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INTRODUCTION TO GRADUATION PROJECT

This handbook will guide students through the process of completing a successful graduation project. Please keep this reference as it provides descriptions of requirements and deadlines as well as expectations for the project components. Of utmost importance is the fact that the Graduation Project is a graduation requirement of the Carlynton School District. Students who do not complete a project cannot receive a Carlynton High School diploma. Students who follow the guidelines and meet all necessary deadlines will effectively complete the project and have a rewarding experience doing so. The Carlynton School District prides itself on establishing a supportive Community approach to cultivate Excellence from its students both for current and future expectations that builds Character traits worthy of the Carlynton name. A brief outline of the project based on these values follows:

- Choose an advisor for the project. The advisor must be a Carlynton High School staff member.
- Complete a portfolio, electronic or hard copy.
- Complete a projection of future plans, which includes research career goals.
- Meet all benchmarks demonstrating completion of portfolio criteria.
- Give an oral presentation and participate in a student interview highlighting accomplishments and skills acquired during high school. This will be done prior to the end of the senior year before a group of faculty evaluators.

Important Points to Remember:

- One of the objectives of the graduation project is to teach students to prioritize their time.
- During the year, due dates for project submissions are established and are the responsibility of each student.
- A successful graduation project involves parent and teacher support as well as student initiative and self-discipline.

Thank you for becoming involved in this endeavor. If we all work together, this will be one of the most rewarding experiences students, teachers, and parents will have at Carlynton High School. If you have any questions, please contact the high school office at (412) 429-2500. Please note that in all situations, the building principals reserve the right to make final decisions regarding completion of the Graduation Project.
GRADUATION PROJECT OUTLINE

I. PORTFOLIO (Digital Portfolio is optional but encouraged)
   A. Documentation:
      a. Student-Advisor Contract
      b. Junior Benchmarks
      c. Senior Benchmarks
   B. Community:
      a. Proposal for Community Service
      b. 10 Hours of Community Service Log
      c. Reflection: How has your volunteer time affected you and your experience as a
         member of Carlynton Community?
   C. Career Planning:
      a. Career Goals in a 1/3/5 year plan outline
      b. Career Research
      c. Resume
      d. Job Shadow or Job Interview
      e. Reflection: How has the experience of career planning and goal setting affected your
         preparation for your future?
   D. Academic Excellence Examples of Student Work:
      a. One example from any 3 classes
      b. One research paper from any course in grades (MLA formatted) 9 – 12
      c. One or more examples of awards, special interests, volunteerism, etc.
      d. Reflections: How has this example provided an opportunity for academic
         character growth? (1 reflection for each work selected)

II. PRESENTATION TO FACULTY PANEL
   A. Oral Presentation
      a. Five-Minute Multimedia Presentation
      b. Highlight portfolio content areas B, C & D listed above
   B. Student Interview by Faculty Panel
      a. The Carlynton Experience
         a. Describe accomplishments and skills acquired
         b. Discuss future career goals
         c. Community Service
SENIOR TIMELINE AND CHECKLIST

An introduction to the Graduation Project took place in junior English classes during the 2014-2015 school year. The components listed below should be turned in to student’s advisor on the following due dates. Detailed descriptions of the project components are located on the subsequent pages of this manual.

**October 17-21, 2016**
Portfolio – Community Spirit:
A. Proposal for Community Service
B. Student-Advisor Contract and Junior Benchmarks

**November 14-18, 2016**
Portfolio – Career Planning
A. Resume

**January 23-27, 2017**
Portfolio – Career Research
A. Career Goals 1/3/5 year plans outline
B. Career Description (future education, training, responsibilities, salary)
C. Job Shadow or Job Interview

**March 13-17, 2017**
Portfolio – Examples of Student Work
A. Three Examples of Work and Reflections
B. Research Paper & Reflection

**April 3-7, 2017**
A. 10 Hours of Community Service Log & Reflection
B. Portfolio Cover Page
C. Table of Contents
D. Final Portfolio Reflection Sheet (overall thoughts about your growth and experience)

**May 16, 2017**
A. Graduation Project Oral Presentation and Student Interview
STUDENT – ADVISOR CONTRACT

The graduation project advisor must be a Carlynton Jr.-Sr. High School staff member. Students must obtain the signature of their advisors in order to secure him/her as the advisor for the graduation project. Should a student choose not to select an advisor, an appropriate staff member will be chosen for the student by a Carlynton School District administrator. This form must be included in the final portfolio.

