

Classical High School

Research and Technology Seminar
Student Handbook



Fall Semester 2015



Table of Contents

Section	Page
Overview	3
Standards	4
Definitions	5
Assessment	6
Topic Selection Guide	7
Topic Ideas Interest Survey	9
Sample Topic Ideas	10
Topic Change Appeal Form	11
Making Connections For Your Project and Exhibition	12
Sample Email	13
Sample Phone Call	14
Checklist For Writing a Research Paper	15
Final Paper “Yes Test”	16
Exhibition Planning and Preparation Checklist	17
Conducting the Exhibition	18
Seminar Course Process Flow Chart	20
Research Paper Rubric	21
Exhibition Rubric	23



Overview

Mission

Classical High School, a demanding college preparatory examination school, serves a diverse community and provides its students with the means to achieve high standards in a rigorous learning environment. Classical encourages its students to pursue academic, athletic, artistic and personal growth so that they will experience success in colleges and universities, and will demonstrate excellence and leadership within the global and local community.

Core Beliefs and Values

We believe that our school honors the dignity of all through high expectations, humility and grace. Further, we believe that:

- rigorous standards and expectations are necessary to create the ideal learning environment.
- all students must have equal access to all educational opportunities and that with the right support, all students can achieve at high levels.
- students must learn in a safe and nurturing educational community reflecting the involvement of students, parents, stakeholders and staff.
- education in a culturally, socially, and economically diverse environment enriches learning, builds community and opens the minds and hearts of people.
- in order to achieve their full potential, all members of our community must be valued as unique individuals with cognitive, physical, social, emotional, and spiritual needs.
- learning is an active, collaborative and evolving process where personal responsibility is essential to ongoing growth and development.
- our school must be flexible and accountable to its learning community and committed to a process of self-evaluation, reflection and change.

In recent years, employers, higher education leaders and the general public have asked that high diplomas guarantee that students have the skills and knowledge necessary for success.

Employers and colleges want graduates who are competent in oral and written communication skills, strong foundational math, the ability to work in teams, and the critical thinking skills necessary to research and solve problems creatively and effectively. As a result, new graduation requirements have been established for all RI students. These requirements are standards-based and align with national and local expectations for student learning.

Classical High School will address the requirement through a **Research and Technology Seminar**. The key components of the Research and Technology Seminar include the following:

<ul style="list-style-type: none"> • Project/topic Selection and Letter of Intent • Outside Contact • Comprehensive Research Paper detailing thesis, evidence and conclusions 	<ul style="list-style-type: none"> • A Binder/Portfolio of all artifacts used in course • Graduation Exhibition Preparation • A final Exhibition of research before a panel of judges
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Standards

The following local, state and national standards are aligned to the course requirements and final exhibition of student learning. These standards identify the key skills and knowledge critical for success in post secondary education, employment or service.

Classical High School 21st Century Learning Expectations

<http://classicalhighschool.org/academics/>

Academic

Communication (assessed in course)

- Students will read widely and critically understanding a variety of texts.
- Students will write and speak effectively with clarity and purpose in English and other languages.

Problem Solving (assessed in course)

- Students will utilize a variety of methods and resources to reason and think critically.
- Students will creatively solve problems by acquiring and applying new knowledge and skills.

Technology (assessed in course)

- Students will apply a variety of technology skills and tools to access information, analyze data, and communicate ideas and information.

Arts and Culture (*not assessed in course)

- Students will engage in and demonstrate an awareness of how elements of the arts and culture communicate values and perspectives of various social, political and economic systems.

Social and Civic

Responsibility (*not assessed in course)

- Students will be respectful, knowledgeable, healthy, and ethical members of the school and the community by utilizing effective personal management, decision making and social skills.
- Students will be responsible for their growth by developing personal learning goals as well as exploring a variety of post secondary pathways of interest.

Community (*not assessed in course)

- Students will be flexible and collaborative learners able to work in and appreciate diverse groups, environments and situations.
- Students will engage in/ make positive contributions to their school, local, national &/or global community.

Rhode Island Board of Regents Graduation by Proficiency Regulations

www.ride.ri.gov/Regents/Docs/.../SecondaryRegulations2011_PlusFAQ.pdf

Exhibition – Demonstration of learning that is evidenced in both products and oral presentations. An exhibition is an independent, in-depth, extended project derived from student choice and requiring the simultaneous demonstration of the deep content knowledge and learning skills expected of a proficient high school graduate.

