriate box for each criterion. The student must have a minimum 36 points for the paper to be acceptable. (NOTE: ALL papers must receive a rating of PROFICIENT OR ADVANCED in the first six categories in order to receive a passing score.)

Category	Advanced / Satisfactory 4 points	Proficient 3 points	Basic 2 points	Below Basic / Unsatisfactory** 1 point
<b>1. Length</b>	The paper is of sufficient length. (750 - 1250 words / approximately 3-5 pages)	✗	✗	The paper is <b>not</b> of sufficient length. (less than 750 words / shorter than 3 full pages)
<b>2. MLA Format</b>	The paper follows all rules of MLA format, including use of a four line heading, running header, correct margins, and font.	✗	✗	The paper does <b>not</b> follow the rules of MLA format.
<b>3. Outline</b>	The outline follows the correct format and is accurate and complete.	The outline is accurate and complete, but does not adhere to MLA format.	The outline is not accurate and complete and may not follow the correct format	<b>No outline</b> is included.
<b>4. Works Cited</b>	An accurate and correctly formatted works cited page is included.	✗	✗	The works cited page is <b>missing, inaccurate or incorrectly formatted.</b>
<b>5. Sources</b>	Three or more sources of two different types are used. All sources are appropriate (no encyclopedias, etc.)	✗	✗	The sources used are <b>too few or are inappropriate.</b>
<b>6. Internal Citations</b>	All sources are accurately documented using MLA format for internal citations.	✗	✗	Internal citations are <b>not accurate or are incorrectly formatted.</b>

**NOTE: A RATING OF BASIC OR BELOW BASIC IN ANY OF THE ABOVE CATEGORIES WILL RESULT IN A FAILING GRADE. ALL PAPERS MUST RECEIVE A RATING OF PROFICIENT OR ADVANCED IN THESE SIX CATEGORIES.**

Category	Advanced / Satisfactory 4 points	Proficient 3 points	Basic 2 points	Below Basic / Unsatisfactory** 1 point
7. Thesis	Clearly stated and appropriately focused; makes an arguable point and is located in the introductory paragraph.	Clearly stated but focus could have been sharper.	Vague and / or misplaced thesis.	No statement of thesis or objective for research.
8. Content	Content clearly relates to the thesis and includes several supporting details and/or examples.	Content clearly relates to the thesis and provides 1-2 supporting details and/or examples.	Content relates to the thesis. No details and/or examples are given.	Content has little or nothing to do with the thesis.
9. Organization	Information is logically organized and includes transitions.	Information is organized and includes some transitions.	Information is somewhat organized, lacks transitions.	The information appears to be disorganized.
10. Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not well constructed.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
11. Grammar	No grammatical errors.	1-2 grammatical errors.	3-5 grammatical errors.	More than 5 grammatical errors.
12. Punctuation	No errors in punctuation.	1-2 errors in punctuation.	3-5 errors in punctuation.	More than 5 errors in punctuation.
13. Spelling	No spelling errors.	1-2 spelling errors.	3-5 spelling errors.	More than 5 spelling errors.
TOTALS:				

SCORE: \_\_\_\_\_

SCORING: 48-52 points  
36-47 points  
35 or fewer points

**EXEMPLARY  
SATISFACTORY  
UNSATISFACTORY—  
REVISION AND RESUBMISSION  
REQUIRED WITHIN ONE WEEK.**

\*\*JUDGES: Please provide a written explanation for any ratings of BELOW BASIC in order to assist the student in revision.

**Dallas School District  
Completion Project  
Self Evaluation Rubric**

The following items describe standards that are applied to the Self Evaluation. Evaluators should mark the appropriate box for each criterion. The student must have a minimum 26 points for the paper to be acceptable. (NOTE: ALL papers must receive a rating of *ADVANCED* / *SATISFACTORY* in category #1— *MLA format* in order to receive a passing score.

