Culminating Project 2012
Table of Contents

Personal Statement- Page 3  High School and Beyond Plan- Page 7
Portfolio- Page 14  Presentation – Page 18
Running Start – Page 24

Timeline and Due Dates

Personal Statement Introduction- November 7
Personal Statement Work Days- December November 14 & 21
Personal Statement Due- November 28
Portfolio Audit (Check-Point- January 9
High School and Beyond Plan Introduction and Checklist- March 5
High School and Beyond Plan; Financial Planning Work Time- March 12, 16 & 19
High School and Beyond Plan; Financial Planning Due Date- March 23
High School and Beyond Plan; Essay Introductions & Pre-Write – March 26
High School and Beyond Plan; Essay Work-Time – April 9 & 13 (Extended Class Time)
High School and Beyond Essay Due- April 20
Portfolio Work-Time- April 16
Portfolio Due- April 20
Presentation Introduction- April 23
Presentation Work Time- April 27, 30 May 4, 7, 11, 14 & 18 (Schedule a time to practice your presentation in front of your advisor prior to May 18)
Presentations- May 22 & 23

Each deadline must be met in order to successfully complete the Culminating Project. Re-do opportunities are available if a viable attempt has been made to complete the element by the deadline.
PART 1- PERSONAL STATEMENT

WHAT IS A PERSONAL STATEMENT AND WHY IS IT IMPORTANT?

This is your chance to write about yourself! Personal statements are often used in the admission process for post-secondary education. As the first portion of the culminating project, the personal statement is your chance to write about what sets you apart from the rest of the graduating Class of 2012. Writing a personal statement is a very different kind of writing than the analytical writing required in your academic courses. Your personality needs to emerge from the writing. Your statement will be evaluated on your ability to communicate clearly and concisely. Your personal statement should be grammatically correct and error free.

WHAT ARE THE REQUIRED ELEMENTS OF THE PERSONAL STATEMENT?

- Length requirement: Must be 1 page typed double spaced, 12 point font
- Essay must clearly answer the question- Who am I? (This will be done by answering a more focused question(s).
- A rough draft of your Personal Statement Essay must be proofed by your advisor, another teacher or a peer.
- Personal Statement Essay must be free of grammatical errors.
- The Personal Statement Essay is due November 28.
HOW DO I WRITE A PERSONAL STATEMENT?

**Step 1:** Begin by selecting which one of the following questions/topics to address

- ✓ Describe a significant interest or experience that has special meaning to you.
- ✓ Does any specific attribute, quality or skill distinguish you from everyone else? How did you develop this attribute?
- ✓ What was the most difficult time in your life? How did you overcome these difficulties? How did it change your perspective on life?
- ✓ Describe your most rewarding experience.
- ✓ Identify a person who had a significant influence on you and explain the influence.
- ✓ Recall an occasion when you took a risk that you now know was the right thing to do.
- ✓ Describe a situation where you were not successful and what you learned from that experience.
- ✓ Describe your strengths and weakness in two areas: setting and achieving goals, and working with other people.

**Step 2:** Narrow your emphasis to one specific experience, thought or idea.

**Step 3:** Pre-Write, working on idea development and outline your statement.

**Step 4:** Work toward a rough draft, then revise it! Have your advisor or a friend read it. Continue to revise the draft until you have a clear, concise, error-free essay.