International Society for technology in Education Student National Education Technology Standards

<http://www.iste.org/standards/nets-for-students.aspx>

• Creativity and Innovation	• Critical Thinking, Problem Solving, & Decision Making
• Communication and Collaboration	• Digital Citizenship
• Research and Information Fluency	• Technology Operations and Concepts



Definitions

1. **Research and Technology Seminar** - One semester course taken one period every day in which students will focus on:
 - Learning how to conduct research and producing a research paper on a topic of personal interest, and
 - Presenting a final exhibition of learning
2. **Research Paper** -Each junior will be required to: research a topic of personal interest; produce a research paper of 8-10 pages.
3. **Graduation Exhibition** - This is presented at the end of the term or shortly thereafter following successful completion of the research paper. Students will demonstrate learning from the research findings through a final exhibition of their work to a panel of judges comprised of teachers, parents, community members. It will contain information about their research, the process, and how it applies to the world outside.
4. **Research Binder//Portfolio** - A compilation of all research notes, drafts and materials related to the research. Should include any correspondences, interviews, grades during the course, outlines, exhibition plans, reflections, etc.
5. **Class Expectations** - Each classroom teacher will present their expectations for their classes.



Assessment

There are two graded components and they are linked through the Seminar. They are:

1. **Research Component** - comprised of grades for the paper as well as various pieces that are graded along the way. This includes the preparations for the Exhibition such as making the outside contacts, planning the exhibition, etc.

A letter grade for the Research Component/class will be recorded on the report card. A minimum passing grade must be received in order to go on to the Exhibition piece.

2. **The Exhibition** - All students must do an Exhibition after successful completion of the Research Component.

Once students do the Exhibition, they receive a sticker on their transcript indicating they have “met or exceeded” or “not met” the graduation requirement. It will also note “With Distinction” if student scores in that range. Any students not meeting this requirement will be placed in a junior homeroom the next year as is done with students who fail English.



Topic Selection Guide

Before choosing a topic you should consider the following:

- Does the topic lend itself to meeting one of the approved research paper options (see page 17)?
- Does it go beyond mere reporting?
- Does the topic lend itself to realistic and viable opportunities for finding an external connection/developing the Applied Learning aspect?

The selection of your topic is one of the most important aspects of the Research Seminar and Exhibition. Because all of your research, outside connections and applied learning activities will revolve around this topic, it should be something in which you have a personal interest or an area about which you have wanted to learn. This will help to maintain your interest, enhance your learning and enjoy the overall project experience. The topic should also present a learning stretch for you.

- Begin thinking NOW!
- Brainstorm a list of ideas; do not choose the first idea that comes into your head
- Share your ideas with family and friends and seek their advice and input
- Your topic can be very specific, it could relate to a specific career, a specific issue, a specific product, or hobby; do not rule out ideas you think are too unusual; the Seminar teacher and others will help you find resources to explore your interest
- Topics can range from the history of movie animation, to the causes and impacts of tsunamis, to the social implications of stem cell research, to the fashion industry, to the advent of reality TV, to the history of sailing in RI, etc.
- Dare to dream! This may be the first (and possibly the only) time you have had to explore something in which you are truly interested; it may even give you insight into your future career interests
- Topic should be a “*Learning Stretch*” for you. In other words, a topic in which you are highly interested but not yet an expert. For example, if you have been involved in karate for a long time and studied martial arts, you probably already know a great deal about this and therefore it would not be an appropriate topic. But you could take this learning into an intellectual *stretch* by studying the application of martial arts in the current day with the youth of America and what the impact has been.
- Topic should be challenging. It should be broad enough to allow for many possibilities but not so broad that it is difficult to focus in.
- Avoid choosing a topic that might involve expenses that you are not prepared to handle. There is no required expenditure for the research or the product.
- Topics that are illegal, immoral or dangerous to you or someone else, or prohibited by Providence Public Schools will not be approved.
- Remember - your topic must be approved by your teacher, the PBGR committee, and your parent/guardian. Do not waste time working on a topic until it has been approved!



- Prohibited Topics (these topic have been overused and/or found to lack sufficient rigor)
 - Abortion
 - File Sharing
 - Gambling
 - Graffiti
 - Hip-Hop
 - Prostitution
 - Steroids
 - Video Games
 - Legalization of Marijuana



Topic Ideas Interest Survey

To help you identify and decide on a topic that might be of interest to you, complete the attached survey and include as much detail as possible.

