North Providence
High School

SENIOR PROJECT

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North Providence, RI 02904
(401) 233-1150 ext. 13457
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madonna.thompson@npsd.k12.ri.us
http://nprovschools.org
The **Mission of North Providence High School** is to educate all students in a safe, nurturing, and challenging environment which empowers them to become well-rounded individuals who are life-long learners and productive members of society.

The **Mission of Proficiency-Based Graduation Requirements (PBGRs)** at North Providence High School is to provide students with the opportunity to show proficiency of the many skills they have acquired while in the North Providence Public Schools. PBGRs empower students to take responsibility for their learning and to have a powerful voice in their development as individuals. Students express what they know, display what they are able to do, and showcase their talents.

**Core Values & Beliefs**

We believe:

All students can learn in a student-centered educational program that reflects rigor, relevance, and relationships that collaboration and communication among students, teachers, administrators, parents, and community are essential; in recognizing and adapting to the needs of our students; in on-going evaluation of the educational program based on best practice in order to improve teaching and learning; in high expectations for students & all other members of the school community; in fostering and promoting literacy across all disciplines; in an educational program that prepares students for higher education and the global marketplace of the 21st Century; and community service learning is an essential component of student growth.
21st Century Graduation Expectations

All graduates of North Providence High School must possess a common core of knowledge, skills, and dispositions needed to become responsible citizens, productive workers and lifelong learners. The North Providence High School Community has identified and adopted four core expectations that support the accomplishment of the school’s mission and are aligned with the standards and performance indicators identified in district and school curriculum documents. These interdisciplinary expectations encompass academic, civic, and social outcomes and identify what a North Providence High School student should know and be able to do upon graduation.

The North Providence High School graduate will be able to:

1.0 Achieve proficiency in all content areas of a standards-based curriculum by:
   1.1 acquiring and applying knowledge and skills within and across the curriculum
   1.2 analyzing and evaluating information
   1.3 applying technology as a learning tool across all disciplines

2.0 Solve problems and make decisions effectively by:
   2.1 working cooperatively and/or independently
   2.2 applying problem-solving strategies
   2.3 utilizing resources and time effectively
   2.4 accessing, compiling, interpreting, and presenting data and information

3.0 Display a strong sense of self-discipline which enables him/her to act responsibly by:
   3.1 making informed life and career decisions
   3.2 recognizing and respecting the diversity and individuality of others
   3.3 understanding and accepting the benefits and consequences for his/her behavior
   3.4 participating in community service, leadership roles and/or school activities

4.0 Communicate effectively by:
   4.1 reading widely and critically
   4.2 writing clearly, concisely, and persuasively
   4.3 speaking, listening, and interpreting effectively
   4.4 mastering technology as a means of communication
# PROFICIENCY-BASED GRADUATION REQUIREMENTS (PBGRs) 2019-2020

<table>
<thead>
<tr>
<th>Due Date*</th>
<th>Experience</th>
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<tbody>
<tr>
<td>Tues., Sept. 24</td>
<td>Parent/Senior Orientation @ 5:45 pm</td>
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<tr>
<td>Tues., Oct 15</td>
<td>Parent Consent Form&lt;br&gt;Senior Project Proposal*&lt;br&gt;Mentor Form</td>
</tr>
<tr>
<td>Tues., Nov 12</td>
<td>Thesis and Works Cited Page*</td>
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<tr>
<td>Tues., Dec. 3</td>
<td>6 Hours of fieldwork with reflection (conduct mentor interview)</td>
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<tr>
<td>Tues., Dec 10</td>
<td>Research Paper Draft* (must include interview &amp; statistics - minimum of 2)</td>
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<tr>
<td>Tues., Jan 28</td>
<td>6 Hours of Fieldwork with Reflection&lt;br&gt;Evaluation from Mentor&lt;br&gt;Thank you letter to Mentor</td>
</tr>
<tr>
<td>Tues., Feb. 4</td>
<td>Final Research Paper*</td>
</tr>
<tr>
<td>Tues., Mar. 17</td>
<td>Letter of Introduction to Judges*</td>
</tr>
<tr>
<td>Tues., April 7</td>
<td>Completed Senior Project Binder*</td>
</tr>
<tr>
<td>Wed., May 20</td>
<td>Oral Presentations</td>
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</tbody>
</table>

