TABLE OF CONTENTS

Mission Statement 2
High School Graduation Project Requirements 2

GRADUATION PROJECT TYPES AND CRITERIA
Graduation Project Types 5
Graduation Project Criteria 6

CONTRACTS AND AGREEMENT FORMS
Lake-Lehman School District Graduation Project Contract Form 1 9
Graduation Project Plan of Action Form 2 11
High School and/or Community Mentor 13
Community Mentor Agreement Form 3 15

HIGH SCHOOL AND COMMUNITY MENTOR MEETINGS FORMS
Graduation Meeting Record for High School Mentor Form 4 19
Graduation Meeting Record for High School Mentor Form 5 21
Graduation Meeting Record for High School Mentor Form 6 23
Meeting Record for Community Mentor Form 7 25

HIGH SCHOOL AND COMMUNITY MENTOR EVALUATION FORMS
High School Mentor Evaluation Form Form 8 29
Community Mentor Evaluation Form Form 9 31
Time Sheet Form 10 33

INFORMATION FOR THE SENIOR INTERVIEW AND EVALUATION PROCESS
Senior Interview 37
Two Types of Senior Presentations 38
Graduation Project Research Paper Rubric 41
Rubric for Paper Rejection 42
Graduation Project Scoring Rubric 43
Graduation Project Checklist 45
Reflection Paper 47
Higher Order Performance Verbs 48
Glossary of Terms 49

MISSION STATEMENT OF LAKE LEHMAN SCHOOL DISTRICT

We believe that education is a lifelong community-based endeavor that is process oriented with an emphasis placed on preparing all learners to become productive members of an emerging technological and global society.

It is the mission, therefore, of the Lake-Lehman School District to provide a safe and secure environment where all learners are provided the opportunity to develop the skills necessary to achieve success in an ever changing world.

CHAPTER 4 CODE 4.24
HIGH SCHOOL GRADUATION PROJECT REQUIREMENTS

Each school district, including charter schools, shall specify requirements for graduation in the strategic plan under 4.13 (relating to strategic plans). Requirements shall include course completion and grades, completion of a culminating project and results of local assessments aligned with the academic standards. Beginning in the 2002-2003 school year, students shall demonstrate proficiency in reading, writing, and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under 4.52 (relating to local assessment system) at the proficient level or better to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.

GRADUATION PROJECT TYPES AND CRITERIA

GRADUATION PROJECT TYPES

I. COMMUNITY-SERVICE BASED

- Minimum of 30 hours of service documented on time sheet and signed by community mentor.
- Community mentor must have expertise in project area.
- *If fund-raising is involved*, there must be a minimum of $500.00 dollars profit, documentation of hours, **receipts for expenditures**, and written verification of donation.
- 4-6 page MLA based research paper on related topic with 4-6 varied sources.
- Minimum 1 page, 3 paragraphs, typed reflection on project.
- Minimum of 3 meetings with high school mentor required with documentation of progress.
- Minimum 2 community mentor meetings.
- High school and community mentor evaluation forms completed.
- Multi-media visual aid of community service.

II. PROJECT-BASED

- **List of materials, architectural drawings and/or plans must be approved by our Industrial Arts Teacher before the end of May. (see timeline for specific dates)**
- Creation of project for non-profit organization.
- Minimum of 30 hours required, documented on time sheet and signed by community mentor.
- Timeline with visuals to document progress of project is required.
- Community mentor with affiliation to non-profit organization.
- 4-6 page MLA research paper with 4-6 varied sources on a related topic.
- Minimum 1 page, 3 paragraphs, typed reflection on project.
- Minimum of 3 meetings with high school mentor required with documentation of progress.
- Minimum of 2 community mentor meetings.
- High school and community mentor evaluation forms completed.
- Written verification of project donation required.
- Multi-media visual aid of community service.

LAKE-LEHMAN SCHOOL DISTRICT
GRADUATION PROJECT CRITERIA

A. A time sheet must be kept and submitted, showing documentation of all work.

B. At least one major focus or academic area and two additional interest areas must be evident in the project.

C. The areas for the choices are as follows: communications, mathematics, science and technology, environment and ecology, citizenship, arts and humanities, career education and work, wellness and fitness, home economics.

D. Each project must contain a multi-media presentation per project.

E. The following must be included in the senior presentation: research, writing, multi-media visual aid, reflective paper, and required documentation.