1. Within the next 5 years, what things do you hope to have accomplished?
2. What things would you like to be able to do better?
3. What do you wish you had more time for?
4. What things would you like to learn more about?
5. List experiences you really wish you could have.
6. What controversial issues do you feel strongly about?
7. What is a profession you think about but have not seriously explored?
8. What is a situation, condition that you believe needs to be improved?
9. What classes have you taken that you have really liked?
10. What do you wish would happen in your life?
11. What goal have you avoided? Why?
12. What do you complain about? Why?
13. What is unique or special about you?
14. What community group do you admire?
15. What can't you do but would like to do?



Sample Topic Ideas

Research/Content Area	Possible Resource people or organizations
1. Fashion and social change	Fashion school program
2. Vietnam veterans	Local Veterans Assoc
3. Robotics	Company in field; make email connection
4. Musical arranging	Local music orgs
5. Adoption laws	Child centers and orgs.
6. Waste disposal and environment	Dept. Public Works; Dept. Envir. Safety
7. Art of silk screening	Design/printing company
8. History of sailing vessels	URI; local maritime
9. Hearing Impaired	AA for Hearing Impaired
10. Architecture	CCRI/URI
11. Stock Market	SBA; local investment companies
12. Homeless	Local shelters
13. Film/Photography	In school program
14. Cooking	Culinary programs; local restaurants
15. Children's Literature	Local library; elementary teachers
16. Travel	Travel agencies
17. Martial Arts	Karate School
18. Financial Planning	College Board, loan programs, etc.
19. Drunk driving/MADD	Local MADD/SADD
20. Golf Course Management	Local golf courses; PGA websites



Making Contacts for Your Research Project and Exhibition

Before you make a contact with any outside organization or individual, you should prepare ahead of time. Whether it is through an email or a phone call, there are certain things you should consider:

- Write down the key points of your research project; perhaps use the outline you have prepared
- Be prepared to describe the topic, the key question or focus of your research
- Why you are interested in the topic
- Perhaps some interesting things you have learned so far
- Why you have chosen that person or organization and how the information they might provide connects to your project and/or your exhibition
- Remember- you are presenting the first impression of yourself and you are representing Classical High School
- It usually best to use email whenever possible. Although not as personal as a phone call or letter, it may get you a quicker response.



Sample Email

Dear _____:

I am a student at Classical High School (in Providence, RI) and I am conducting a research project for my graduation requirement. I am writing to you because I am hoping that you might provide me with some expertise or knowledge about my topic.

My topic is _____

(If you have been referred by someone indicate that person's name here. Or if you learned about the person or the organization through the news or elsewhere, add that in)

In addition to writing a research paper, I will be making an exhibition in front of a panel of judges that will demonstrate a connection to the real world.
(You can add more detail in here if you have a good idea of what you will be doing for your exhibition, i.e. making a Power Point presentation, showing diagrams and charts, making a video, producing a model, etc.)

I would greatly appreciate it if you would be willing to talk with me about my project. (If you have specific questions already you could pose them here.)

Please let me know if you would be able to do this. You could email me back and let me know if you would like me to call you, email back and forth, visit your organization, or whatever else would be appropriate. Please add any contact information as necessary.

Thank you in advance for your assistance. (add your full name)



Sample Phone Call

When making a phone call, you need to be prepared with what to say if that person is not available at that time. It's probably best NOT to ask them to call you back because if they don't know who you are or why you are calling, they may not get back to you quickly and you'll have no way of knowing if they will. I suggest the following:

“Hello- Could I speak to Mr./Ms./Mrs. _____?”

(If you are not sure how to pronounce their name, ask an adult at school or home to help you).

The person answering may ask, “May I tell him/her who is calling?” State your name and that you are calling from Classical High School.

The person may ask you to say what you are calling about.

“I am doing a research project in _____ as part of my graduation requirement and I was hoping to speak with Mr. _____ and was given his name from _____ (or “ I learned of him through _____” as appropriate).

The person may ask to take your number. You can leave your number but I would also say that it is difficult to reach you at school and would there be a better time that you could call the person back. Or does the person have an email where could write and explain a little more about what you are doing and what you would like to ask about.

Be courteous and do whatever they tell you. Be sure to follow-up when they say to if they give you a better time to call.

IMPORTANT

- PREPARATION IS CRUCIAL.
- YOU WANT TO SOUND INTELLIGENT, PREPARED, INFORMED, POLITE AND RESPECTFUL.
- IGNORING THESE THINGS WILL DEFINITELY IMPACT YOUR ABILITY TO MAKE A GREAT CONNECTION!
- YOU ONLY HAVE ONE CHANCE TO MAKE A GOOD FIRST IMPRESSION!!!