I ________________________________ (print student name) understand that the graduation project is my responsibility, and I will meet all deadlines in the creation process. Also, it is my clear understanding that my advisor is not responsible for my work but is a resource to guide me through the process.

Graduation Project Advisors will be a resource in the following capacities:

➢ review timetable for completion
➢ monitor student progress
➢ provide feedback

Student Signature _______________________________ Date ______________

Advisor Signature _______________________________ Date ______________

JUNIOR BENCHMARKS 2016 – 2017

<table>
<thead>
<tr>
<th>DESCRIPTION OF BENCHMARK</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIGN STUDENT/ADVISOR CONTRACT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAY 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAMPLE 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAMPLE 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAMPLE 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WERE JUNIOR BENCHMARK DEADLINES MET?  __YES  __ NO = -5
GRADUATION PROJECT BENCHMARKS 2016-2017
SENIOR ADVISOR SIGN-OFF FORM

STUDENT AND ADVISOR INSTRUCTIONS: Students should be aware of all deadlines. It is the student’s responsibility to arrange a meeting time with their advisors during the timeframe designated on the form below. This form must be signed and included in the portfolio when presented to the faculty panel on May 16, 2017.

<table>
<thead>
<tr>
<th>PORTFOLIO SUBMISSIONS</th>
<th>YES</th>
<th>NO</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DUE OCTOBER 17-21, 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT – ADVISOR CONTRACT &amp; JUNIOR BENCHMARKS (5 pts.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROPOSAL FOR COMMUNITY SERVICE (10 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DUE NOVEMBER 14 – 18, 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESUME (5 pts.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DUE JANUARY 23 - 27, 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAREER GOALS 1/3/5 YEAR PLAN OUTLINE (10 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAREER DESCRIPTION (10 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOB SHADOW OR JOB INTERVIEW (10 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DUE MARCH 13-17, 2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAMPLE 1 &amp; REFLECTION (10 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAMPLE 2 &amp; REFLECTION (10 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAMPLE 3 &amp; REFLECTION (10 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESEARCH PAPER &amp; REFLECTION (10 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECIAL INTEREST EXAMPLE &amp; REFLECTION (10 pts)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>DUE APRIL 3-7, 2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 HOURS OF COMMUNITY SERVICE &amp; REFLECTION (10 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORTFOLIO COVER PAGE (2 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TABLE OF CONTENTS (1 pt)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL PORTFOLIO REFLECTION (2 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STUDENT NAME: ___________________________  SCORE _______ /90

_________________________________________  _______________ DATE

PENALTY: NUMBER OF MISSED DEADLINES ___ X 10 = ___ DEDUCTION
COMMUNITY EMPHASIS:

Proposal for Community Service

Community spirit is one of the essential elements of the Carlynton School District. To activate the spirit of our seniors, 10 hours of community service will be required for the graduation project. Students will need to seek out opportunities to give back to Carlynton communities. Students are encouraged to be creative and utilize their interests to give back to the communities. Students will write a 1 paragraph proposal of how they will fulfill the 10 hour requirement to be approved by Mr. Loughren. This is a volunteer; no funds, tips or gratuities should be received for these service hours. School groups requiring service hours can be counted toward this requirement.

10 Hours of Community Service Log

Students will be required to log their service time, organization name and obtain a signature to verify the hours of community service. In addition, contact name, title and contact information will be needed for each site location.

Community Service Log Example

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours of Service</th>
<th>Organization</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10-15</td>
<td>2</td>
<td>Boys &amp; Girls Club</td>
<td></td>
</tr>
<tr>
<td>9-25-15</td>
<td>4</td>
<td>Crafton Senior Dinner Service</td>
<td></td>
</tr>
</tbody>
</table>

Organization Contact Information:

Name: ______________________________
Supervisor: ________________________ Title: ______________
Contact Information: ________________________________

Reflection:

Students should write a 1 page minimum reflection on the following prompt reflecting on their service time and experience. **Prompt:** How has your volunteer time affected you and your experience as a member of Carlynton Community?
CAREER PLANNING:

Career Goals 1/3/5 Year Planning Outline
A career goals outline is constructed based on career field expectations and desired personal interest in career path opportunities. A career goal outline consist of 1, 3, and 5 year increments that progress in establishing and furthering a career. Each increment also includes steps to achieve that goal establishing a checklist for accomplishing your goal statement.