F. Each graduation project must demonstrate the ability to apply, analyze, synthesize and evaluate information.

G. A project interview must be conducted at the time of the assessment and a minimum score of 65/100 must be achieved and all seven component of the project must be evident in order for the project to be accepted.

AREAS FOR EVALUATION

1. Reflection Paper
2. Use of multi-media and its relevance to the theme
3. Documentation, mentor meetings and evaluation forms
4. Research Paper
5. Project interview
6. Project interview content (appropriate responses to questions from the judging panel)
7. Evidence of application, analysis, synthesis, and evaluation

CONTRACTS
AND
AGREEMENT
FORMS

Form 1

LAKE-LEHMAN SCHOOL DISTRICT
GRADUATION PROJECT CONTRACT

As part of the high school graduation requirements, _____
Studentôs name
will complete a project in one or more areas of concentration, under the guidance and direction of _____ of the high school faculty and _____ from our community (if applicable). This student is required to meet the project demonstration criteria as set forth in the Chapter 4 Regulations of the State Board of Education.

The major objective of this graduation project is _____

_____

*The senior project may not be credited towards my participation in any other school or community-based organization.

I plan on working: _____alone _____ group of no more than 3

If applicable, list group members: _____

My project type will be: (please check one):

____ Community-service based (30 hours volunteering)

____ Community-service based fundraiser (30 hours plus minimum of $500 raised)

____ Project-based (30 hours of work and project donated to non-profit organization)

_____ _____
High School Studentôs Signature Date

_____ _____
High School Mentorôs Signature Date

_____ _____
Parent/Guardian's Signature Date

_____ _____
Parent/Guardianôs Signature Date

Form 2

GRADUATION PROJECT PLAN OF ACTION

*The graduation project plan of action MUST be typed.

I. **The title or theme of the Graduation project:**

Examples: S.P.C.A.
A Shaker Blanket Chest (Donated to a non-profit organization)
Community Service at Hillside Farms
Meadows Grandparent Program
Locks of Love

II. **Write Out Project Type**

A. Write out the complete objective, (make sure the type of graduation project chosen and the research topic are included in the complete objective).

Examples:

My objective is to volunteer at Hillside Farms a minimum of 30 hours and research organic farming.

My objective is to research geriatrics and donate a minimum of 30 hours at Lakeside Nursing Home.

B. Step by Step Procedure.

1. Describe the step by step procedure you plan to follow.
2. Use as many numbers as you need to complete the procedure.

C. Timeline.

1. Describe the time-line you intend to follow for this project, using months.
2. Use as many numbers as you need to complete this section.

HIGH SCHOOL AND /OR COMMUNITY MENTOR

The most important step in completing a successful Graduation Project is securing an advisor or mentor. This mentor is to serve as an expert in the field, topic, or area of study you have decided to explore. You must have one faculty mentor and a member of the community (not a relative) to assist you as well. Although your advisorôs knowledge of the topic you have selected is very important, his or her willingness to work with you through this process is equally vital.

MENTOR RESPONSIBILITIES:

* Mentors should make themselves available to their students on a regular basis and at least three mutually agreed upon times must be set during this process for monitoring purposes (at the beginning, middle and end of the project period).

* Students must keep a time sheet documenting all work on the project and have each meeting with their mentor initialed.

* Mentors are encouraged to assist students with the technical aspects of a project which may not be within the studentôs present capabilities. However, the mentor is not to do any of the work for the student but should provide direction and encouragement.

* Mentors are encouraged to suggest new skills or information necessary to complete the project in a satisfactory manner.

* Mentors must complete the Mentorôs Evaluation Sheet as part of the studentôs final portfolio.

* Mentors may be consulted regarding the final evaluation of the studentôs Graduation Project and/or interview.

Form 3

COMMUNITY MENTOR AGREEMENT

I, _____ agree to serve as a mentor for
Mentor

_____ for the duration of his/her Graduation Project.
Studentôs Name

Having professional experience in the _____ , I understand that I
Area of Expertise

am acting as a facilitator giving guidance and suggestions as needed.

I further understand that the student is ultimately responsible for the successful completion of his/her Graduation Project. It is the studentôs responsibility to request assistance and to schedule meetings at a time that is convenient for the mentor.

This section is to be completed by the Mentor:

I agree to serve in the capacity of Graduation Project mentor for the student identified above regarding the following topic:

Should the terms of this agreement change in either of the following ways, I understand that I have the right to terminate my responsibilities as mentor.