Checklist for Writing a Research Paper

1. Choose a topic.
2. Do the preliminary work: preliminary reading, research question, working outline.
3. Read and gather information/print articles.
4. Create a Works Cited page.
5. Write note cards.
6. Write the final outline with the thesis statement.
7. Write the draft: introduction, body paragraph, conclusion, parenthetical documentation, and Works Cited page.
8. Revise the draft: check content, organization, paragraph structure, sentence structure, mechanics, usage, and style.
9. Write and submit the final paper.



Final Paper “Yes” Test

Name: _____

Date: _____

	Yes	Mostly	No
1. Eight to ten full pages of text excluding Works Cited page, Times New Roman font, and 12-point type size.			
2. Double-spaced the entire paper, including long quotations, and Works Cited page.			
3. Maintained one-inch margins on all four sides of the paper.			
4. Formatted the first page of text correctly to include name, teacher’s name, course title, and due date on separate lines at the left margin.			
5. Title is centered, is not underlined or put in quotations. Used only initial uppercase letters but used initial lowercase letters for prepositions, articles, and conjunctions.			
6. Correctly placed page numbers with the right margin and a half inch down from the top margin, beginning on page 1.			
7. Blocked and double-spaced quotations more than four lines long.			
8. Overall, took suggestions from the first draft; made adjustments in the final paper.			
9. From first draft to final paper, made significant improvement in overall quality of paper. Not only did you make changes in your paper based on my suggestions but also made a significant effort to improve and enhance the overall quality of your paper with further research.			
10. For final paper, integrates the Outside Contact interview(s) in a logical and coherent manner.			



Exhibition Planning and Preparation Checklist

Initial Planning and Preparations

- Prepare written plan for your Exhibition
- Decide what format you will use- include an audio/visual aid (poster, recording, video, etc.) to help audience better understand what you did and what you learned. This aid must be integrated into your talk. If your project resulted in an actual product, the product or pictures of it should be a part of your presentation
- Make list of materials or equipment needed; secure them
- Make notes to use in your Exhibition (use index cards-do not read them)
- Refer to the *Exhibition Rubric* and:
 - Write out your Introduction notes and notes for each section of the rubric and how you plan to cover it;
 - During practice sessions try to eliminate your notes
- Schedule practice sessions with teacher for in-class

Practice

- Check everything in your presentation against the rubric
- Practice at least four times before exhibition; Time it and adjust if needed-do not exceed 10 minutes (allow 5 for Q&A)
- Obtain feedback and revise accordingly
- Practice again

Final Preparations

- Prepare any handouts, make 3 copies
- Prepare your binder to bring with you
- Plan and prepare what you will wear
- Make sure you have all materials ready
- Exhibition Day! Relax and enjoy!



Conducting the Exhibition

What is the Purpose of the Exhibition?

- The Exhibition is an opportunity to identify your research topic, demonstrate that you have mastered content knowledge and demonstrate the ability communicates that knowledge to a panel of judges.

What are the requirements for my Exhibition?

- A 10-15 minute presentation (includes Q&A) describing your research and why it is important in the real world (See Exhibition rubric for specific details)

What do I need?

- 3 copies of any handouts
- binder/portfolio

Other Planning:

- Plan enough time to set-up --come to your room 10 minutes ahead of your scheduled time
- Dress appropriately-no jeans or t-shirts; pretend you are going on a college interview or an important job interview

What are some Exhibition Methods?

- Design a plan, create a publication, product
- Investigate an issue and present a solution
- Identify a problem and improve a system
- Design a curriculum
- Organize an event

What are some Exhibition ideas for graphics or technology?

- Posters
- Video
- Recording
- Graphs or charts
- An actual product- i.e. a brochure, a model
- Original photographs, artwork
- Smart Board
- Laptop with LCD (Power Point presentations are not considered audio/visual aids but are organizational tools; however, you may incorporate original work into a PP)

What do I do after I finish?

- Ask the panel if they have any questions and respond



- Thank the panel for their time
- Gather your materials and leave

When will I do my Exhibition?

- First Semester students are tentatively scheduled for the end of the semester or early into the next
- Your practice sessions will be held toward the end of the semester in your classrooms
- ALL Exhibitions will be done on the date(s) assigned (TBD)
- Mark your calendar now!!