**Component which gets a grade in both English and Senior Skills classes**
PBGR Plagiarism and Academic Dishonesty Policy

Plagiarism is from the Latin word for “kidnapper.” It is a term that refers to the stealing of words or ideas from someone else without giving credit to that person. This definition includes computer programs, drawings, artwork and all other types of work, which are not one’s own. Types of plagiarism include word-for-word, mosaic (rearrangement or rewording), and indirect (paraphrasing). Examples of plagiarism may include, but is not limited to:

- Failing to cite with quotation marks the written words of another;
- Failing to credit the author and source of materials used in a composition;
- Failing to cite research materials in a bibliography or works cited;
- Failing to cite a person who is quoted;
- Failing to cite an author whose works are paraphrased or summarized;
- Presenting another person’s creative work or ideas as one’s own in essays, poems, music, computer programs, or other projects;
- Copying or paraphrasing ideas from literary criticisms or study aids without documentation.

Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own. Students are expected to conduct themselves to the highest standards of personal integrity. Students must adhere to the rules prohibiting academic dishonesty and to resist peer pressure to violate these high standards of integrity. Students are not expected to use dishonest methods to fulfill academic expectations and responsibilities. Whenever students have any questions about this procedure or any procedure, they should ask their teachers, counselors, or administrators.

- Forging signatures
- Doctoring forms (erasures, obliterations, additions, deletions, etc.)
- Altering grades
- Falsely obtaining credit for work
PBGR Disciplinary Action

Any student who has been found guilty of plagiarism and/or academic dishonesty during any aspect of the Senior Project or Graduation Portfolio will face very serious consequences that will adversely affect graduation status. Penalties may include, but are not limited to, the following:

- Invalidation of Senior Project or Graduation Portfolio
- Invalidation of that specific component of Senior Project or Graduation Portfolio
- Parent Conference
- Detention
- Social Suspension
- Ineligibility for interscholastic athletics and co-curricular activities
- Dismissal from various school organizations or societies
- Suspension
- Loss of scholarships
- Legal proceedings

Any student who has missed a deadline during any aspect of the Senior Project or the Graduation Portfolio may be subjected to the following actions:

*A student will be placed on indefinite and irrevocable social suspension if he/she has missed three or more PBGR deadlines.

✓ Indefinite Social Suspension
✓ Ineligibility for interscholastic athletics and co-curricular activities
✓ Failure to graduate
Senior Project

Before you can begin work on your Senior Project, you must present a proposal of your idea for your project and receive formal approval. This proposal should state how you will meet the basic requirements for the Senior Project:

- Select a topic or area of study that interests you. Your project must represent a learning stretch for you; therefore, if you have previous experience in the area, you will have to explore this subject from a new and challenging perspective.

- Develop an essential question to guide the exploration of your topic.

- Complete a 4 - 6 page research paper linked to this topic or area of study.

- Complete a minimum of 12 hours of fieldwork on this topic or area of study under the guidance of a community mentor. You must develop the particular scope and goals of your fieldwork and discuss these with your mentor before you begin. SPECIAL NOTE: NO IN-SCHOOL MENTORING. FIELDWORK MUST BE PERFORMED ABOVE AND BEYOND THE NORMAL SCHOOL DAY.

- Under certain circumstances, faculty may serve as mentors for students with administrator and PBGR Coordinators’ approval.

- Explain how your research paper and fieldwork are linked in a credible and substantial manner. Both components should be connected in terms of their content and information/knowledge you plan to gain or discover.

- Explain how your completed Senior Project demonstrates proficiency of the NPHS 21st Century Graduation Expectations, a requirement of the North Providence High School Diploma System. The expectations are:

  Communication: Each student will demonstrate the ability to communicate effectively using appropriate technology and a variety of methods.
  Problem-Solving: Each student will demonstrate the ability to solve problems creatively, independently, and cooperatively in a variety of contexts.
  Knowledge: Each student will demonstrate the ability to accumulate data and information.
  Responsibility: Each student will demonstrate the ability to assume responsibility.

- Maintain a binder of your experiences.