A. Additional students begin to work on this project without my knowledge and/or permission.

B. The project topic changes to such a degree that my expertise can no longer be utilized.

_____ _____
Studentôs Signature Date

_____ _____
Mentorôs Signature Date

_____
Mentorôs Phone Number

HIGH SCHOOL
AND
COMMUNITY MENTOR
MEETING FORMS

Form 4

MEETING RECORD FOR HIGH SCHOOL MENTOR

Student Name _____ Conference Date _____

1. Project Topic (Brief Description).

2. What was discussed during this session?

3. Areas to be explored before the next conferencing session.

Mentorôs Signature _____

Next Scheduled Conference _____

Form 5

MEETING RECORD FOR HIGH SCHOOL MENTOR

Student Name _____ Conference Date _____

3. Project Topic (Brief Description).

4. What was discussed during this session?

3. Areas to be explored before the next conferencing session.

Mentorôs Signature _____

Next Scheduled Conference _____

Form 6

MEETING RECORD FOR HIGH SCHOOL MENTOR

Student Name _____ Conference Date _____

5. Project Topic (Brief Description).

6. What was discussed during this session?

3. Areas to be explored before the next conferencing session.

Mentorôs Signature _____

Next Scheduled Conference _____

Form 7

MEETING RECORD FOR COMMUNITY MENTOR COMMUNITY SERVICE/PROJECT-BASED TOPIC

Community Mentor _____

Lake-Lehman Senior _____

Date of the Meeting _____

Length of the Meeting _____

Material Discussed and /or Accomplished

_____

_____

_____

_____

_____

Mentor's Signature _____

Telephone _____

MEETING RECORD FOR COMMUNITY MENTOR COMMUNITY SERVICE/PROJECT-BASED TOPIC

Community Mentor _____

Lake-Lehman Senior _____

Date of the Meeting _____

Length of the Meeting _____

Material Discussed and /or Accomplished

_____

_____

_____

_____

_____

Mentor's Signature _____

Telephone _____

HIGH SCHOOL
AND
COMMUNITY MENTOR
EVALUATION FORMS

HIGH SCHOOL MENTOR EVALUATION FORM

(One form should be completed for each person working on the project and attached to the project.)

Student's name:_____

Requested my supervision on a graduation project for the period of time beginning in April and ending in March of the following school year.

Major project topic/objective: _____

The following information concerning this Graduation Project has been provided honestly and to the best of my ability and may be used as one form of evaluation for this Graduation Project.

Evaluation Rubric: 3 = Always 2 = Sometimes 1 = Rarely 0 = Never

	Criteria	**Evaluation**
1.	I met with my student a minimum of three (3) times during this process.	_____
2.	The student came to our meetings with all information requested of him/her.	_____
3.	The direction and progress of the work, indicating the beginning, middle and conclusion, was evident.	_____
4.	Problems were identified and solutions discussed as the project progressed.	_____
5.	All required paperwork was turned in to the appropriate person at the appropriate time.	_____
6.	Physical evidence of their project was made available to me on various occasions.	_____
7.	I believe the student personally completed all of the submitted materials.	_____
8.	The student illustrated commitment and dedication to the project.	_____
9.	The student displayed a positive attitude.	_____
10.	The student demonstrated initiative in contacting and meeting with the high school mentor.	_____

Total _____/30 Pts.

Additional Comments

_____

_____ _____

Mentor's Signature **Date**

COMMUNITY MENTOR GRADUATION PROJECT EVALUATION FORM

The following student _____ has been under my supervision for the period of time beginning_____and ending_____. His/Her major objectives and/or responsibilities while completing this Graduation Project are as follows:_____
_____.

This information concerning the seniorôs performance has been provided honestly and to the best of my ability and may be used as one form of evaluation for his/her Graduation Project.

Evaluation Rubric: _3 = Always 2 = Sometimes 1 = Rarely 0 = Never

	Criteria	**Evaluation**
1.	I met with my students(s) a minimum of two (2) times during this process	_____
2.	The student(s) was on time for our meeting	_____
3.	The student(s) came to our meetings with all information requested of him	_____
4.	The student(s) displayed a positive attitude.	_____
5.	The student(s)was respectful to everyone with whom he/she worked.	_____
6.	The student(s) demonstrated knowledge of His/her subject area and /or required responsibilities.	_____
7.	The student(s) demonstrated a good work ethic. (Were they concerned with the quality of their work?)	_____
8.	The student(s) performed his/her responsibilities For the entire contracted time period.	_____
9.	The student(s) appeared to enjoy what he/she had chosen to do.	_____
10.	If placed in a hiring position, would you hire this person for a job?	_____

Total _____ /30Pts.