**Step 5:** Turn in completed personal statement by November 27.
# Personal Statement Rubric

<table>
<thead>
<tr>
<th>Category/Descriptor</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0/No Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Progression</strong></td>
<td>Progression from paragraph to paragraph and sentence to sentence is smooth and logical.</td>
<td>Progression from paragraph to paragraph and sentence to sentence is mostly smooth and logical.</td>
<td>Progression from paragraph to paragraph and sentence to sentence is sometimes smooth and logical.</td>
<td>Progression from paragraph to paragraph and sentence to sentence is rarely smooth and logical.</td>
<td>Progression from paragraph to paragraph and sentence to sentence is not smooth and/or logical.</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>Transitions are used meaningfully and not forced; transitions within paragraphs and between paragraphs preserve the logical flow of the essay.</td>
<td>Transitions are mostly used meaningfully and not forced; transitions within paragraphs and between paragraphs preserve the logical flow of the essay.</td>
<td>Transitions are somewhat meaningful and are often forced; transitions within paragraphs and between paragraphs preserve the logical flow of the essay.</td>
<td>Transitions are not meaningful but are forced. Transitions within paragraphs and between paragraphs rarely preserve the logical flow of the essay.</td>
<td>Transitions are not meaningful but are forced. Transitions within paragraphs and between paragraphs do not preserve the logical flow of the essay.</td>
</tr>
<tr>
<td><strong>Sentence Structure</strong></td>
<td>A variety of sentence lengths and structures are mixed within any given paragraph.</td>
<td>A variety of sentence lengths and structures are mostly mixed within any given paragraph.</td>
<td>A variety of sentence lengths and structures are seldom mixed within any given paragraph.</td>
<td>A variety of sentence lengths and structures are rarely mixed within any given paragraph.</td>
<td>A variety of sentence lengths and structures are not mixed within any given paragraph.</td>
</tr>
<tr>
<td><strong>Development:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Insight</strong></td>
<td>Presentation is thoughtful or insightful.</td>
<td>Presentation is mostly thoughtful or insightful.</td>
<td>Presentation is somewhat thoughtful or insightful.</td>
<td>Presentation is rarely thoughtful or insightful.</td>
<td>Presentation is not thoughtful or insightful.</td>
</tr>
<tr>
<td><strong>Elaboration</strong></td>
<td>Writing shows depth and complexity of thought. Elaboration in each paragraph has sufficient depth and detail.</td>
<td>Writing frequently shows depth and complexity of thought. Elaboration in each paragraph has nearly sufficient depth and detail.</td>
<td>Writing sometimes shows depth and complexity of thought. Elaboration in each paragraph has somewhat sufficient depth and detail.</td>
<td>Writing rarely shows depth and complexity of thought.</td>
<td>Writing does not show depth and complexity of thought.</td>
</tr>
<tr>
<td><strong>Detail</strong></td>
<td>Essay details make statements for the writer (show vs. tell)</td>
<td>Essay details frequently make statements for the writer (show vs. tell)</td>
<td>Essay details seldom make statements for the writer (show vs. tell)</td>
<td>Essay details rarely make statements for the writer (show vs. tell)</td>
<td>Essay details fail to make statements for the writer (show vs. tell)</td>
</tr>
<tr>
<td><strong>Voice: Verbs</strong></td>
<td>Writing focuses on energetic verbs and keeps adjectives to a minimum.</td>
<td>Writing mostly focuses on energetic verbs and keeps adjectives to a minimum.</td>
<td>Writing sometimes focuses on verbs and keeps adjectives to a minimum.</td>
<td>Writing rarely focuses on energetic verbs and frequently uses adjectives.</td>
<td>Writing does not use energetic verbs but relies solely on adjectives.</td>
</tr>
<tr>
<td>Voice: Active Voice</td>
<td>Writer employs active voice; passive sentence constructions are avoided.</td>
<td>Writer frequently employs active voice; passive sentence constructions are mostly avoided.</td>
<td>Writer sometimes employs active voice; passive sentence constructions are mostly avoided.</td>
<td>Writer rarely employs active voice; passive sentence constructions are frequently used.</td>
<td>Writer does not employ active voice; passive sentences constructions are always used.</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Voice: Word Choice</td>
<td>Writing sounds authentic and original- word choice doesn’t appear contrived.</td>
<td>Writing mostly sounds authentic and original.</td>
<td>Writing sometimes sounds authentic and original.</td>
<td>Writing rarely sounds authentic and original.</td>
<td>Writing is not authentic and original.</td>
</tr>
<tr>
<td>Voice: Tone</td>
<td>Writing avoids slang terms, clichés, contractions, and an excessively casual tone. (Clichés make writing appear lazy, ideas ordinary and experiences typical)</td>
<td>Writing mostly avoids slang terms, clichés, contractions, and an excessively casual tone.</td>
<td>Writing sometimes uses slang terms, clichés, contractions, and an excessively casual tone.</td>
<td>Writing frequently uses slang terms, clichés, contractions, and an excessively casual tone</td>
<td>Writing always uses slang terms, clichés, contractions, and an excessively casual tone</td>
</tr>
<tr>
<td>Conventions</td>
<td>Writing represents consistent command of spelling, capitalization, punctuation, grammar, usage and syntax. Errors do not distract from overall fluency of the composition.</td>
<td>Writing represents a mostly consistent command of spelling, capitalization, punctuation, grammar, usage and syntax. Errors rarely distract from overall fluency of the composition.</td>
<td>Writing lacks consistent command of spelling, capitalization, punctuation, grammar, usage and syntax. Errors distract from overall fluency of the composition.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring**

- **Advanced:** 43-42
- **Proficient:** 39-33
- **Basic:** 32 and below

*Note: Scores must meet a minimum of a proficient level in order to meet the graduation requirement for this section.*
PART 2- HIGH SCHOOL AND BEYOND PLAN

WHAT IS THE HIGH SCHOOL AND BEYOND PLAN?

Each student graduating from high school in Washington State in 2008 or after must complete a High School and Beyond Plan. The High School and Beyond Plan is a state graduation requirement. Your High School and Beyond Plan will build on the work you’ve done through advisory to plan for the future. By now you should have a good idea of what you hope to do in the future and have already completed many steps needed to prepare for next year.

WHAT IS REQUIRED FOR THE HIGH SCHOOL AND BEYOND PLAN?