Who will I present to?

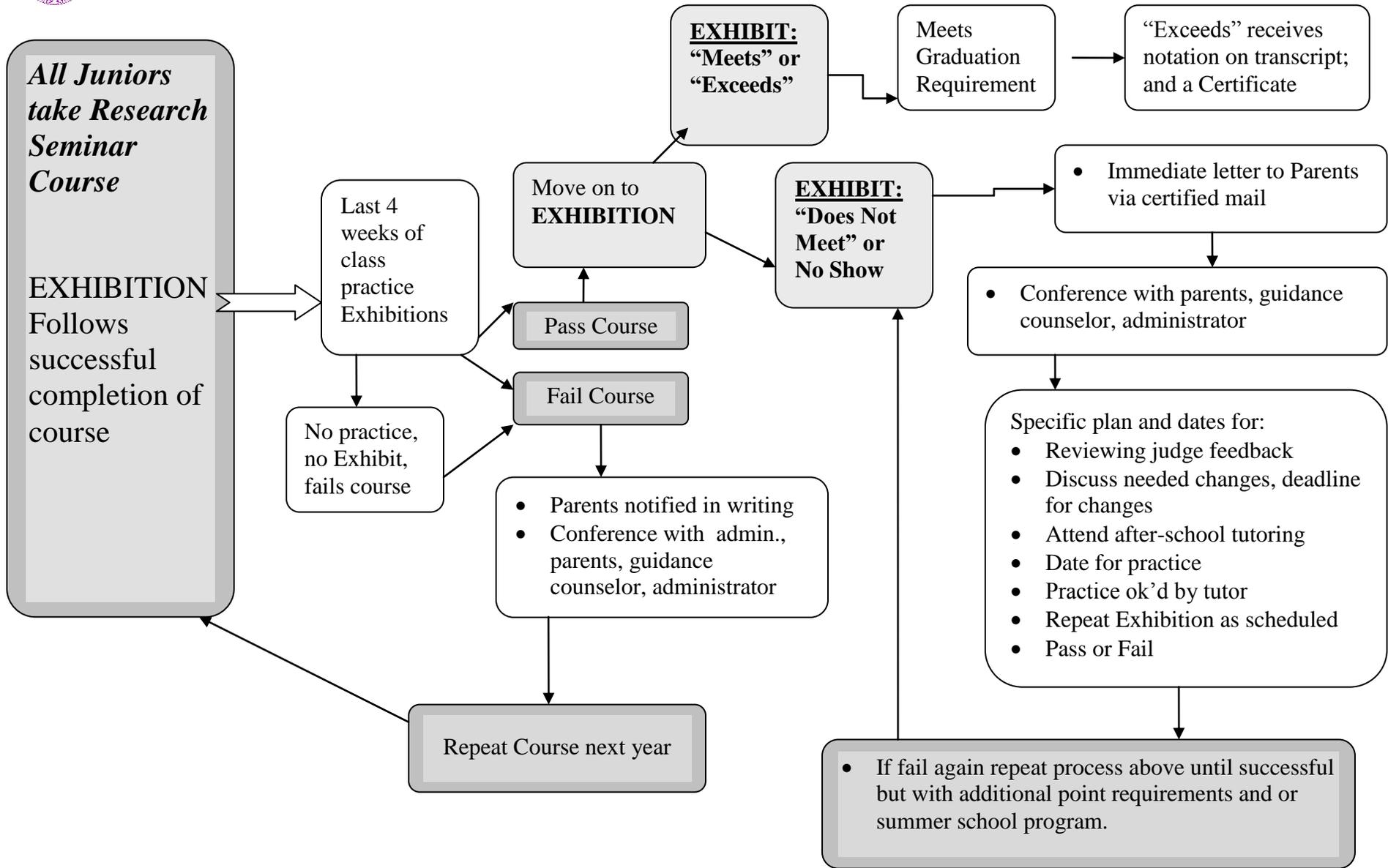
- A panel of judges comprised of teachers, parents and/or outside community members will hear your exhibition
- They will receive training ahead of time and will judge your exhibition according to the rubric

What if I fail the Exhibition?