** Please give this form to the student in a sealed envelope or send to the following address:

Graduation Project Committee
c/o Lake-Lehman High School
PO Box 38
Lehman, PA 18627-0038

_____ _____

Mentor's Signature **Phone number**

Additional Comments:

LAKE-LEHMAN GRADUATION PROJECT TIME SHEET

Student's Name _____

Graduation Project _____

DATE	TIME (ex. 4:00 to 7:00PM)	ACTIVITY
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total Time: _____

Community Mentor's Signature _____

Phone Number_____

Date_____

SOURCE DOCUMENTATION

- A copy of book source to include: book cover, title page, back of title page, pages used.
- Copy of all sources used (magazines, newspapers, pamphlets, internet, etc.)
- No encyclopedias allowed to be used as a source.
- No Wikipedia allowed to be used as a source.
- No blogs can be used as a source.
- Copy of interview questions and transcript of interview required.

ANTI-PLAGIARISM TIPS

Documentation is very important and must be done when someone else deserves credit for the work that they have labored to complete. Always give credit to the person(s) who deserves credit. Think about how you would feel if someone used your research, fact finding that took you much time and effort, and claimed it as their own.

A general rule of thumb is, if in doubté é .document! However, if you have specific questions about documenting, check with your teacher or mentor.

Use many sources to gather your information. In this way you will be able to contrast and compare, make associations between various sources, and draw your own conclusions in your own words.

Generally speaking, to avoid plagiarism you must look up your own information, understand the information you have gathered, apply this information to your topic, analyze your information (how does it contrast and/or compare), organize your information to support your project, and draw your own conclusions about your research.

All documentation should be set up in MLA format, utilizing parenthetical documentation and a works cited page. Copies of this format can be obtained from the high school librarian or your English teacher.

From the **Lake-Lehman Student Handbook**, ñPlagiarism or academic dishonesty is a serious offense. Students will receive a zero for the paper or other type of evaluation. The parent/guardian will be notified and student will be referred to the Principal for any further disciplinary action.ò

INFORMATION
FOR THE SENIOR INTERVIEW
AND
EVALUATION PROCESS

SENIOR INTERVIEW…

According to Mr. Webster: ñan interview is a meeting of people face to face, as for evaluating or questioning a job applicant, a meeting in which a person is asked about his views, activities, etc.ò

In the ñreal world,ò you will not know what questions are going to be asked of you in the interview for the ñjob of a lifetime,ò but the following suggestions for your high school interview may not only increase your present chances of success but may come in handy in the future. The degree to which you follow these suggestions is an individual decision, but your preparedness is highly recommended.

Practice, practice, practice! A video tape and/or audio tape would be invaluable in helping you assess your speaking ability and personal presentation.

PRIOR PREPARATION

- Arrive 10-15 minutes early. If your parents and community mentors wish to attend your interview, they should arrive at the same time.
- Bring all required information with you.
- Make a good first impression. Dress in good, casual clothing, such as Dockers and shirt and/or sweater for the boys and good slacks or skirt with a blouse and /or sweater for the girls. Blue jeans, T-shirts, and sneakers are not permitted.
- Have any audio/visual equipment that the school is unable to provide, available for use.
- If you have worked with one or more persons on your project, divide your senior presentation equally.
- Everyone in your team must be prepared to answer any question asked of him or her concerning any and all parts of your project.
- Prepare your note cards in such a manner that you can quickly refer to them rather than read from them.

INTERVIEW INFORMATION:

We want to hear about your graduation project experience, not only the academic information acquired through the entire process, but your reflections, problems, personal and collective strengths and weaknesses. You should make a serious attempt to speak for the 10-15 minutes provided to you. Do not sum it up!

One of the major objectives of this project is for seniors to demonstrate their ability to analyze, synthesize, evaluate and problem solve. You should be prepared to explain in what instances these thinking skills were used. All verbs indicating these thinking skills have been identified in your information packet.

You will be afforded the opportunity to ñwrap upò your interview with final thoughts, after the question and answer period has been completed.

Your written evaluation will be prepared and presented to you within two school days. This affords the members of your interview team the time to meet with your mentor, for any additional support and/or information concerning your project.