Goal Planning Example

Jane Doe
889 Gregg Street
Carnegie, PA  15106

Goal Statement 1 Year  2017:
Complete freshman year at ______________ University/Trade School toward completing degree/certification in ________________________________.
   A. Accepted
   B. Schedule courses for Freshman year
   C. Program of Studies course selection for following year(s)

Goal Statement 3 Years  2020:
Graduate/Complete education for ____________ major/speciality allowing me to job search an entry position in ____________________________________.
   A. Successful completion of Program of Studies for major/certification
   B. Work experience in __________field as preparation for end of year 3
   C. Secure an internship/apprenticeship in __________________________
   D. Attend Job placement seminars and trainings to prepare to interview

Goal Statement 5 Years 2022:
Procure job in desired career with _____________ company, leading corporation in field and begin to establish personal life goals.
   A. Graduate from ____________ University/Trade School
   B. Successful interview at desired company
   C. Begin Independence planning for purchasing vehicle, home, _______.

Resume

A resume is a brief account of one’s education and work/professional experience; it may contain some personal information, too. Today, brief, focused resumes are preferred, as many employers do not have the patience or the time to review lengthy resumes. The resume that is concise and straightforward will usually be the one that gets noticed. The Graduation Project panel will be looking for the student’s resume in the portfolio on the day of senior presentations. There are resume-writers on the computers in the computer labs, and they can also be accessed through various websites on the Internet. Use your full legal name on your resume.
Organizing a Resume

1. Objective (optional for high school resumes)
   ● Identify a specific job title when possible.
   ● Avoid fluffy phrases. Get directly to the point.

2. Summary of skills/qualifications
   ● Use concise statements that focus on the most important skills.
   ● Make sure statements pertain directly to the job for which you are applying.
   ● Consider including professional characteristics (i.e. hard-working, dedicated, reliable, etc.).

3. Education
   ● List your most recent or expected education first.
   ● Specify the end result of education (diploma, degree, certification).

4. Employment/work history
   ● Clearly identify where you worked, how long you worked there, and what you did.
   ● Focus on accomplishments and avoid explaining reasons for leaving.

5. Certifications/special qualifications
   ● Include certifications that you need to acquire the positions as well as ones that may be beneficial but unnecessary.
   ● List any clearances or documentation necessary for the job you desire.
   ● Include any special abilities (computer skills, skills essential for the job).

6. Awards

7. References (FOLLOWED BY: "Available upon request")

Tips for References:
● Do not put references directly on your resume; they should always be listed on a separate sheet.
● Be sure to select people who will give you a favorable review when speaking to a potential employer.
● References CANNOT be family members.
● Identify each reference’s full name, complete address (house number, street, city, state, zip), and phone number.
● List at least three references

Career Research
Students are required to choose a possible career path for the graduation project. Students must research that career to find information in the following categories. Information must be typed, organized and included in the portfolio.
● Job Title
● Job Description (Including Duties and Responsibilities – describe the average day)
● Education and Training Needed
Job Shadow

When many people begin their careers, they find that they really did not understand all that their daily life on the job would entail. While they may have researched their career and completed the necessary education, they never really observed the daily routines of another person who has chosen that career path. As part of the Graduation Project, you have the option of shadowing someone in the career that you have selected. This opportunity will help you gain greater insight into the daily life you can expect when you enter the workforce.

Students who choose to participate in a Job Shadow must include the following information in the portfolio:

- name and title of the professional
- name and address of the business
- date the job shadow was conducted
- signature of the professional

Requirements:

- Select a person to shadow and establish a time to conduct the job shadow. If you need help finding a professional in your field of interest, see your advisor or a guidance counselor for assistance.

- Complete and submit the Job Shadow permission form, which is located in the Guidance Department.
  - The appointment must be scheduled at least one week prior to the intended shadow date.
  - All information must be complete so that the school may verify your appointment.
  - Make sure that you have all necessary signatures.
  - This form must be turned into the office prior to the job shadow so that your job shadow will count as an excused absence from school.

- Shadow the person for one day.
  - Be sure to dress appropriately for the experience.
  - Arrive on time for your experience.
  - Remember: You are representing Carlynton High School.