High School and Beyond Plan Required Elements

✓ High School and Beyond Checklist (from Grade 12)
✓ Financial Planning Worksheet
✓ High School and Beyond Essay

The High School and Beyond Plan is the second required element of your Culminating Project. To successfully meet the graduation requirement you must meet a minimum of a proficient level on this portion of the culminating project. Each piece to the High School and Beyond Plan has an individual deadline.
HIGH SCHOOL AND BEYOND CHECKLIST:

CAREER PATHWAY: Which career pathway have you selected?
☐ Agriculture, Science, and Natural Resources
☐ Art, Media, Communications, and Design
☐ Business, Management, and Finance
☐ Education, Social, and Health Services
☐ Engineering, Science, and Technology

Career(s) of Interest:

___________________________________________________________________________

CAREER RESEARCH: Steps you have taken to be able to pursue a career that interests you:

☐ Taken needed electives in my pathway (details):________________________________________

☐ Updated resume (or will before graduation):
                                                                                       

☐ Conducted career interviews (list):
                                                                                       

☐ Completed a job shadow:
                                                                                       

☐ Obtained summer job or internship:
                                                                                       

POSTSECONDARY RESEARCH: Your postsecondary plan based on the educational requirements for your top career choice (check as many as apply):

☐ No more education needed (explain why):
                                                                                       

☐ Apprenticeship – Length, details:
                                                                                       

☐ Two-year degree (AA) – Major:
                                                                                       

☐ Four-year degree (BA or BS) – Major:
                                                                                       

☐ Postgraduate degree – Describe:
                                                                                       

___________________________________________________________________________
POSTSECONDARY PLANNING: Postsecondary institutions you have researched and decided to apply to. *(List institution and the major you wish to pursue; list military here if you plan to enlist):*

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

POSTSECONDARY PREPARATION: Steps you have completed or plan to take:

☐ Postsecondary visits, workplace interviews or discussions with a recruiter
☐ PSAT *(for 4-year college)*
☐ SAT Reasoning, SAT Subject Tests and/or ACT *(for 4-year college)*
☐ ASSET and/or COMPASS *(for community or technical college)*
☐ ASVAB *(for military)*
☐ Completed applications for all institutions listed above

FINANCIAL PREPARATION: Steps you have taken or will take to prepare yourself for the future:

☐ Have completed the FAFSA with parents
☐ Have researched scholarship opportunities
☐ Have researched tuition and living expenses at postsecondary institutions listed above
☐ Have started a savings or checking account and/or obtained a debit card
☐ Have researched insurance issues related to turning 18: health and auto

COMMUNITY INVOLVEMENT: Steps you have taken or will take to become involved in the community:

☐ Have begun or completed volunteer service: hours
☐ Have registered to vote (when 18)
☐ Have registered with Selective Service (for males, when 18)

BEYOND PLAN – BACKUP PLAN: Please describe briefly below what you plan to do next year AND what you will do if that plan doesn’t work out.

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
WHAT IS A FINANCIAL PLAN?

Part of the High School and Beyond Plan, the Financial Plan insures that you map out funding for your post-secondary plans. This required piece of the High School and Beyond Plan will be completed based on your needs and plans. In addition, you will also use this information in your High School and Beyond Essay and your Culminating Presentation.

Process for completing the Financial Plan

- Research the information needed to complete the worksheet. For example, tuition for the school you are planning on attending. (Tip! If you haven’t decided which school you can estimate expenses based on the type of school you are going to)
- Complete the expenses portion of the worksheet. You need real numbers here- guesses won’t do!
- Complete the revenue portion of the worksheet.
- Wrap up your “Plan of Action” if needed. (You need a plan of action if your expenses out number your revenue!)

Financial Plan Deadline: January 23 (Final product will be submitted with the complete High School and Beyond Plan February April 20)

You will receive the financial planning worksheet appropriate for your postsecondary choice from your advisor.
WHAT ARE THE REQUIREMENTS OF THE HIGH SCHOOL AND BEYOND ESSAY?

All essays must address the following content areas:

- Your Career Pathway - the career that is most interesting to you and the reasons you selected that career pathway.
- The postsecondary education or training you will need to pursue this career.
- Specific goals spanning the next 5 years related to your career and postsecondary choices.
- The courses you took during high school to prepare you for your postsecondary choice and for your chosen career.
- The career exploration activities you completed during high school to prepare you for your career - for example, job shadows, internships, or research.
- The steps you’ve taken during junior and senior years to prepare for and apply to your top postsecondary choices.
- The plan you’ve made to finance the next several years of your life.
- Your backup plan.