- Failure to attend is equal to a missed final
- Exceptions will require an approved absence! No excuses!
- If you do not receive a “met” or “exceeded” expectations on your Exhibition you will have to do it over again at a later time to be determined
- You will be in a junior homeroom next year
- Passing the Exhibition is required in order for you to graduate



Seminar Course Process Flow Chart



Research Seminar- FINAL Paper Scoring Rubric

Name _____

Category	Always A range 100-90	Often B range 89-80	Sometimes C range 79-70	Seldom D range 69-60	Never/Missing E/F 59-0
Introduction, Thesis and Ideas/ Development	<p>-Introduction engages and leads to the thesis.</p> <p>-Thesis is clearly defined and reflects complex analysis.</p> <p>-Paper is clearly focused.</p> <p>-Each topic sentence is clearly stated and clearly supported by numerous and substantial examples from his/her research which gives credibility to the paper.</p> <p>-Reader’s understanding of the topic grows throughout the paper.</p> <p>-Writer clearly demonstrates evidence of academic research.</p>	<p>-Introduction somewhat engages and leads to a thesis.</p> <p>-Thesis is identified and is somewhat complex.</p> <p>-Paper is mostly focused.</p> <p>-Each topic sentence is clearly stated and supported by some examples from his/her research which gives credibility to the paper.</p> <p>-Reader’s understanding of the topic grows somewhat throughout the paper with some questions unanswered.</p> <p>-Writer mostly demonstrates evidence of academic research.</p>	<p>-Introduction shows minimal effort to engage the reader.</p> <p>-Thesis exists but is unclear or confusing to read.</p> <p>-Paper is somewhat focused.</p> <p>-Each topic sentence is confusing or vague and is somewhat supported by examples from research which gives some credibility to the paper.</p> <p>-Reader gains limited understanding of the topic with many questions unanswered.</p> <p>-Writer somewhat demonstrates evidence of academic research.</p>	<p>- Introduction and/or conclusion are poorly written and show little thought or effort.</p> <p>-Thesis exists but with no evidence of thought or effort.</p> <p>-Paper is minimally focused.</p> <p>-Topic sentences are either non-existent or poorly written and rarely supported by research.</p> <p>-Reader gains no new understanding of the topic.</p> <p>-Writer demonstrates minimal evidence of academic research.</p>	<p>-Introduction and/or conclusion have no substance and are hard to identify.</p> <p>-No thesis is evident.</p> <p>-Paper is unfocused:</p> <p>-No topic sentences;</p> <p>-Reader gains no new knowledge of the topic;</p> <p>-Writer demonstrates no evidence of academic research shown in paper.</p>
Body Paragraphs, Transitions and Conclusion	<p>-Purposeful transitions clearly show how ideas connect.</p> <p>-Conclusion resolves questions, reinforces important points, and gives the reader a sense of coming full circle.</p>	<p>-Transitions help to support the thesis.</p> <p>-Conclusion resolves most questions, mostly reinforces important points, and mostly gives the reader a sense of coming full circle.</p>	<p>- Some transitions are used.</p> <p>-Conclusion resolves some questions, somewhat reinforces important points and somewhat attempts to give the reader a sense of coming full circle.</p>	<p>-Minimal transitions.</p> <p>-Conclusion resolves few questions, minimally reinforces important points and minimally attempts to give the reader a sense of coming full circle.</p>	<p>-Few to no transitions.</p> <p>-Conclusion does not reflect findings in the paper. The conclusion does not reflect the content of the paper.</p>
Sentence Fluency And Conventions	<p>-Writer gets to the point, no wasted words.</p> <p>-Writer uses precise, clear language.</p> <p>-Avoids contractions and “you.”</p> <p>-Text is easily readable.</p> <p>-Writer demonstrates an exceptional grasp of conventions: spelling, usage, capitalization, and punctuation.</p>	<p>-Writer gets to the point with few unnecessary words.</p> <p>-Writer mostly uses clear language.</p> <p>-Mostly avoids contractions and “you.”</p> <p>-Text is mostly readable.</p> <p>-Writer demonstrates a reasonable grasp of conventions: spelling, usage, capitalization, and punctuation.</p>	<p>-Sentences are somewhat wordy.</p> <p>-Writer uses somewhat clear language</p> <p>-Some usage of contractions and “you.”</p> <p>-Text is somewhat difficult to read.</p> <p>-Writer somewhat grasps conventions: spelling, usage, capitalization, and punctuation.</p>	<p>-Sentences are too wordy and poorly constructed.</p> <p>-Writer uses little clear language.</p> <p>-Much use of contractions and “you.”</p> <p>-Text is very difficult and confusing to read.</p> <p>-Writer rarely grasps conventions: spelling, usage, capitalization, and punctuation.</p>	<p>-Sentences are incoherent</p> <p>-Writer mostly uses unclear language.</p> <p>-Large amount of use of contractions and “you.”</p> <p>-Text is unreadable.</p> <p>-Writer has very limited grasp of conventions, spelling, usage, capitalization, and punctuation.</p>