- Type a one-page reflection about your experience.
  - Summarize your experience.
  - What did you observe?
  - What surprised you?
  - What did you learn from this experience?
  - Did this experience reflect your expectations?
  - How did this experience impact the way you view this profession?
JOB SHADOW LETTER OF PERMISSION  
(COPY ONLY)  

(Form available in Guidance Department)  

To Whom It May Concern:  

This letter is to confirm that ____________________________ is a student at Carlynton Junior-Senior High School. A job shadowing or interview is a requirement for all Carlynton students as part of their Graduation Project, in which they are to research a profession of personal interest. The project culminates in an oral presentation in the spring of their senior year.  

You are asked to provide verification of your work with the student on the signature line below. This is necessary so that the student’s advisor has documentation of completion of this requirement.  

In signing the lower section of this form, you are waiving any and all claims of liability against the Carlynton School District, its officers, directors, employees, agents, and assigns, which may arise as a result of the above student’s participation in the experience.  

Thank you for assisting in this important part of a student’s career preparation. If you have any questions, please call the high school at 412-429-2500.  

Sincerely,  

The Graduation Project Committee  
Carlynton Junior-Senior High School  

I verify that ____________________________, a student at Carlynton Junior-Senior High School, will be participating in a job shadowing experience on ____________________________ (date).  

Name (Printed)      Name of Business  

Address ___________________________________________ Phone No. _______________________________  

Signature ___________________________________________ Date ____________________________  

I give my permission for my child to participate in a job shadowing experience.  

Parent Signature_________________________________________ Date ____________________________  

This completed form must be returned to the student’s advisor prior to the date of the job shadowing.
Job Interview

Students who do not participate in the job shadow experience must conduct a job interview. The interview should be completed in person, but can be completed via technology resources; however, all signatures from the professional employee must be obtained for verification. Below are some sample questions that can be used when conducting the interview.

When interviewing the professional, be sure to dress appropriately (if applicable); arrive on time for your interview; and remember that you are representing Carlynton High School.

General Interview Tips

Before the Interview

- Find out as much information as you can about the company.
  How long have they been in business? How many employees do they have? What products or services are involved? What are their locations?
- Make a list of your skills, talents, qualifications and experiences that would best match the job.
  What makes you unique?
- Review the list of standard interview questions and be prepared with strong answers.
  Watch for trick questions.
- Make a list of questions to ask.
- Rehearse in front of the mirror or with a friend.

Remember that you are ultimately selling yourself as the best candidate for the job
- Dress neatly and be well groomed
  Be conservative. This is not an occasion to be a trendsetter.

During the Interview

- Bring a notepad, copies of your resume, a list of questions to ask, and any other necessary materials.
- Arrive on time.
- Greet the interviewer(s) with a smile and a handshake.
  Make direct eye contact and introduce yourself.
- Be honest and be yourself.
- Be courteous and attentive and show that you are a good listener.
- Market yourself confidently without being boastful.
- Show the employer what you have learned about their company/organization.
- Answer questions directly.
- Portray yourself as enthusiastic, confident, energetic, dependable, loyal, honest, and proud of your work.

After the Interview

- Mail a thank you letter
  Address it to the person who interviewed you and do it as soon as possible. If you forgot to add something in your interview, do it in your thank you letter.
Job Interview Sample Questions

_____________________________  _____________________________
Name of Professional          Name of Business

_____________________________  _____________________________
Job Title                      Date Conducted

1. How long have you worked in this career?
2. How and why did you decide on this occupation?
3. How and where did you obtain your training for this career?
4. Do you enjoy your occupation? Explain why.
5. Would you go into this line of work again?
6. What advice would you give to someone considering this occupation?
7. Is a license or certificate required by law to work in your job?
8. What do you see as the future trends for this occupation?
9. Describe an extremely satisfying moment in your career.
10. What college courses or experiences do you believe were most beneficial in your everyday life?
11. What characteristics or personality traits does a person need to have to succeed in this field?

Student Signature_________________________ Date __________

Professional Signature____________________ Date __________
ACADEMIC EXCELLENCE

Student Work

Students must include one example of original work from each of the following core subjects. Examples can be selected from core courses grades 9-12. Once examples have been selected; students must write a reflection (approximately 7 sentences in length) explaining why each example chosen is important or relevant to their educational growth.