Category	Advanced / Satisfactory 4 points	Proficient 3 points	Basic 2 points	Below Basic / Unsatisfactory** 1 point
<b>1. MLA Format</b>	The paper follows all rules of MLA format, including use of a four line heading, running header, correct margins, and font.	✘	✘	The paper does <b>not</b> follow the rules of MLA format.
<b>2. Organization</b>	Information is logically organized and includes transitions.	Information is organized and includes some transitions.	Information is somewhat organized, lacks transitions.	The information appears to be disorganized.
<b>3. Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not well constructed.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
<b>4. Introduction</b>	Clear introduction of at least 5 sentences focusing on <b><u>specific</u></b> knowledge/skills needed for project.	Clear introduction of at least 5 sentences focusing on <b><u>general</u></b> knowledge/skills needed for project.	Introduction focuses on general skills / knowledge needed for project, and contains fewer than 5 sentences.	Introduction includes <b><u>only</u></b> a summary of the project with <b><u>no mention</u></b> of knowledge or skills needed for the project.
<b>5. Content</b>	Includes clear descriptions of <b><u>all</u></b> of the following: <b>knowledge/skills gained</b> from project, <b>strengths/most enjoyable features</b> of project and <b>areas that could be improved upon or changed</b> within project.	Includes descriptions of <b><u>2</u></b> of the following: knowledge/skills gained from project, strengths/most enjoyable features of project and areas that could be improved upon or changed within project.	Includes some description of <b><u>1</u></b> of the following: knowledge/skills gained from project, strengths/most enjoyable features of project and areas that could be improved upon or changed within project.	The body of the paper does not describe any of the required topics.

<b>6. Conclusion</b>	Conclusion is a <b>clear, logical and concise summation</b> of the evaluation <b>and</b> explains how the project experience will help in plans for future.	Conclusion is evident and mentions how the project experience will help in plans for future.	Final paragraph mentions how the project experience will help in plans for future, but does not function as a conclusion of the evaluation.	Conclusion is missing <b>or</b> does not include any description of how the experience will be helpful in the future.
<b>7. Grammar</b>	No grammatical errors.	1-2 grammatical errors.	3-5 grammatical errors.	<b>More than 5</b> grammatical errors.
<b>8. Punctuation</b>	No errors in punctuation.	1-2 errors in punctuation.	3-5 errors in punctuation.	<b>More than 5</b> errors in punctuation.
<b>9. Spelling</b>	No spelling errors.	1-2 spelling errors.	3-5 spelling errors.	<b>More than 5</b> spelling errors.
<b>TOTALS:</b>				

**SCORE:** \_\_\_\_\_

**SCORING: 32-36 points**  
**26-33 points**  
**25 or fewer points**

**EXEMPLARY**  
**SATISFACTORY**  
**UNSATISFACTORY—**  
**REVISION AND RESUBMISSION**  
**REQUIRED WITHIN ONE WEEK.**

**\*\*JUDGES: Please provide a written explanation for any ratings of BELOW BASIC in order to assist the student in revision.**

**Dallas School District  
Completion Project  
Project Presentation Rubric**

The following items describe standards that are applied to the Project Presentation. Evaluators should mark the appropriate box for each criterion. The student must have a minimum 28 points for the presentation to be acceptable. (NOTE: ALL presentations must receive a rating of PROFICIENT OR ADVANCED in the first five categories in order to receive a passing score.)