Category	Always A range 100-90	Often B range 89-80	Sometimes C range 79-70	Seldom D range 69-60	Never/Missing E/F 59-0
Sources/ Parenthetical Documentation/ Works Cited	<p>-Writer draws information from at least ten distinct sources which are used in the paper.</p> <p>- All sources are unquestionably credible.</p> <p>-Each paraphrase or direct quotation is sourced accurately.</p> <p>-There is an average of two or more parenthetical references per paragraph.</p> <p>-Works Cited format and content are correct.</p> <p>-All Works Cited entries match parenthetical references and vice versa.</p>	<p>-Writer draws information from at least ten sources which are used in the paper.</p> <p>-Most sources are unquestionably credible.</p> <p>-Each paraphrase or direct quotation is mostly sourced and is mostly accurate.</p> <p>-There is an average of two parenthetical references per paragraph.</p> <p>-There are no more than four errors in the Works Cited format and/or content.</p> <p>-All Works Cited entries match parenthetical references and vice versa.</p>	<p>-Writer draws information from less than ten sources which are used in the paper.</p> <p>-Some sources are unquestionably credible.</p> <p>-Each paraphrase or direct quotation is mostly sourced and has some errors.</p> <p>-There is an average of less than two parenthetical references per paragraph.</p> <p>- There are no more than six errors in the Works Cited format and/or content.</p> <p>-Most Works Cited entries match parenthetical references and vice versa.</p>	<p>-Writer draws information from at least eight distinct sources which are used in the paper.</p> <p>-Few sources are unquestionably credible.</p> <p>-Each paraphrase or direct quotation is rarely sourced and has many errors.</p> <p>-There is an average of one parenthetical reference per paragraph.</p> <p>- There are no more than eight errors in the Works Cited.</p> <p>- Some Works Cited entries match parenthetical references and vice versa.</p>	<p>-Writer draws information from less than eight sources which are used in the paper.</p> <p>-No sources are credible.</p> <p>-No evidence of parenthetical documentation and/or documentation has many errors.</p> <p>-There is an average of less than one parenthetical reference per paragraph.</p> <p>-No Works Cited page OR Works Cited page has more than eight errors.</p> <p>-Works Cited entries rarely match parenthetical references and vice versa.</p>
Other Requirements	<p>-All nine steps from the “Yes” test are flawlessly followed.</p> <p>-Step #9 demonstrates supreme effort.</p>	<p>-Most of the nine steps of the “Yes” test are followed.</p> <p>-Step #9 demonstrates very good effort.</p>	<p>-Some of the nine steps of the “Yes” test are followed.</p> <p>-Step #9 demonstrates fair effort.</p>	<p>-Few of the nine steps of the “Yes” test are followed.</p> <p>-Step #9 demonstrates poor effort.</p>	<p>-The nine steps of the “Yes” checklist followed.</p> <p>- Step #9 demonstrates no effort.</p>

Student Name _____ **CHS- Research Seminar-Final Exhibition Rubric - Name of Judge** _____