Additional essay requirements:

- Essay must be typed, at least two pages, double-spaced, 12 point font.
- A rough draft of essay must be proofed by your advisor
- The final draft must be completed by April 20
# HIGH SCHOOL AND BEYOND ESSAY SCORING RUBRIC

<table>
<thead>
<tr>
<th>Category and Description</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus, Purpose, Thesis (Controlling Idea)</strong></td>
<td>Engaging and full development of a clear thesis as appropriate to assignment purpose.</td>
<td>Competent and well developed thesis; thesis represents sound and adequate understanding of the assigned topic.</td>
<td>Mostly intelligible idea; thesis is weak, unclear, too broad or only indirectly supported.</td>
<td>Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis.</td>
<td>Ideas are extremely simplistic, showing signs of confusion, or misunderstanding of the prompt; thesis is essentially missing or not discernable.</td>
<td>Shows complete confusion about the topic or an inability to grasp it; thus conspicuous absence of thesis and lack of purpose.</td>
</tr>
<tr>
<td><strong>Idea, Support and Development (Evidence)</strong></td>
<td>Consistent evidence with originality and depth of ideas; ideas work together as unified whole; main points are sufficiently supported (with evidence); support is valid and specific.</td>
<td>Ideas supported sufficiently; support is sound, valid, and logical.</td>
<td>Main points and ideas are only indirectly supported; support isn’t sufficient or specific, but is loosely relevant to main points.</td>
<td>Insufficient, non-specific and/or irrelevant support.</td>
<td>Lack of support for main points; frequent and illogical generalizations without support.</td>
<td>Clear absence of support for main points.</td>
</tr>
<tr>
<td><strong>Structure, Organization</strong></td>
<td>Organization is sequential and appropriate to assignment; paragraphs are well developed and appropriately divided; ideas are linked with smooth and effective transitions</td>
<td>Competent organization, without sophistication. Competent paragraph structure; lacking in effective transitions</td>
<td>Limited attempts to organize around a thesis; paragraphs are mostly stand-alones with weak or non-evident transitions.</td>
<td>Attempted organization was unsuccessful. Paragraphs were simple, disconnected and formulaic. No evident transitions or planned sequence.</td>
<td>Organization, if evident at all, is confusing and disjointed; paragraph structure is weak; transitions are missing, inappropriate and/or illogical.</td>
<td>Paragraph structure does not exist; or is a single rambling paragraph or series of isolated paragraphs.</td>
</tr>
<tr>
<td><strong>Audience, Tone and Point of View</strong></td>
<td>Clear discernment of distinctive audience; tone and point of view appropriate to the assignment</td>
<td>Effective and accurate awareness of general audience; tone and point of view satisfactory</td>
<td>Little or inconsistent sense of audience related to assignment purpose; tone and point of view not refined or consistent</td>
<td>Shows almost no awareness of a particular audience; reveals no grasp of appropriate tone and/or point of view for given assignment.</td>
<td>Lacks awareness of a particular appropriate audience for assignment; tone and point of view somewhat inappropriate or very inconsistent</td>
<td>No evident awareness of audience as appropriate to assignment; tone completely inappropriate to assignment.</td>
</tr>
</tbody>
</table>
### Sentence Structure (Grammar)

<table>
<thead>
<tr>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each sentence structured effectively, and powerfully; rich, well-chosen</td>
<td>Formulaic or tedious sentence patterns; shows some errors in sentence</td>
</tr>
<tr>
<td>variety of sentence styles and length.</td>
<td>construction; some non-standard syntax usage.</td>
</tr>
<tr>
<td>Effective and varied sentences; errors (if any) due to lack of careful</td>
<td>Sentences show errors of structure; little or no variety; no grasp of</td>
</tr>
<tr>
<td>proofreading; syntax errors (if any) reflect use of colloquialisms.</td>
<td>sentence flow.</td>
</tr>
<tr>
<td>Formulaic or tedious sentence patterns; shows some errors in sentence</td>
<td>Simple sentences used excessively, almost exclusively; frequent errors</td>
</tr>
<tr>
<td>construction; some non-standard syntax usage.</td>
<td>of sentence structure.</td>
</tr>
<tr>
<td>Formulaic or tedious sentence patterns; shows some errors in sentence</td>
<td>Contains multiple and serious errors of sentence structure: i.e.,</td>
</tr>
<tr>
<td>construction; some non-standard syntax usage.</td>
<td>fragments, run-ons. Unable to write simple sentences.</td>
</tr>
</tbody>
</table>