- Deliver a 10-15 minute presentation, communicating your research and experiences.

- STUDENTS WILL NOT BE PERMITTED TO PRESENT ON SENIOR PROJECT DAY WITHOUT A PROFICIENT PRACTICE PRESENTATION.
Topic Selection

The selection of a topic for Senior Project deserves a great deal of contemplation and discussion. Students who take great care in their decisions enjoy Senior Project.

Some advice:

1. **Choose a topic that truly interests you!** Be sure the topic is associated with your interests, hobbies, and passions. Topic selection may also revolve around an issue that affects you and/or sparks an emotional reaction.

2. **Dare to dream!** Make a list of the possibilities. Seek advice and input from your family and friends.

3. **Develop an essential question!** Remember this is not a career exploration project but rather a problem-solving project. An essential question probes for deeper meaning and understanding of an issue, concept, or principle. The investigation of and answer to this question guides your project.

4. **Do not get discouraged!** If you are having difficulty finding a mentor, ask the Senior Project Coordinators, faculty members, School Based Coordinator, and other members of the North Providence High School community to suggest potential mentors and resources.

5. **Approach potential community mentors personally!** Act as though you are preparing for a job interview; dress nicely, give them the facts about your plans, and sell yourself! A personal discussion will be far more effective than a phone call!

6. **Above all, do not give up on your dream!** If you truly want to try something, there are resources and organizations willing to dream with you. Just ask for help.
### Examples of Senior Projects

Senior Project is an **applied learning** project. Projects involve research, problem solving, critical thinking, reflection, evaluation, and written and oral communication skills. Students must develop a focal point known as the Essential Question for their project and then conduct research to discover the answer to this question. Fieldwork is the phase of the project where students apply their learning to real-life situations. Examples of a rigorous project include, but are not limited to:

<table>
<thead>
<tr>
<th>Project Topic</th>
<th>Research Paper Topic</th>
<th>Essential Question</th>
<th>Applied Learning/Fieldwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans</td>
<td>PTSD</td>
<td>How do the experiences from war affect one’s daily life?</td>
<td>Volunteer at a local VA Agency or hospital</td>
</tr>
<tr>
<td>Music</td>
<td>The Art of Musical Expression</td>
<td>How does someone express themselves through music?</td>
<td>Compose and perform a musical piece</td>
</tr>
<tr>
<td>Fashion Design</td>
<td>Fashion Reflecting Society</td>
<td>What are the societal pressures of prom season?</td>
<td>Design your own prom dress</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Society’s Influence on Broadway Roles</td>
<td>How do Broadway musicals reflect societal issues in America?</td>
<td>Work with a local theatre company as a student director</td>
</tr>
<tr>
<td>Marketing</td>
<td>Use of Colors in Ads to Influence Consumers</td>
<td>What strategies do companies employ to maximize sales and minimize costs?</td>
<td>Develop a marketing plan that provides information for students on how to be a smart consumer</td>
</tr>
<tr>
<td>Childhood Obesity</td>
<td>Correlation Between Soda and Obesity</td>
<td>What is the biggest contributing factor to childhood obesity?</td>
<td>Develop a nutrition plan for an adolescent</td>
</tr>
</tbody>
</table>
As you know, your son or daughter will be engaged in a Senior Project during this school year. This Senior Project will provide enormous benefits for your child both now and in the future. Additionally, the Senior Project will be a valuable tool in determining the student’s mastery of our 21st Century Graduation Expectations in the areas of knowledge, communication, problem solving, and responsibility. Please read the Senior Project Handbook; sign and return this form to your child’s teacher. Please address any questions or concerns to the Senior Project Coordinators at 233-1150 ext. 13457/13454.

I, _________________________________________________________ the parent or guardian of
(Please Print Parent/Guardian Name)

__________________________________________________________ who is a student
(Please Print Student Name)

enrolled at North Providence High School, I have reviewed the components of the Senior Project as presented in the handbook and understand that students must complete the Senior Project in order to meet the requirements of their senior English class.

PLEASE PRINT LEGIBLY

Mentor’s Name _______________________________________________
Mentor’s Phone Number_________________________________________
Description of Fieldwork________________________________________________________________

I fully understand that the selection of the fieldwork/product component is a decision made independently of the staff and administration of North Providence High School. All consequences of the fieldwork/project choice, production or experience, unless otherwise stated, rest solely with the student and parent.