Scoring Values Categories	<i>Exceeds Expectation</i> (4 points for each scoring category)	<i>Meets Expectations</i> (3 points)	<i>Does not Meet/ Needs Improvement</i> (2 Pts.)	<i>Does not Meet/ Inadequate</i> (1 Pt)	<i>Total Score for category</i>
1. Preparation for Exhibition _____ All 4 requirements met	<ul style="list-style-type: none"> • Student has an Outside Contact • Attire is appropriate or relevant to the chosen topic • Student has three copies of an Annotated Bibliography • Student has a Research Binder with all materials used in the Research project 	_____3 requirements met <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <input type="checkbox"/> Presentation is completed within time limit (9-12 min.) <input type="checkbox"/> Dress is appropriate (no jeans, T-shirts) </div>	_____2 requirements met	_____1 requirement met	
2 Research Abstract and Evidence to Support Findings	<ul style="list-style-type: none"> • Research topic and thesis is clearly and succinctly stated; uses sophisticated, articulate language in correct context • Thesis is supported with compelling, substantive pieces of evidence • Conclusion convincingly resolves central issue raised in thesis • Abstract accurately reflects topic, uses sophisticated language, is free of grammatical errors. 	<ul style="list-style-type: none"> • Research topic and thesis are clearly stated; uses language in correct context • Thesis is supported with solid, if not of highest quality, evidence • Conclusion mostly resolves central issue raised in thesis • Abstract mostly reflects topic, uses appropriate language, and has few grammatical errors. 	<ul style="list-style-type: none"> • Topic and thesis need more clarification • Thesis is supported with weak or minimal evidence • Conclusion somewhat support central issue raised in thesis • Abstract somewhat reflects topic, uses generally appropriate language, has some grammatical errors. 	<ul style="list-style-type: none"> • Topic and/or thesis are unclear or not stated • Research and thesis are not supported with evidence • No conclusion is drawn or minimally supports issue raised in thesis • Abstract minimally reflects topic, does not use appropriate language, has many grammatical errors. 	
3. Presentation Aids* (visual, audio, graphics, technology, tactile, kinetic,..)	<ul style="list-style-type: none"> • Presentation is error free and aids used are very pleasing to the eye • The aids are sophisticated and/or creative and enhance the panel's understanding of the main ideas of the topic 	<ul style="list-style-type: none"> • Presentation is mostly error free and pleasing to the eye • Aids are appropriate and enhance the panel's understanding of the main ideas of the topic 	<ul style="list-style-type: none"> • Some errors are present and work is a bit sloppy • Aids somewhat enhance the panel's understanding of the main ideas of the topic 	<ul style="list-style-type: none"> • Many errors and/or sloppy work • Aids are missing and/or do not enhance the panel's understanding of the main ideas of the topic 	

***Methods:** i.e. interviews of people in the field; surveys to test theory or gather opinions; advisor/advisee relationship used for additional information; volunteering in relevant organization; creating a product based on learning; develop a model that displays something related to the research.

Scoring Values Categories	Exceeds Expectation (4 points for each scoring category)	Meets Expectation (3 points)	Does not Meet/ Needs Improvement (2 Pts.)	Does not Meet/ Inadequate (1 Pt)	Total Score For category
4. Presentation Delivery	<ul style="list-style-type: none"> Maintains eye contact with panel throughout entire presentation and fully engages audience (i.e. drawing them into the discussion; adapting presentation to their reactions; asking them questions; having them participate) Voice and pronunciation of terms is clear and correct There are no or very few hesitations, ums, ahs, etc. 	<ul style="list-style-type: none"> Maintains eye contact throughout most of the presentation and keeps audience engaged Voice and pronunciation of terms is mostly clear and correct There are few hesitations 	<ul style="list-style-type: none"> Very little eye contact is maintained; audience is not fully engaged Voice and pronunciation of terms is somewhat clear and correct Many hesitations interfere with the presentation 	<ul style="list-style-type: none"> No eye contact, audience is not engaged Voice and pronunciation of terms is not clear or correct Constant hesitations detract from the presentation 	
5. Response to Questions	<ul style="list-style-type: none"> Student answers all questions with explanations, elaboration, and confidence; demonstrates ability to critique own work Many details from research are used to support answers 	<ul style="list-style-type: none"> Student answers all questions adequately; demonstrates some ability to critique own work Some details from research are used to support answers 	<ul style="list-style-type: none"> Student responds to questions somewhat effectively; demonstrates limited ability to critique own work Minimal details from research are used to support answers 	<ul style="list-style-type: none"> Student unable to respond to questions; demonstrates no ability to critique own work No details from research are used to support answers 	
6. Overall Organization (applies to all scored areas- best to complete at end of presentation)	<ul style="list-style-type: none"> Information is presented in a very organized and logical sequence Thoughtful, smooth transitions clearly show how ideas connect Clear focus is maintained throughout presentation 	<ul style="list-style-type: none"> Information is presented in a mostly organized and logical sequence Transitions mostly show how ideas connect Focus is mostly maintained throughout presentation 	<ul style="list-style-type: none"> Information is presented in a somewhat organized and logical sequence Transitions somewhat show how ideas connect Focus is sometimes maintained throughout presentation 	<ul style="list-style-type: none"> Information is not presented in an organized and logical sequence Transitions are not apparent Student unable to focus; presentation is choppy, disjointed 	
GRAND TOTAL OF ALL 6 CATEGORIES					

***Presentation Aids: Power Point; other:** i.e. video presentation, process demonstration, graphs, charts, product, models, posters, brochure, performance, etc. Minimum of 17 total score required to pass the Exhibition; Exceeds expectations- Score of 21-24; Total score possible- 24.