### Mechanics and Presentation

<table>
<thead>
<tr>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtually free of punctuation, spelling, and capitalization errors;</td>
<td>Contains only occasional punctuation, spelling, and/or capitalization</td>
</tr>
<tr>
<td>appropriate format and presentation for assignment</td>
<td>errors. Few formatting errors. Most errors likely carelessly proofed.</td>
</tr>
<tr>
<td>Good vocabulary range and accuracy of usage.</td>
<td>Contains several (mostly common) punctuation, spelling, and/or capitalization errors. Several errors in meaning; formatting is inconsistent.</td>
</tr>
<tr>
<td>Ordinary vocabulary range, mostly accurate; some vernacular terms.</td>
<td>Contains many errors of punctuation, spelling, and/or capitalization. Errors interfere with meaning in places. Formatting incorrect in most places</td>
</tr>
<tr>
<td>Errors of diction, and usage, while evident, do not interfere with</td>
<td>Contains many and serious errors of punctuation, spelling, and/or</td>
</tr>
<tr>
<td>readability.</td>
<td>capitalization; errors severely interfere with meaning. Formatting</td>
</tr>
<tr>
<td>Extremely limited vocabulary; choices lack grasp of diction; usage is</td>
<td>weak.</td>
</tr>
<tr>
<td>meaningless or very confusing at best.</td>
<td></td>
</tr>
</tbody>
</table>

### Vocabulary and Word Usage

<table>
<thead>
<tr>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional vocabulary range, accuracy, and correct and effective word usage.</td>
<td>Good vocabulary range and accuracy of usage.</td>
</tr>
<tr>
<td>Good vocabulary range and accuracy of usage.</td>
<td>Ordinary vocabulary range, mostly accurate; some vernacular terms.</td>
</tr>
<tr>
<td>Ordinary vocabulary range, mostly accurate; some vernacular terms.</td>
<td>Errors of diction, and usage, while evident, do not interfere with</td>
</tr>
<tr>
<td>Errors of diction, and usage, while evident, do not interfere with</td>
<td>readability.</td>
</tr>
<tr>
<td>Extremely limited vocabulary; choices lack grasp of diction; usage is</td>
<td>Diction and syntax make communication meaningless or very confusing at</td>
</tr>
<tr>
<td>meaningless or very confusing at best.</td>
<td>best.</td>
</tr>
</tbody>
</table>

### Scoring

**Advanced: 35-30**  
**Proficient: 29-25**  
**Basic: 24 and below**

*Note: Scores must meet a minimum of a proficient level in order to meet the graduation requirement for this section.*
PART 3 - PORTFOLIO

WHAT IS THE PORTFOLIO?

Each student graduating from Castle Rock High School in 2008 or after must include a portfolio of their work. The portfolio for the Class of 2010 will include college and career explorations from the students’ sophomore, junior and senior years. In addition, the portfolio must include best works from the students’ sophomore, junior and senior years. The portfolio will serve as documentation that the student has completed the steps necessary in preparing for their future. Finally, the portfolio will be used for support during the Culminating Project Presentation.

HOW WILL THE PORTFOLIO BE SCORED?

The Portfolio is the second required element of your Culminating Project. To successfully meet the graduation requirement you must meet a minimum of a proficient level on this portion of the culminating project. To earn a proficient score a minimum of 32 of the 45 items from the portfolio checklist including each of the items from the required elements section. Work Samples count for one item per year.

Note: students who have transferred into CRHS are only required to complete the items they were present for.

WHAT ARE THE REQUIRED ELEMENTS OF THE PORTFOLIO?

Annual Items
The following are required elements, you are responsible for having the most recent and updated version available.

☐ Transcript
☐ Four-year Plan
☐ WASL or HSPE Scores
☐ Resume

GRADE 9
ACADEMIC DEVELOPMENT:

☐ Annual Goals: Your completed annual goals statement (Annual Goals Handout)
☐ Post-Secondary Education: Your completed handout on postsecondary needs. (Post-Secondary Handout)
☐ Learning Style: Assessment of learning styles (Learning Styles Handout)
☐ Academic Inventory: Your plan to strengthen your academic performance (Academic Improvement Plan Handout)
☐ Multiple Intelligences: Multiple Intelligence survey completed in Microcomputers.

☐ Work Samples: Work samples (at least one from each of your core courses):

☐ Science   ☐ Social Studies
☐ Math      ☐ Language Arts

Optional: ☐ Foreign Language      ☐ Other Elective: _____________________
CAREER DEVELOPMENT:
- Career Pathway Worksheet: Your completed worksheet on your career interests and pathway.
- Self-Assessment of Work Habits: Survey completed in Microcomputers.
- Career Interest Assessment: Results from any career or interest surveys you competed during 9th grade.
- Career Exploration: Your completed handout on your career interests and your reflection on the education you will need to realize your goals. (Career Interests Handout)
- Career Exploration Project: In dept exploration of career, completed in Microcomputers.
- Sample Budget: Your completed hypothetical budget (Budgeting Handout).