Also, I fully understand that plagiarizing the research paper or falsifying any aspect of the project will result in a failing grade and may adversely affect the student’s English grade, a requirement for graduation.

Parent/Guardian Signature________________________________________Date__________
Student Signature ________________________________________________Date______________
# Project Proposal Planner

You cannot begin your fieldwork until your project proposal is approved. Below is a graphic organizer to help you further your ideas in preparation for developing your final project proposal.

| **Topic** | Why did you select this topic?  
|           | What is your personal connection to the topic?  
|           | What do you already know about this topic? |
| **ESSENTIAL QUESTION** | What do I want to learn about my chosen topic? |
| **RESEARCH PROCESS** | What process will I follow to find my answer?  
|               | What resources are available to guide my research? |
| **PROPOSAL NOTES** | Who will I see to serve as my mentor?  
|               | Where do I want to spend time during my fieldwork?  
|               | What will I do with my mentor?  
|               | What is my applied learning?  
|               | What will I produce as a result of completing this project? (if applicable) |
Topic
● My topic is...
● I chose this topic because (explain your personal connection to the topic)...
● What I already know about this topic...

Essential Question
● My essential question is...
● I will find the answer by... (describe your anticipated research process and sources)

Mentor
● My mentor will be...
● His/her occupation/area of expertise is...
● He/she works at...
● This person will assist me in answering my essential question by...

Project
● The applied learning of my Senior Project will be...
● The community connection of my Senior Project will be (if applicable)...
● My project will impact (me, others, ...) ...

(*This document is to be typed, in MLA format, and submitted to your skills teacher by the deadline date as established by the PBGR Calendar.)

(Each section can be a bulleted list that addresses each of the provided questions.)
Fieldwork

What is Fieldwork?

Fieldwork is an opportunity to extend your learning beyond the classroom by working with an expert in your selected area of interest. For your Senior Project, you are required to complete a minimum of sixteen hours of fieldwork outside of school. Your fieldwork may build upon previous knowledge or experience, but must represent a “learning stretch.” Fieldwork brings you closer to answering your essential question.

Fieldwork cannot simply be a continuation of a current job or extracurricular activity. You must be actively involved as opposed to merely observing your mentor. For example, simple job shadowing is not acceptable for fieldwork. Simply taking a class does not satisfy the fieldwork requirements. Fieldwork should not be so easy and/or beneath your skill level that there is no challenge for you. In addition, you cannot be paid for your fieldwork hours.

Who Can be a Mentor?

A mentor is a member of a community who has professional expertise and/or considerable experience and knowledge in the field of study you have selected. In addition to this requirement, your mentor must:

- Be at least 25 years of age
- Not be a family member or relative
- Not be a current employer
- Under certain circumstances, faculty may serve as mentors for students with administrator and PBGR Coordinators’ approval

What is a Mentor’s Role?

Before you begin, you will develop a plan for your fieldwork with your mentor. Be sure your fieldwork is both challenging and achievable. Your mentor will oversee your project - guiding, advising, and encouraging you throughout. It is your responsibility to stay in contact with your mentor during the fieldwork process. Ultimately, this is your project, and your mentor is there to support and assist you along the way.

How is Fieldwork Documented?

Your fieldwork is documented in the following ways by:
- Completion of Fieldwork Time Log sheets (including mentor signatures)
- Evaluation from mentor
- Photographs of your work with your mentor
**STUDENT/MENTOR INFORMATION FORM**

**Student Information**

Name:______________________________________________

English Teacher:_________________________ Skills Teacher:______________________

**Mentor Information**

Name & Occupation:__________________________________________

Name of Business/Company: _________________________________________

Street Address:__________________________________________________

City/State/Zip Code:______________________________________________

Work Phone:_________________________ Cell Phone:______________________

E-mail Address:____________________________________________________

**Fieldwork Plan**

<table>
<thead>
<tr>
<th>By December 3, 2019, I plan to ...</th>
<th>By January 28, 2020, I plan to...</th>
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<tbody>
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</table>

I have read and reviewed the mentee’s proposal and approve the fieldwork plan.