Students should choose work that they are proud of – work that shows academic growth or understanding of their responsibility as a student. Students can choose work from any 3 classes at CHS or from an alternative program. The focus of the reflection should be on growth, new discoveries and overcoming difficult understandings.

Class Example Reflection

A portfolio reflection sheet gives the student the opportunity to reflect on his/her best high school work or experiences. A reflection sheet must accompany each of the works in the portfolio. Students should reflect on why these particular assignments or accomplishments were good learning experiences, why these items were chosen as examples of the student’s best work. Reflections must be a minimum of seven (7) sentences in length and must be typed.

Examples of student work that are selected for the portfolio should represent a specific accomplishment. Below is a list of guidelines to follow when selecting student work examples:

1. The work is important and satisfying to the student.
2. The work demonstrates a new skill or ability.
3. The work demonstrates significant growth or development.
4. The work demonstrates a depth of richness of learning in one specific genre.
5. The work shows the accomplishment of a personal goal or helped shape goals toward a career.
6. The work demonstrates the student’s ability to communicate, use technology, or work with others.
7. The work provided a learning opportunity for the student.

All portfolio reflections must be typed in paragraph format, a minimum of 7 sentences in length. You may use guidelines 1-7 above when composing the reflection. Remember to include the name of the course and the teacher.
THE PORTFOLIO

The portfolio is a compilation of a student's work and accomplishments in grades 9 through 12. Below are some guidelines to follow when putting together the portfolio:

- Electronic portfolios can be constructed with a platform layout as described below if the student chooses.

OR

- Purchase a three-ring binder and clear plastic sleeves into which students will slide papers for display. The binder should be 1 inch – 1 ½ inches in width.

- The portfolio should be a reflection of the student. The portfolio should reflect educational interests and accomplishments, as well as the student’s personality.

- The portfolio will consist of evidence of a student’s best work in high school and reflections of why the student considered these works to be valuable learning experiences. This can be done with examples of work (i.e., papers, exams), photos, or any way in which a student can demonstrate his/her skills, knowledge, and growth in learning. Students are responsible for collecting and storing all of their work.

- The portfolio must include a job description and either a career interview or job shadow.

- Arrange the items in the portfolio in an organized manner. Do not stuff papers in and label the sections Grades 9 –12. A student should consider the best way to organize his/her information, such as Academics, Extra-Curricular Activities, Volunteer Time, or personalize to the student’s ideas.

- Students may design cover pages or headings for the subjects within the portfolio according to individual style.

- Papers can be added to the portfolio single-sided or double-sided, whichever method the student prefers.

- Examples of student work that consist of multiple pages should be separated and placed into the portfolio. It is difficult to flip through a student portfolio when the student examples have to be removed from the plastic sleeves to view.

- Once student work is compiled in the portfolio, students will create a cover page that is reflective of the career choice and includes name, school, year of graduation.
**Portfolio Cover Page**
The portfolio cover page should be inserted in the plastic sleeve in the front of your binder. If your binder does not have a plastic sleeve cover, insert the cover page as the first page inside the binder. Students should design a cover page for their portfolios that is a reflection of personal style as well as the career path chosen.

The cover page should include the following:
- Student Name
- Career Choice
- Carlynton High School Graduation Project
- Year of Graduation
- Graphics

**Table of Contents**
Students must include a Table of Contents as the first page of their portfolio. A sample Table of Contents can be downloaded from the district's home page under The Graduation Project. Students must organize the Table of Contents according to sections. A student can add or eliminate items as necessary on the Table of Contents page. Remember to number all pages in the portfolio. This can be done neatly by hand or by using small labels or stickers on each page.

**Final Portfolio Reflection**
Students should thoughtfully respond to the following questions using complete sentences. These questions may be asked during your oral presentation—be prepared! **These questions and your responses must be included in the final portfolio.**

1. What gave you the most difficulty? Why? What did you do about it? What else might you have tried?

2. What was the most rewarding part of your project? What do you consider its greatest strength?

3. What have you learned and/or how do you plan to use this knowledge in the future?

**ORAL PRESENTATION AND INTERVIEW**
The oral presentations will occur a few weeks before commencement ceremonies and will be held before a panel of faculty members. Seniors will be given the date, time, and location of their presentations approximately two weeks prior to the presentation day.