PERSONAL and SOCIAL DEVELOPMENT:
- Activities Handout: Your completed handout about a school activity you’d like to join. (Activities Handout)
- Enneagram: Personality profile completed in Microcomputers.
- Dependable Strengths: List of identified skills completed in Microcomputers.
- Other Activity Information Including Activity Reflection Form: Certificates of accomplishment, awards, photos, or other mementos from extracurricular activities you participated in during 9th grade.
- Student-Led conference Plan and Reflection- Outline for conference and essay reflecting your performance. (Planning Your Student-Led Conference and Student-Led Conference Reflection)

GRADE 10
ACADEMIC DEVELOPMENT:
- Annual Goals: Your completed annual goal statement.
- Academic Inventory: The plan you prepared to strengthen your academic performance.
- High School and Beyond Plan: Draft of high school and beyond plan (High School and Beyond Plan Worksheet)
- Work Samples: Work samples (at least one from each of your core courses):
  - Science
  - Math
  - Social Studies
  - Language Arts
- Optional: Foreign Language
- Other Elective:

CAREER DEVELOPMENT:
- Career Information Interview Reflection (Career Interview Worksheet)
- Postsecondary Worksheet: Research assignment comparing post-secondary options.

PERSONAL & SOCIAL DEVELOPMENT:
- Service Worksheet: Your completed handout about your volunteer service hours to date (Optional).
- Other Activity Information: Work samples, certificates of accomplishment, awards, photos, or other mementos from extracurricular activities you participated during the 10th grade.
GRADE 11

ACADEMIC DEVELOPMENT:
- Quarterly Academic Goals: Your goal statement from 1st quarter of your Junior Year
- Quarterly Work Habit Goals: Your goal statement from 1st quarter of your Junior Year
- Quarterly Goal Setting: Completed for 2nd, 3rd & 4th Quarter
- High School & Beyond Plan: Draft of high school and beyond plan (High School and Beyond Plan Worksheet)
- Work Samples: Work samples (at least one from each of your core courses):
  - Science
  - Social Studies
  - Math
  - Language Arts
- Optional:
  - Foreign Language
  - Other Elective: _____________________

CAREER DEVELOPMENT:
- ASVAB Scores and Career Interest/Aptitude Assessment
- Career Information Worksheet: Your career comparison based on your ASVAB scores/interest area. (Career Information Worksheet)
- Job Information: Information about part-time or summer jobs you’ve held, including if possible a letter of recommendation from each supervisor you’ve had (Optional)

PERSONAL & SOCIAL DEVELOPMENT:
- Service Worksheet: Your completed handout about your volunteer service hours to date (Optional)
- Quarterly Personal Goals: Your goal statement from 1st quarter of your Junior Year
- Journal Write: The Courage to Be Yourself
- Other Activity Information: Work samples, certificates of accomplishment, awards, photos, or other mementos from extracurricular activities you participated in during 11th grade.

GRADE 12

ACADEMIC DEVELOPMENT:
- Pathway to Graduation
- Mapping out the Senior Year
- Goal Setting
- Reflective Thinking
- Fall Conference Worksheet
- Work Samples: Work samples (at least one from each of your core courses):
  - Science
  - Social Studies
  - Math
  - Language Arts
- Optional:
  - Foreign Language
  - Other Elective: _____________________
CAREER DEVELOPMENT:
- Career Interest/Research: Any research completed during the course of your senior year to solidify post-high school plans. (Optional)
- Job Information: Information about part-time or summer jobs you’ve held, including if possible a letter of recommendation from each supervisor you’ve had (Optional)

PERSONAL & SOCIAL DEVELOPMENT:
- Letter to Self
- What Does 2012 Look Like For You?
- Journaling Prompts #1, #2, #3 & #4
- Service Worksheet: Your completed handout about your volunteer service hours to date (Optional)
- Other Activity Information: Work samples, certificates of accomplishment, awards, photos, or other mementos from extracurricular activities you participated in during 12th grade.
PART 4- CULMINATING PROJECT PRESENTATION

WHAT IS A CULMINATING PROJECT PRESENTATION?
All students in Washington state must complete a culminating project to graduate. The project must:

- Encourage students to think analytically, logically and creatively and to integrate experience and knowledge to solve problems
- Give students a chance to explore a topic in which they have a great interest
- Offer students an opportunity to apply their learning in a “real world” way

In addition, as part of the culminating project, each student must have the opportunity to demonstrate essential skills through writing, speaking, and performance. At Castle Rock High School students are also required to reference their portfolio as a portion of the Culminating Project.

WHAT ARE THE REQUIREMENTS FOR THE CULMINATING PROJECT PRESENTATION?
There are three requirements for the Culminating Project Presentations. To successfully meet the graduation requirement you must meet a minimum of a proficient level on each of the required elements in order to successfully pass the presentation portion of the Culminating Project. The three required areas are:

✓ Oral Presentation
  o Presentation of your portfolio and your plans for the future in a 15-minute presentation to a panel of advisors and community members. You will be assessed on your preparation, appearance, introduction, poise, communication skills, and your ability to demonstrate the contents of your portfolio and their relationship to your plans for life after graduation.

✓ Visual Aid
  o The presentation must include a power point in addition to the portfolio. Although students are required to complete a power point they have the option to bring in additional visuals, such as tri-fold boards or samples of projects.