_________________________________ ________________________________
Mentor’s Signature Parent/Guardian’s Signature
Evaluation from Mentor (Required)
Thank you for mentoring a senior from North Providence High School. Please take a few moments to evaluate your mentee.

Student’s Name________________________________________
(Please Print)

Mentor’s Name:________________________________________
(Please Print)

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Unacceptable</th>
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<tr>
<td>Did the student contact you in a timely manner?</td>
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<td>Did the student communicate frequently, clearly, and appropriately?</td>
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<td>Was the student punctual, courteous, and professional?</td>
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<td>Did the student dress appropriately?</td>
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<td>Did the student work to solve problems?</td>
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<td>Did the student face challenges with an appropriate attitude?</td>
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<td>Did the student complete the activities you assigned or provided?</td>
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<td>Did the student demonstrate interest and passion?</td>
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<td>Did the student ask appropriate and insightful questions?</td>
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<tr>
<td>Did the student suggest or offer new ideas?</td>
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</tbody>
</table>

Comments:

Mentor’s Signature:_________________________________________________________

Email:  madonna.thompson@npsd.k12.ri.us  OR  rita.cellucci@npsd.k12.ri.us

Mail:  Senior Project Coordinators
       1828 Mineral Spring Avenue
       North Providence, RI  02904
**SENIOR PROJECT FIELDWORK TIME LOG**

Senior’s Name:________________________________________________________________________________

English Teacher:______________________________ Skills Teacher:____________________________________

Mentor’s Name:________________________________________________________________________________

Mentor’s Email:______________________________________________Phone #:___________________________

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Number of Hours</th>
<th>Detailed list of bulleted experiences</th>
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Total Hours: _____ Mentor Signature: ________________________
General Requirements for the Project Paper

Please review and check before handing in your final paper. MLA format required

- **Paper** - White, 8.5``x 11" paper
- **Length** – 4 - 6 full pages, not including Works Cited page
- **Type** - 12 point font, Times New Roman, black print, one side only
- **Margins** - One inch left, right, top and bottom
- **Title** – on first page of text, centered, after heading
- **Double-Spacing** – Entire paper should be double-spaced. Each line of a long quotation, more than 4 lines of text should be indented 10 spaces in the body of your paper.
- **Page Numbers** - Number consecutively throughout in upper right corner, one half inch from the top. Number the Works Cited page.
- **Thesis Statement** - Your research paper must be thesis-driven and written in the third person. The thesis statement should be the last sentence of your introductory paragraph and italicized.
- **Sources** – Read multiple texts for depth of understanding. A minimum of 5 sources must be cited in your paper. In order for a source to be listed on a works cited page, it must be parenthetically referenced in the paper. One source must be a personal interview; two relevant sets of statistics must be included as evidence. *Encyclopedias/Wikipedia do not count as valid sources.*
- **Citations** – A minimum of 2-3 citations per page, correctly documented. Each source listed on the works cited page must be cited at least once in your paper.
- **Stapling** - Upper left corner of paper
You must have a proficient binder and a proficient practice presentation in order to deliver your oral presentation.
Letter of Introduction to Judges (Suggested Guidelines)

(Your Address Here)
North Providence, RI 02904
Date (Month, Day, Year) (QS-Quadruple Space)

Senior Project Judge
North Providence High School
1828 Mineral Spring Avenue
North Providence, RI 02904 (DS-Double Space)

Dear Senior Project Judge: (DS)

Paragraph One:

● What personal information about yourself do you feel the reader needs to know?
● What values and experiences have shaped you?
● Describe passions and areas of special interest.
● Identify skills, attributes, hobbies, etc. (DS)

Paragraph Two:

● Identify/explain your essential question, how you answered that question, and your conclusions.
● State what you have learned about yourself during your educational, work, and senior project experiences.
● Reflect on how you have improved your skills in problem-solving, responsibility, and communication as a result of the above experiences. (DS)

Paragraph Three:

● Identify your learning stretch and what implications this will have for you in the future.
● Reflect upon your Senior Project as an opportunity to better prepare you for life after NPHS. (DS)

Sincerely yours, (QS)

(Your signature in black ink)

Your full name, typed
Oral Presentation

The final phase of the Senior Project is the oral presentation. Your presentation, supported by audio/visual aids, will serve to further explain your research paper, fieldwork, and the link between the two.