Presentation will be **limited to five minutes**. Through the presentation, students will have the opportunity to briefly highlight the career interview or job shadow that was conducted. Students will also be expected to showcase one of the most meaningful items of the portfolio, and explain the learning process that occurred through completion of the project. The presentation will be followed by a 15-20 minute interview during which the faculty panel will engage the student in a discussion of his/her high school experience.
Defining Professional Dress

One of the key areas evaluated during the oral presentation is appearance. It is very important to dress professionally and conservatively. This is not a fashion show of the latest casual and/or sportswear. One needs to dress to impress, just as if for an actual job interview.

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Jewelry</td>
<td>● Ties</td>
</tr>
<tr>
<td>○ No more than seven (7) pieces</td>
<td>○ Should hit middle to bottom of belt</td>
</tr>
<tr>
<td>○ Nothing noisy</td>
<td>○ Classic patterns &amp; colors (tan, navy,</td>
</tr>
<tr>
<td>● Earrings</td>
<td>○ black, burgundy)</td>
</tr>
<tr>
<td>○ One pair</td>
<td>○ Earrings</td>
</tr>
<tr>
<td>○ Not too large – no dangles</td>
<td>○ Employers often consider pierced ears</td>
</tr>
<tr>
<td>○ Unconventional piercings are not</td>
<td>○ inappropriate.</td>
</tr>
<tr>
<td>○ appropriate</td>
<td>○ Unconventional piercings are</td>
</tr>
<tr>
<td>● Hose</td>
<td>○ inappropriate.</td>
</tr>
<tr>
<td>○ No seams</td>
<td>○ Earrings</td>
</tr>
<tr>
<td>○ No textures</td>
<td>○ Employers often consider pierced ears</td>
</tr>
<tr>
<td>○ No opaques</td>
<td>○ inappropriate.</td>
</tr>
<tr>
<td>● Skirt Length – one inch above to one</td>
<td>○ Shoes</td>
</tr>
<tr>
<td>○ below the knee</td>
<td>○ Polished</td>
</tr>
<tr>
<td>● Suits are considered most appropriate for</td>
<td>○ Oxford or black</td>
</tr>
<tr>
<td>○ interviews. Classic colors (black,</td>
<td>○ Belt and shoes should be the same</td>
</tr>
<tr>
<td>○ navy, gray, brown).</td>
<td>○ color. Never wear a belt and</td>
</tr>
<tr>
<td>● Make-up</td>
<td>○ suspenders.</td>
</tr>
<tr>
<td>○ No bright eye shadow</td>
<td>○ Socks – same color as trousers</td>
</tr>
<tr>
<td>○ Soft eyeliner</td>
<td>○ Collared shirt – classic white or</td>
</tr>
<tr>
<td>○ Coordinated lipstick</td>
<td>○ subtle color</td>
</tr>
<tr>
<td>○ Visible tattoos are usually frowned</td>
<td>○ Suits are considered most appropriate</td>
</tr>
<tr>
<td>○ upon</td>
<td>○ for interviews. Classic colors (black,</td>
</tr>
<tr>
<td>● Nails</td>
<td>○ navy, gray, brown).</td>
</tr>
<tr>
<td>○ Coordinate with lipstick</td>
<td>● Employers often prefer a clean-shaven</td>
</tr>
<tr>
<td>○ Softer tones</td>
<td>○ face.</td>
</tr>
<tr>
<td>○ Well groomed</td>
<td>○ Facial hair must be well groomed.</td>
</tr>
<tr>
<td>○ Moderate length</td>
<td>○ Visible tattoos are usually frowned</td>
</tr>
<tr>
<td>● Hair</td>
<td>○ upon.</td>
</tr>
<tr>
<td>○ No “big” hairstyles</td>
<td>● Nails</td>
</tr>
<tr>
<td>○ Longer hair should be pulled back</td>
<td>○ Clean</td>
</tr>
<tr>
<td>● Subtle fragrance</td>
<td>○ Well groomed</td>
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ORAL PRESENTATION COMPONENTS