Category	Advanced / Satisfactory 4 points	Proficient 3 points	Basic 2 points	Below Basic / Unsatisfactory** 1 point
<b>1. Attire</b>	Appropriate attire: Collared shirts and ties, khakis or dress slacks for gentlemen, skirts or dress slacks for ladies. No denim, t-shirts, mini-skirts or shorts. No sneakers or flip-flops.	<b>X</b>	<b>X</b>	Inappropriate attire: denim, t-shirts, mini-skirts or shorts.
<b>2. Timing</b>	The presentation (excluding q & a) is between 10 and 15 minutes in duration	The presentation (excluding q & a) is between 8 and 9 minutes in duration	The presentation (excluding q & a) is between 6 and 7 minutes in duration	The presentation (excluding q & a) is less than 5 minutes or more than 15 minutes in duration
<b>3. Visual Aids</b>	Visuals are neat, accurate and clear; visuals contain adequate information clearly related to the presentation.	Visuals are neat, accurate and clear; visuals contain adequate information may contain some unrelated information or excessive, decoration	Visuals are not neat; contain unrelated or inaccurate information or excessive, unnecessary pictures and/or decoration.	<b>No visual aids</b> are used.
<b>4. Outline</b>	An outline of the presentation is submitted at the beginning of the presentation. The outline is accurate and complete.	An outline of the presentation is submitted at the beginning of the presentation. However, the speaker digresses from the outline once or twice.	An outline of the presentation is submitted to judges at the beginning of the presentation. However, the speaker does not follow the outline.	<b>No outline</b> is available.
<b>5. Citations</b>	All facts / statistics used are cited <b>verbally</b> throughout the presentation. All pictures, tables, etc. used in visual aids are cited in MLA format.	Most facts / statistics used are cited <b>verbally</b> throughout the presentation. Pictures, tables, etc. used in visual aids are cited in MLA format.	Few facts / statistics used are cited <b>verbally</b> throughout the presentation. Pictures, tables, etc. used in visual aids are cited incorrectly.	<b>No verbal citations</b> throughout the presentation and/or <b>no citations</b> provided for pictures, tables, etc. used in visual aids.

**NOTE: A RATING OF BASIC OR BELOW BASIC IN ANY OF THE ABOVE CATEGORIES WILL RESULT IN A FAILING GRADE. ALL PRESENTATIONS MUST RECEIVE A RATING OF PROFICIENT OR ADVANCED IN THESE FIVE CATEGORIES.**

Category	Advanced / Satisfactory 4 points	Proficient 3 points	Basic 2 points	Below Basic / Unsatisfactory** 1 point
<b>6. Note Cards</b>	No more than four note cards are used. Cards are used for REFERENCE only.	No more than four cards are used, but the speaker refers to the cards frequently.	The speaker uses the specified number of cards, but reads from these for the majority of the presentation.	More than four note cards are used. Cards contain the entire presentation and are read to the judges.
<b>7. Delivery</b>	Maintains consistent eye contact throughout the presentation; uses a conversational style, appropriate tone and moderate pace.	Maintains eye contact throughout most of the presentation; uses a conversational style, appropriate tone and moderate pace for most of the presentation.	Uses eye contact rarely throughout the presentation. The presentation is mostly READ from note cards, uses a rapid pace and / or unnatural tone.	Almost no eye contact is maintained throughout the presentation; style is artificial; pace is extremely rapid.
<b>8. Content / Organization</b>	The presentation includes an introduction, body, and conclusion and integrates the project and research in a logical and clear manner.	The presentation includes an introduction, body, and conclusion and contains some integration of research and the project.	Presents research and project as separate, unrelated topics, but an attempt is made to connect these as a separate component of the presentation. Some evidence of intro/body/conclusion.	The presentation lacks organization and / or presents research and project as separate, unrelated topics. No attempt is made to connect the components of the project. No evidence of intro/body/conclusion.
<b>9. Use of Visual Aids</b>	Refers to the visuals throughout the presentation; visuals reflect aspects of both the project and the research (but not the research paper itself).	Refers to the visual aids <b>occasionally</b> ; visuals reflect aspects of project and the research (but not the research paper itself).	Refers to visual aids at only the beginning or end of the presentation; visuals reflect only one aspect of the project.	<b>Does not</b> refer to visual aids.
<b>10. Q &amp; A</b>	Is able to answer questions presented by judges and is able to defend his/her position after the presentation.	Is able to answer most questions presented by judges and is able to defend his/her position after the presentation.	Is able to answer few questions presented by judges and / or is unable to defend his/her position after the presentation.	Is unable to answer questions; appears to possess little relevant information about the topic.
<b>TOTALS:</b>				

**SCORE:** \_\_\_\_\_

**SCORING: 36-40 points**  
**28-35 points**  
**28 or fewer points**

**EXEMPLARY**  
**SATISFACTORY**  
**UNSATISFACTORY—**  
**REVISION AND REPRESENTATION**  
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