✓ Portfolio
  o Although a component of the Culminating Project in its own right, the portfolio is also a required element of the Culminating Project Presentation. Portfolios must be referenced in the presentation and used as evidence of the students’ work in the areas of academic, social and career development.
HOW DO I PLAN MY CULMINATING PROJECT PRESENTATION?

Your senior presentation is the culmination of your time in high school. It will demonstrate that you have accomplished what is required to graduate and that you are prepared for the future. Your presentation should include who you are, what is best about you, your academic achievements, your goals, and your plans for next year.

PREPARATION

- Find out where and when you are to present
- Organize your portfolio so you know where everything is located
- Prepare an outline for your presentation
- Rehearse - you will have only 15 minutes - use your limited time effectively and efficiently

APPEARANCE

- Your personal appearance affects your credibility. You should wear business clothing. No revealing necklines, jeans, sweatshirts, shorts, flip-flops, etc.

ORAL PRESENTATION

Introduction

- Greet your guests, shake hands, and make eye contact with each person.
- Smile, be enthusiastic & confident.
- Introduce yourself by saying your name and that you are happy to be there.
- Tell your guests the purpose of your presentation: that you will be presenting your accomplishments from high school and your goals for life after graduation.

Poise

- Be well prepared.
- Avoid distracting mannerisms (such as tugging at your hair).
- Be enthusiastic.
- Stand straight and with confidence.
- Make eye contact with each of your guests sometime during your presentation.

Communication Skills

- Speak clearly, don’t mumble or speak too quickly or softly. Remember that your audience should be able to hear and understand what you say.
- Rehearse – practice for a friend or for your parents.
- Speak in complete sentences – do not use “umm” or “like.”
WHAT IS INCLUDED IN THE CULMINATING PROJECT PRESENTATION?

Use the questions and ideas below to assist you in preparing for your presentation. Make sure to consult the rubric and practice, practice, practice! Don’t forget you will need to provide evidence for the information you are presenting.

**Personal Introduction**

- Greets guests.
- Introduces yourself to the panel. Your introduction might include an explanation of who you are, what you like to do and what is important to you. Many students chose to share pictures during this portion of the presentation. The idea is to give the panel a brief overview of... YOU!

**Academic Development** *(What have I accomplished in high school?)*

- What did you learn in high school and how has what you learned help you improve or prepare for the future?
- What is the connection between the courses you took in high school and your postsecondary and/or career plans?
- What courses did you gain the most from - what did you learn that you will take with you into the future?

**Career Development** *(What do I want to do in the future? How will I get there?)*

- What are your career goals and post-secondary plans?
- Have your goals for the future stayed the same since freshman year or have they changed? Why?
- What has most influenced your plans for the future? *You might want to talk about meeting someone in an interesting career, the research you have completed on your career - whatever influenced you most.*
- What career and post-secondary planning activities have you completed and how are they connected to your career plan?
- What are your career goals and post-secondary plans?
- What steps have you taken to prepare for next year - applied for college, scholarships, made internship connections, financial aid etc.
Personal and Social Development *(Who am I?)*

☐ What extracurricular activities have you been involved with in and out of school? *(You might want to talk about how your activities reflect who you are.)*

☐ What awards and honors have you received? *(Share any awards you’ve collected.)*

☐ How have you served your school and community? *(Discuss your volunteer service.)*

**Conclusion**

☐ Summarize your goals for the future.

☐ Ask your guests if they have any questions, and then answer the questions as well as you can.

☐ Thank your guests for their time

**Important Notes!**

☐ You have the flexibility to organize the presentation in a way that makes sense to you! That means- you can start with whatever section you prefer!

☐ Don’t forget to bring it all together- you should be able to show a connection between what you did in high school, your postsecondary plans and your career plan.

☐ For the personal and social section- think about highlighting meaningful activities and/or events. Instead of listing everything you have done- take one or two, talk about it in detail and share how the experience has influenced you.

**Due Dates**

☐ Final Presentations will occur May 22 and May 23!