TYPES OF SENIOR PRESENTATIONS

1. Community-Service Project

- Thoroughly explain your community service project.
- Why did you choose this service or from where did you get the idea?
- Describe the benefits of your project to others and/or our community.
- What major responsibilities did you perform during the time period spent on this project?
- Approximately how many hours of active service did you perform each week or month?
- For how long did you perform this service?
- Describe the composition of your target audience and express your feelings concerning the relationship that developed or did not develop during this process.
- Reflect on some of your favorite and least favorite lessons, activities and/or responsibilities.
- What do you feel were your strengths and weaknesses as a community servant and what would you do differently if given another chance?
- Describe the relationship that developed with you supervisor or community mentor during the course of this project.
- Identify any other person(s), if any, and who was instrumental in helping you with your project.
- What problems did you encounter and how did you solve them?
- To what degree do you feel you were successful in reaching your objectives and why.

2. Project-Based:

- Thoroughly explain your project.
- Why did you choose this topic or from where did you get the idea?
- What was or were your objectives(s)?
- What materials were you required to purchase?
- Approximately how many hours and how much money did you spend constructing your end product?
- How many other people were instrumental in helping you complete your project and who were they?
- Where did you go for your research information and which sources did you find to be the most valuable and why?
- What problems did you encounter and how did you solve them?
- What did you discover were your personal strengths and weaknesses?
- In what ways are you pleased and/or displeased with your final project?
- What, if anything, would you do differently if you were to begin again?
- Explain the process or order you followed to complete this project and utilize any additional audio visual aids to keep you on track, such as pictures demonstrating the various phases. You may want to design an outline depicting each major stage of your work. This outline could be posted or handed out to the individual members of the interview team.
- Explain the construction of your end product, or explain how it works

• GRADUATION PROJECT RESEARCH PAPER RUBRIC

Rubric Scoring

EXCELLENT

- ❖ Thorough research ï use of numerous resources.
- ❖ Organization ï well thought out.
- ❖ Presentation is in logical sequence.
- ❖ Reflects mastery of language-varied and mechanically correct.
- ❖ Demonstrates or deals with data and information in an insightful and analytical manner.
- ❖ Project shows evidence of originality and creative thinking.

ABOVE AVERAGE

- ❖ Project meets stated requirements.
- ❖ Thorough research ï uses several resources.
- ❖ Organization ï planned and in logical sequence.
- ❖ Research is accurate, thorough and supported in detail.
- ❖ Use of language is mechanically correct and competent.
- ❖ Data and information are descriptive and reflects analytical thinking.

AVERAGE

- ❖ Project has minimally met all requirements.
- ❖ Research is accurate, but lacks detail and explanation.
- ❖ There is basic organization, but reasoning is not always clear or logical.
- ❖ The structure and mechanics are generally correct, with some errors.
- ❖ Final project demonstrates an adequate understanding of data gathered and/or materials used.

BELOW AVERAGE

- ❖ Project has not yet met all requirements.
- ❖ Research is scant and lacks detail.
- ❖ Final product is poorly organized and is difficult to understand.
- ❖ Written materials have many errors in sentence structure and mechanics.

POOR

- ❖ Student has not completed project requirements.
- ❖ Student has shown no evidence of completing project.
- ❖ Student fails to turn in completed project by deadline date.

RUBRIC FOR PAPER REJECTION

Project or Community /Service Based Paper
REJECT

_____ No Paper

_____ No Works Cited

_____ No Parenthetical Documentation (Internal Citations)

____ Parenthetical Documentation must coordinate with the Works Cited

_____ Did Not Have Minimum of Four Varied Works Cited

_____ Did Not Have Minimum of Four Pages (Body of Paper)

_____ Plagiarism (Sources need to be verified)

GRADUATION PROJECT SCORING RUBRIC

Student(s) Name _____ Final Grade _____/100

Project Topic _____ Accepted Rejected

RUBRIC FOR GRADUATION INTERVIEW	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
1. Final Documentation Forms (Forms 4-10 present and complete)	10	9	8	7	2
2. Use of multi-media and its relevance to the theme	15	13	11	10	7
3. MLA Formatted, Electronic Reflection Paper	10	9	8	7	2
4. Research Paper (Group paper grades should be averaged together)	15	13	11	10	7
5. Project Interview Skills (presentation)	15	13	11	10	7
6. Project Interview Content (appropriate responses to questions from judging panel)	15	13	11	10	7
7. Evidence of application, analysis, synthesis, and evaluation	20	17	15	12	8
TOTALS	_____	_____	____	_____	____

Comments regarding graduation project:

1. Documentation _____
2. Audio/Visuals _____
3. Reflective Paper _____
4. Research Paper _____
5. Project Interview Skills _____
6. Project Interview Content _____
7. Thinking skills _____

Additional comments:

_____

_____

A total of 100 points may be given as the highest possible grade. Any project earning below 65 points must be resubmitted. All seven components must be present to pass.