Use the following information to develop the oral presentation. Students are not required to submit their PowerPoint presentations to their advisors, but it is highly recommended that students create their presentations early and rehearse their oral presentations for an audience several times before the official presentation day – May 16, 2017.
I. INTRODUCTION
   A. Attention Getter
   An attention getter is designed to capture the attention of the audience. The first words that you say to an audience must make them want to listen to you. There are five types of attention getters:
   - **Asking questions** – This method gets the audience directly involved. It fires up their curiosity about your topic and makes them actively involved in your speech.
   - **Making references** – This method allows you to be comfortable, congenial, and conversational with your audience by including them in your opening. You might refer to people in the audience, your physical surroundings, or the significance of the occasion.
   - **Making a startling statement (or statistic)** – This method is one that jolts your audience into paying attention.
   - **Referencing a quotation** – This method can add a degree of style and sophistication to your speech. It is repeating the exact words that someone else has used.
   - **Telling a story** – This method can set the mood and will become a reflection of your personality. Personal accounts or interesting accounts about other people, places, and events can quickly give you an “in” with your audience because everyone loves a well-told story.

   B. Link
   The link in a speech is the statement that comes between the attention getter and the preview statement and logically connects the two. Tell the audience why you chose the quote, etc. that you chose and what the audience can expect to learn about in your speech.

   C. Preview Statement
   The preview statement gives the audience an overview of the major areas that will be discussed in the body of the speech. These major areas will be repeated in the body of your speech with specific examples added for support.

II. BODY
   The body of a speech is the heart of the entire presentation. It is the place where you exhibit your information in an organized manner. Below is a list of the content areas of your portfolio that should be shared with the panel in an organized, but creative and original way. These main headings can be arranged in any organizational pattern you choose.
   - A. one meaningful sample and reflection of student work
   - B. brief overview of projection of future plans
   - C. highlights of job shadow or job interview
   - D. extra-curricular activities, awards, special interests, service, volunteerism, etc.

III. CONCLUSION
   A. Summary Statement
   The summary is a quick wrap-up and should remind the audience of the main headings that you covered in your speech.

   B. Clincher
   Just as important as it is to make a good first impression, it is important to make a solid final impression. The clincher ends your speech and makes a memorable final impression. Any of the five types of attention getters can be used as a clincher.
Student Interview

Student Interview Sample Questions

Possible Interview Questions
1. Tell me something about yourself.
2. What are three of your strengths?
3. What is an area of weakness? How do you plan to overcome it?
4. What personal characteristics do you feel are necessary for success?
5. How has your education helped you in a work-related environment?
6. Describe your experiences working on a team.
7. What would your teachers have to say about you?
8. What is the most difficult decision you made this year?
9. How do you handle stress?
10. What are three words that describe your personality?
11. Describe the most important lesson you learned while in high school.

Possible Portfolio Presentation Questions
1. In what activities did you participate?
2. Do you have any hobbies?
3. Do you volunteer in the community?
4. What work experience do you have?
5. Have you won any awards/honors?
6. What would one of your references say about you?
7. Who wrote your letter of recommendation? Why did you ask that particular person?
8. What are your future career goals?
9. What do you plan to do after high school graduation?
10. What would make you choose one job over another?
11. Where do you see yourself in 10 years?
12. What learning experiences have you had throughout your career exploration?
13. How did the career research project impact your plans for the future?
14. How will the career you plan to pursue help you to achieve your future life goals?
15. What is your favorite piece of literature (novel, short story, poem, etc.)? Least Favorite?
16. What is your favorite student work example in the portfolio? Explain why?
17. Tell me what defines who you really are.
18. Tell me something unique about yourself.
19. What do you do with your spare time?
20. What do you consider your greatest achievement? Why are you so proud of this particular achievement?
# ORAL PRESENTATION & STUDENT INTERVIEW RUBRIC

## PRESENTATION

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td><strong>100-90</strong></td>
<td><strong>89-80</strong></td>
<td><strong>79-70</strong></td>
<td><strong>69-60</strong></td>
<td><strong>60-0</strong></td>
</tr>
<tr>
<td>Distinguished</td>
<td>Proficient</td>
<td>Approaching Expectations</td>
<td>Below Expectations</td>
<td>Insufficient Evidence</td>
</tr>
</tbody>
</table>

### CONTENT
- Clearly stated introduction/ focus
- Thoroughly represented the components of the project as outlined,
- Insightfully and creatively organized; includes introduction, body, and conclusion
- Very effective word choice, professional vocabulary
- Utilized smooth transitions, seamless presentation flow

### DELIVERY
- Presentation includes appropriate transitions
- Public Speaking Skills: maintains appropriate eye contact 90-100% of the time, appropriate rate to meet time limit, appropriate body position to audience
- Presented with confidence and poise.
- Distinct professional dress, adhered to all guidelines provided in manual
- No hesitations, distractions or delay tactics