Your Senior Project presentation must:

● Be 10 to 15 minutes long.

● Have a recognizable introduction and conclusion.

● Describe the content of your research paper and what you accomplished in your fieldwork. Discuss your essential question, research findings (including statistics), and your conclusions.

● Describe your learning stretch. How was your project a challenge for you, and how did it “stretch” or enhance your skills and knowledge?

● Include audio/visual aids (video, musical performance, demonstrations, tri-board, PowerPoint, Prezi, or a wide variety of other digital tools) that will help your audience better understand what you learned from your Senior Project. If your project resulted in an actual product, this product or pictures of the product should be a part of your presentation. If you choose to use a video, it cannot be longer than 1 minute.

● Remember the 5 x 5 rule for all presentation slides (no more than 5 bullets, no more than 5 words per bullet)

● Include thorough explanation of NPHS Graduation Expectations

Please refer to the Senior Project presentation rubric for specific requirements and standards for oral presentations. It is your responsibility to be familiar with and be able to meet these standards.
Guidelines for Oral Presentation Attire

The purpose of these guidelines is to uphold the professional image of the presentation and to better prepare you for the working world. Your dress and personal appearance is an important part of this presentation and is one of the requirements on the scoring rubric.

Appropriate Presentation Attire

- Business suit or dress
- Skirt or dress slacks with blouse or sweater
- Business suit with collared dress shirt and necktie
- Sport coat, dress slacks, collared dress shirt, and necktie
- Dress shoes are required

*Presentation attire must be approved by English teacher*
Role of the PBGR Advisory Board

What is the PBGR Advisory Board?

The PBGR Advisory Board is the “Supreme Court” of the Senior Project and Graduation Portfolio. This board enforces the policies of the Senior Project and Graduation Portfolio. Questions concerning deadline extensions and appeals of the coordinators' decisions must be submitted to the PBGR Advisory Board for review.

Deadline Extensions and Extenuating Circumstances

Petitions for deadline extensions must be submitted to the PBGR Coordinators at least two weeks prior to the deadline. You must complete a petition to the PBGR Advisory Board form in which you describe your reasons for needing a particular deadline extended. Both you and your parent/guardian must sign the petition. Once your petition is received, the PBGR board will meet in a timely fashion to consider your petition. You will be notified of the PBGR board’s decision immediately after its meeting.

Petitions for deadline extensions received less than two weeks prior to the deadline will only be considered if there are extenuating circumstances involved.
Petition to PBGR Advisory Board

Instructions to Applicant

1. Confer with the PBGR Coordinators.
2. Complete all requested information on this appeal form.
3. Type a letter and attach to this completed form. Include any relevant supporting documents.

State the nature of your appeal, addressing the following:
   a. On which date did you first contact your mentor?
   b. What was the date of your last conversation (either in person, over the phone, or by email)?
   c. Explain what fieldwork, research, etc. you have completed so far.
   d. Explain in detail what obstacles you now face.
   e. Why do you think you should be granted an extension?
   f. For how long are you requesting an extension?
4. Deliver completed form and letter to the PBGR Coordinators no later than two weeks prior to the established deadline.
5. If requested, appear before the PBGR Advisory Board with a parent/guardian.

Student name: ______________________________________________________________

English teacher: ________________________ Skills teacher: _________________________

Student signature: __________________________________________ Date: __________

Phone number: ________________________ Email: ____________________________

I have discussed this petition with my son/daughter.