☐ Practice presentations will be individually arranged with your advisor. All students must complete a practice presentation prior to the final presentation dates!
<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Skills</strong></td>
<td>Establishes eye contact and speaks clearly and distinctly. Student is relaxed and confident.</td>
<td>Occasionally loses eye contact, mispronounces some words. At times student appears nervous.</td>
<td>Frequently loses eye contact, mispronounces words and/or speaks unclearly and appears nervous.</td>
<td>Rarely establishes eye contact, frequent unclear speech, lacks confidence, and appears nervous.</td>
<td>Avoids eye contact, mumbles, nervousness impedes presentation.</td>
</tr>
<tr>
<td><strong>Content: Academic Development</strong></td>
<td>Clear and detailed explanation of key learnings through the course of high school and explanation of how information learned has helped student improve or prepare.</td>
<td>Explanation surrounding key learnings is at a surface level. Little connection to how learning has helped student improve or prepare.</td>
<td>Provides a list of list of what was learned but unable to put in context of the connection to personal growth or preparation for future.</td>
<td>Provides a list of courses taken and focuses on what was liked about the teacher/subject.</td>
<td>Does not address academic information.</td>
</tr>
<tr>
<td><strong>Content: Career Development</strong></td>
<td>Clear and detailed explanation of career planning activities and current career direction. Connection is made between career planning activities and career plan.</td>
<td>Explanation of career planning activities and current career direction with adequate detail. Connection between career planning activities and career plan is vague.</td>
<td>Provides a list of career planning activities with little to no explanation. Career plan lacks detail or focus. Connection between career planning activities is not explained.</td>
<td>Provides list of career planning activities with no explanation. Career plan has no detail or focus. No connection is provided between career planning activities and career plan.</td>
<td>Does not address career information.</td>
</tr>
<tr>
<td><strong>Content: Post- Secondary Plan</strong></td>
<td>Clear, focused and detailed explanation of post secondary plans. Also provides clear and detailed connection between post secondary plans and career plan/high school studies. Plan includes detailed information regarding financial planning for post secondary plans.</td>
<td>Explanation of post secondary plans is clear and focused but offers some detail. Connection between post secondary plans and career plan/high school studies is brief. Plan includes adequate explanation of financial planning for post secondary plans.</td>
<td>Explanation of post secondary plan lacks focus and offers little connection between post secondary plans and career plan/high school studies. Plan includes minimal explanation of financial planning for post secondary plans.</td>
<td>Provides list of options but lacks focus or fails to explain post secondary plans clearly or with detail. No connection is provided between post secondary plans and career plan/high school studies. Plan includes generic explanation of financial planning for post secondary plans.</td>
<td>Does not address post-secondary plan</td>
</tr>
<tr>
<td>Content: Personal and Social Development</td>
<td>Answers the question “Who am I” thoughtfully and thoroughly including examples of activities, awards and honors. Explains growth over the course of high school years.</td>
<td>Adequately answers the question, “Who am I” includes some examples of activities, awards and honors. Briefly addresses growth over the course of the high school years.</td>
<td>Minimal explanation of the topic, “Who am I”. Does not address growth over the course of the high school years.</td>
<td>Provides lists of activities but doesn’t provide an explanation on the topic, “Who am I”. Does not address growth over the course of the high school years.</td>
<td>Does not address personal and social development.</td>
</tr>
<tr>
<td>Supporting Evidence</td>
<td>Strong evidence is provided and explained through the course of the presentation in order to display student growth over time in the content areas.</td>
<td>Adequate evidence is provided and briefly explained through the course of the presentation in order to display student growth over time in the content areas.</td>
<td>Minimal evidence is provided but rarely referenced through the course of the presentation in order to display student growth over time in the content areas.</td>
<td>Evidence is on display but not referenced through the course of the presentation.</td>
<td>Supporting evidence is not provided.</td>
</tr>
</tbody>
</table>

**Required Element**

<table>
<thead>
<tr>
<th>Met</th>
<th>Scoring Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Dress</td>
<td>24-20 = Advanced 19-17 = Proficient</td>
</tr>
<tr>
<td>Visual Aid (Power Point) complete and professional</td>
<td>Students must meet all required elements and a minimum of a proficient score to pass the presentation portion of the Culminating Project.</td>
</tr>
<tr>
<td>Presentation Time (15 minutes; not including questions)</td>
<td></td>
</tr>
<tr>
<td>Portfolio used as supporting evidence</td>
<td></td>
</tr>
</tbody>
</table>

*Students must earn a minimum of a proficient score in order to pass this portion of the Culminating Project.*
I AM A RUNNING START STUDENT. WHAT ARE MY OPTIONS?

As a Running Start student you have two options for fulfilling the Culminating Project requirement.

Option 1
Students who meet the requirements to take a “Capstone” course at the community college can take the course in lieu of completing the culminating project at the high school level. Students must submit the corresponding research paper to the school upon completion of the course.

Option 2
Students who do not meet the requirements or do not elect to take a “Capstone” course at the community college can fulfill the culminating project requirements independently. Students are responsible for completing the following items:

- The Personal Statement Essay
  - Personal Statement Deadline: February 1

- The High School and Beyond Plan
  - High School and Beyond Checklist
  - High School and Beyond Essay
  - Financial Planning Worksheet (available from Mrs. Montgomery)
  - High School and Beyond Plan Deadline: May 1

- The Culminating Project Presentation
  - Must meet all requirements of the Culminating Project Presentation including the use of a portfolio.
  - Running Start students are encouraged to but not required to complete a practice presentation.
  - Portfolio will include work completed in the high school advisory course as an underclassmen as well as best works for your Running Start courses.
  - Culminating Project Presentations- May 22 & 23