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- Elaborated on Introduction/ focus on title slide,
- Represented most components of the project
- Clearly organized and includes introduction, body, and conclusion
- Word choice is reflective of student focus, minimal errors
- Transitions evident

### DELIVERY
- Structure was Clear introduction, body and conclusion
- Maintained eye contact 80-90% of presentation, reading from slides occasionally
- Presented with confidence
- Appropriate professional dress, adhered to most guidelines provided in manual
- no hesitations, distractions or delay tactics

### DELIVERY
- Clear introduction, body and conclusion organization
- Maintained eye contact 70-80% of presentation, dependent upon reading slides for cues
- Sporadic moments of confidence, somewhat robotic presence
- Neat and clean appearance; semi-professional dress
- Few hesitations, distractions, or delay tactics

### DELIVERY
- Clear introduction, body and conclusion organization
- Maintained eye contact less than 70% of presentation, relied heavily on reading slides’ content
- No confidence in presentation, robotic or inappropriate presence
- Appearance has no attempt at professional dress guidelines, inappropriate dress, unkempt appearance
- Many hesitations, distractions, or delay tactics

- Minimal reference to focus
- Many components of the project missing
- Lacks overall organization, details and connections are lacking.
- Many grammatical errors, no transitions

- No introduction/ focus
- Little to no components of project included
- No organization is evident; missing information.
- Obvious lack of proofreading
- No transitions
| MULTIMEDIA USE | • Clear and effective displayed evidence of all required components  
• Personalized visual content, animation was minimally used  
• Professional and high quality in appearance | • Clearly displayed evidence of most required components  
• Personalized visual content  
• Animation was appropriate  
• High quality graphics used to enhance the presentation | • Lacking confidence, somewhat robotic presence  
• Appearance has little attempt at professional dress guidelines, is messy or somewhat inappropriate  
• Some hesitations, distractions, or delay tactics | • Minimal to no visuals in presentation  
• No personal connection to content  
• Animation in every slide with each content piece  
• Media was poor in quality, many errors |
FREQUENTLY ASKED QUESTIONS

Why complete a Graduation Project?
The Carlynton School District’s Graduation Project, which is included in the district’s Strategic Plan, encourages students to reach their full potential and become lifelong learners and productive citizens. It is a way to prepare a student for preparing themselves to plan and set goals for their future outside Carlynton Jr. /Sr. High School.

How do I choose an advisor?
During the junior year, students will be provided with a list of high school staff members who have volunteered to be student advisors. Students are encouraged to ask a staff member to act as an advisor for the Graduation Project. It is important to choose an advisor with whom one feels comfortable or one who may have some experience related to the career choice of the student. Once a staff advisor agrees to work with the student, both the student and the advisor must sign an Advisor Contract. This document will be placed in the student portfolio. Students who do not obtain an advisor will have an advisor assigned to them by the Principal.

What happens if I do not complete one (or more) of the components of the Graduation Project?
The Carlynton Graduation Project components as outlined in this manual reflect the journey of education a student receives and is prepared for. In order for the student to graduate on time with his/her class and have the opportunity to participate in commencement activities, it is necessary that these requirements are met. Corresponding points will be deducted from the Senior Benchmark rubric for any missing items. The Principal reserves all rights in final decision making on a student’s successful completion of the project components.

What happens if I miss a deadline?
Deadlines are important, in high school, college, and in the work world. All of us suffer consequences if we do not meet deadlines. Students should work closely with their advisors to make sure all deadlines are met. Deadlines will occur during a one-week window. Not being in school on a deadline date does not excuse the student from the responsibility of turning the item in on time. Students should arrange to have the work delivered to school either by a friend or a parent/guardian during an extended absence, or via electronic communication with their advisor. Students will suffer a 5 point penalty each time one of the five published deadlines is not met. Students must initiate deadline process, not the advisor.

Who should I see if I have questions about my project?
Any questions concerning the student’s Graduation Project should be directed to his/her advisor. General questions can be directed to the High School Principals.

Will I earn a grade on my Graduation Project?
The completion of the Graduation Project is either PASS or FAIL. A student must pass the graduation project in order to receive a high school diploma. Students may be required to revise and present a second time at a later date if they fail to meet the requirements.