Parent/Guardian signature: __________________________ Date: __________

PBGR Advisory Board Recommendation: __________________________________________

__________________________________________
Signature of Board Chair: __________________________ Date: __________
## SENIOR PROJECT ORAL PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>Distinguished (4)</th>
<th>Proficient (3)</th>
<th>Emerging (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>Student’s introduction creatively engages the audience</td>
<td>Student’s introduction engages the audience</td>
<td>Student introduces self and topic</td>
<td>Introduction is not evident</td>
</tr>
<tr>
<td><strong>CONCEPTS PRESENTED</strong></td>
<td>Expertly communicates ideas, concepts, and information about essential question, fieldwork, and research</td>
<td>Communicates ideas, concepts, and information about essential question, fieldwork, and research</td>
<td>Attempts communication of ideas, concepts, and information about essential question, fieldwork, and/or research</td>
<td>Lacks communication of ideas, concepts, and information about essential question, fieldwork, and/or research</td>
</tr>
<tr>
<td>SL.11-12.1a</td>
<td>Thoroughly identifies and explains the link between paper and fieldwork</td>
<td>Identifies and explains the link between paper and fieldwork</td>
<td>Attempts to identify a link between paper and fieldwork</td>
<td>Link not evident</td>
</tr>
<tr>
<td><strong>LEARNING STRETCH</strong></td>
<td>Learning stretch is identified and explained in great detail</td>
<td>Learning stretch is identified and explained</td>
<td>Learning stretch is vaguely referenced but not explained</td>
<td>Learning stretch not evident</td>
</tr>
<tr>
<td><strong>DOMAIN-SPECIFIC VOCABULARY</strong></td>
<td>Expert use and clarification of advanced domain-specific words, phrases, and concepts</td>
<td>Uses and clarifies domain-specific words and phrases</td>
<td>Attempts to use domain-specific words and phrases</td>
<td>Does not use domain-specific words and phrases</td>
</tr>
<tr>
<td>L.11-12.4; L.11-12.6</td>
<td>Clearly identifies, explains and connects three 21st Century Graduation Expectations to the topic not just the process</td>
<td>Identifies, explains and connects three 21st Century Graduation Expectations to the process</td>
<td>Identifies three or fewer 21st Century Graduation Expectations</td>
<td>21st Century Graduation Expectations were not identified</td>
</tr>
<tr>
<td><strong>21ST CENTURY GRADUATION EXPECTATIONS</strong></td>
<td>Effectively uses a variety of strategies of address (eye contact, speaking rate, volume)</td>
<td>Uses strategies of address (eye contact, speaking rate, volume)</td>
<td>Limited use of strategies of address (eye contact, speaking rate, volume)</td>
<td>Ineffectively use of strategies of address (eye contact, speaking rate, volume)</td>
</tr>
<tr>
<td><strong>DELIVERY</strong></td>
<td>Effectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience.</td>
<td>Presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience.</td>
<td>Attempts to present information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are somewhat appropriate to task, purpose, and audience.</td>
<td>Ineffectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are not appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td>Provides an effective conclusion that follows from and thoroughly supports the information and explanation presented</td>
<td>Provides a conclusion that follows from and supports the information or explanation presented</td>
<td>Provides a conclusion that follows the information presented</td>
<td>Does not provide a conclusion that follows from or supports the information or explanation presented</td>
</tr>
<tr>
<td>SL.11-12.4</td>
<td>Strategic use of digital media and/or visual displays to express information, to enhance understanding of findings, and to add interest</td>
<td>Appropriate use of digital media and/or visual displays to express information, to enhance understanding of findings, and to add interest</td>
<td>Limited use of digital media and/or visual displays to express information, to enhance understanding of findings, and to add interest</td>
<td>Ineffective use of digital media and/or visual displays to express information, to enhance understanding of findings, and to add interest</td>
</tr>
<tr>
<td><strong>VISUAL AIDS</strong></td>
<td>Adheres to time</td>
<td>Closely adheres to time</td>
<td>Somewhat adheres to time</td>
<td>Significantly above or below time</td>
</tr>
<tr>
<td><strong>TIMING (10-15 minutes)</strong></td>
<td>Distinguished 44 - 41</td>
<td>Proficient 40 - 33</td>
<td>Non Proficient 32 - 0</td>
<td>LEVEL OF ACHIEVEMENT: ___________</td>
</tr>
</tbody>
</table>