GRADUATION PROJECT CHECKLIST

____ Contract information has been typed or completed through the use of computer technology.

____ Plan of action has been completed through the use of computer technology, submitted and accepted.

____ Project contract has been signed by parents.

____ Parentôs contract is signed and returned.

____ Mentorôs contract is signed and returned.

____ Three sessions with the mentor were held and signed.

____ All service hours have been documented and signed by the community mentor.

____ All required evaluations have been completed.

____ MLA format has been used in all written research and all sources have been documented.

____ Documentation indicates number of hours spent and reflections throughout the process. (Forms 4-10 and reflection paper)

____ Multi-media presentation has been prepared.

____ Note cards have been prepared.

____ Correct interview time and room has been checked.

REFLECTION PAPER

Students are required to complete a 1 page, double spaced, minimum 3 paragraphs, reflection paper in MLA format. This paper should reflect upon your senior project experience. You might address the following: Why did you choose the project? What were your first impressions? Were there any influential people you met? Were you glad you chose this project? Would you recommend this project to others? What did you learn while completing this project that will be helpful in life?

This paper needs to be word processed and set up as follows:

Amy Douma

Mr. VanderMey

Graduation Project

17 March 2016

Reflection Paper

I began my senior project during July. My project included working at Hillside Farms. I chose this project because I believe Hillside Farms is a significant landmark in our area. My work included cleaning up around the land, cutting grassé

HIGHER ORDER PERFORMANCE VERBS

ANALYSIS

Break down, uncover, look into, dissect, examine, take apart, divide, simplify, induce, deduce, inspect, catalogue, classify, sift, search, screen, audit.

- Discern a pattern
- Adapt to and reach audience
- Empathize with the unusual
- Pursue alternative answers
- Achieve an intended aesthetic effect
- Exhibit findings effectively
- Polish a performance
- Lead a group to closure
- Develop and effectively implement a plan
- Design, execute and de-bug an experiment
- Make a novice understand what you deeply know
- Induce a theorem or principle
- Explore and report fairly on a controversy
- Lay our ñCost Benefitò options
- Assess the quality of a product
- Graphically display and effectively illuminate complex ideas
- Rate proposals or candidates
- Make the familiar strange

SYNTHESIS

Combine, compile, build, reorder, compose, breed, conceive, blend, form, make up, construct, design, formulate, constitute, propose.

- Infer a relationship
- Facilitate a process and result
- Create an insightful model
- Disprove a common notion
- Reveal the limits of an important theory
- Successfully mediate a dispute
- Thoroughly rethink an issue
- Shift perspective
- Imaginatively and persuasively simulate a condition or event
- Thoughtfully evaluate and accurately analyze a performance
- Judge the adequacy of a superficially appealing idea
- Accurately self assess and self correct
- Communicate in an appropriate variety of media or language
- Complete a cost benefit analysis
- Question the obvious or familiar
- Analyze common elements of diverse products
- Test for accuracy
- Make the strange familiar

GLOSSARY OF TERMS

Chapter IV:	State guidelines delineating the requirements of the Commonwealth insofar as high school graduation is concerned.
Graduation Project:	Project requirements of the Lake-Lehman School District, applicable to all graduating seniors effective 2002.
Mentor:	Faculty, administrator, or other District employee assigned to monitor and provide direction and guidance to an individual student or group of students.
Contract:	Signed document between student, mentor and parents or guardians accepting the requirements for completion of the studentôs graduation project.
Time Line:	Document outlining what the student plans to accomplish as a graduation project.
Community Service/ Internship Contract	Document detailing what is required of community service/ internship sponsors.
Community Service/ Internship Evaluation:	Document providing the evaluation component of the sponsorôs experience with Lake-Lehman School District students.
Reflection Paper	Provides a record of the experience of the student, with an evaluation of the value received.