![Paw Print]
# Senior Project Research Paper Rubric

<table>
<thead>
<tr>
<th></th>
<th>Distinguished (4)</th>
<th>Proficient (3)</th>
<th>Emerging (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>The student response demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis with relevant and convincing textual evidence</td>
<td>The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis with relevant textual evidence</td>
<td>The student response does not demonstrate comprehension of ideas, providing inaccurate analysis and little to no textual evidence</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension of Key Ideas and Details</strong></td>
<td><strong>RI.1 / RL.1</strong> __ x <strong>2</strong> = ___</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>The student response effectively introduces topic, identifying clear relationships among reasons and evidence and establishing a compelling argument (thesis statement)</td>
<td>The student response introduces topic, identifying relationships among reasons and evidence, establishing an argument (thesis statement)</td>
<td>The student response does not introduce topic, identify relationships among reasons and evidence, and/or does not establish an argument (thesis statement)</td>
<td></td>
</tr>
<tr>
<td><strong>W.1a</strong></td>
<td>__ x __1 = ___</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>The student response addresses the prompt, providing effective and comprehensive development of the claim (and counterclaim - when applicable) or topic that is consistently appropriate to the task, purpose, and audience by using clear and convincing reasoning supported by relevant textual evidence</td>
<td>The student response addresses the prompt, providing development of the claim (and counterclaim - when applicable) or topic that is mostly appropriate to the task, purpose, and audience by using reasoning supported by relevant textual evidence</td>
<td>The student response does not address the prompt and/or develop the claim or topic, failing to provide development of the claim (and counterclaim - when applicable), and is inappropriate to task, purpose, and audience, using limited reasoning and text-based evidence</td>
<td></td>
</tr>
<tr>
<td><strong>W.4 W.9</strong></td>
<td>__ x __2 = ___</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
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<td>------------</td>
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</tr>
<tr>
<td>W.1e</td>
<td>The student response provides an effective conclusion that follows from and skillfully supports the argument presented.</td>
<td>The student response provides a conclusion that follows from and supports the argument presented.</td>
<td>The student response provides a conclusion that somewhat follows from or supports the argument presented.</td>
<td>The student response provides a conclusion that does not follow from or support the argument presented.</td>
</tr>
<tr>
<td>___ x ___ 1 = ___</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization / Style</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>W.1c</td>
<td>The student response effectively uses transitional language to link the major sections of the text, to create purposeful coherence, and to clarify the relationship between reasons and evidence in an engaging and formal style.</td>
<td>The student response uses transitional language to link the major sections of the text, to create coherence, to clarify the relationship between reasons and evidence in an engaging and formal style.</td>
<td>The student response attempts to use transitional language to link the major sections of the text, to create coherence, and to clarify the relationship between reasons and evidence in an engaging, yet informal style.</td>
<td>The student response does not use transitional language and is written in an informal/ineffective style.</td>
</tr>
<tr>
<td>W.1d L.3</td>
<td>___ x ___ 2 = ___</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conventions / Format</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>L.1</td>
<td>The student response demonstrates full command of the conventions of standard English and fully attends to the norms and conventions of the discipline (MLA Format).</td>
<td>The student response demonstrates some command of the conventions of standard English and mostly attends to the norms and conventions of the discipline (MLA Format).</td>
<td>The student response demonstrates limited command of the conventions of standard English and partially attends to the norms and conventions of the discipline (MLA Format).</td>
<td>The student response demonstrates no command of the conventions of standard English and does not attend to the norms and conventions of the discipline (MLA Format).</td>
</tr>
<tr>
<td>L.2</td>
<td>___ x ___ 1 = ___</td>
<td></td>
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</tr>
</tbody>
</table>

Comments:

| Distinguished: 36 - 31 | Proficient: 30 – 20 | Emerging: 19 - 10 | Unacceptable: 9 - below |
PBGR Transfer Policy

The following guidelines shall apply to students who transfer into North Providence High School:

I. Graduation Portfolio

1. Individual situations will be handled on a case-by-case basis by the school administration and PBGR coordinators.

2. If the student has work samples from other schools, all entries will be transferred to the NPHS portfolio.

II. Senior Project

1. Students who transfer into North Providence High School during their senior year will be required to complete a Senior Project.

2. All situations regarding transfer students will be decided on a case-by-case basis with appropriate accommodations and modifications determined by the school administration and PBGR coordinators.

Alternative Learning Programs

All situations regarding ALP students will be decided on a case-by-case basis with appropriate accommodations and modifications.